

Hilderthorpe Primary School

Inspection report

Unique Reference Number	135700
Local Authority	East Riding of Yorkshire
Inspection number	360739
Inspection dates	9–10 May 2011
Reporting inspector	Lesley Clark

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	388
Appropriate authority	The governing body
Chair	Mr Andrew Dixon
Headteacher	Mrs Susan Everson
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by three additional inspectors. They observed 16 lessons taught by 13 teachers. Meetings were held with parents, carers, three groups of pupils, the Chair of the Governing Body, staff and the local authority adviser. The inspectors observed the school's work, and looked at a range of documentation including: assessments of pupils' progress; the local authority's improvement plan; attendance data; the school's monitoring of teaching and learning; documentation relating to pupils with special educational needs and/or disabilities and safeguarding information. The team analysed questionnaires returned from staff and pupils, and 86 questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether there is sufficient challenge to enable pupils to achieve as well as they should in English and mathematics in Key Stage 2.
- How effectively teachers use assessment information to plan what they teach and to ensure that pupils know how to improve their work.
- The impact of pupils' behaviour and attendance on their safety and learning.
- The extent to which leaders at all levels take effective action to raise attainment and accelerate pupils' progress in reading, writing and mathematics.

Information about the school

This school is larger than most primary schools. The majority of pupils are of White British heritage. An above-average proportion is known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is above average, although a broadly average proportion has a statement of special educational needs. The school opened in September 2009 following the amalgamation of an infant and a junior school which shared the same site. Nearly a quarter of staff has changed since the school opened.

There is a children's centre on the same site. This was inspected separately at the same time and the report can be found on the Ofsted website. The after-school club was not part of this inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Although pupils make satisfactory progress in their learning and their achievement is satisfactory, the school's provision for their wider personal development and well-being is inadequate. This leads to serious shortcomings in pupils' behaviour, how safe pupils feel in school, how well they are prepared for their future lives and their spiritual, moral, social and cultural development.

Pupils' behaviour is inadequate overall because it falls to unacceptable levels outside lessons and too often pupils are injured. Although pupils know how to behave in lessons so that learning proceeds satisfactorily, the quality of care, guidance and support provided by the school is ineffective and pupils do not feel safe. Adults do not have a consistent approach to managing behaviour. They do not ensure that there is no bullying and that pupils move about the school in a safe and calm manner with respect for the safety and welfare of others. Safeguarding arrangements for pupils in Years 1 to 6 are inadequate and pupils in these year groups are not encouraged sufficiently well to adopt safe practices. Attendance is low and there is little sign of improvement because the school has not explored a wide enough range of strategies to promote good attendance. Learning and progress for most pupils are satisfactory and improving but the progress made by boys in Years 5 and 6 is not as fast as that of girls. Pupils with special educational needs and/or disabilities make satisfactory progress but there are some shortcomings in the quality of the individual education plans for the very few pupils who have a statement of special educational needs or who have significant learning needs.

Where the leaders and managers have focused their efforts, with the intense support of the local authority, these aspects are now improving. These include the quality of teaching, the use of assessment and the curriculum. However, the school's leaders and managers do not have the capacity to sustain these improvements on their own because they are too reliant on the guidance and expertise of the local authority. Children in the Early Years Foundation Stage make good progress because the provision is well led and managed, children are safe, and stimulating activities both indoors and outside challenge them.

The governing body's safeguarding arrangements are inadequate, which puts pupils' well-being at risk. Even with the local authority's support, the school is not improving fast enough in key areas that relate to pupils' safety and well-being. Self-evaluation is not sufficiently rigorous because it anticipates that measures are effective before they have

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had time to become embedded and prove their impact. In addition, the school has been too slow to identify weaknesses, for example, that pupils' behaviour was not good enough and attendance is too low.

What does the school need to do to improve further?

- Raise attainment in English and mathematics, particularly that of boys in Years 5 and 6, by:
 - - providing more opportunities to learn through undertaking practical and investigative activities
 - - providing reading materials and learning resources that stimulate boys' interest
 - - giving pupils more opportunities to use and apply their literacy and numeracy skills in a wide range of contexts
 - - using information and communication technology extensively, both as a teaching aid and as a visual learning resource.
- Improve pupils' behaviour and conduct outside lessons by:
 - - adopting a consistent approach to behaviour management to ensure that pupils move about the school in a safe and orderly manner and with respect for the safety and welfare of other pupils and adults
 - - ensuring that pupils follow school rules
 - - ensuring that pupils' ideas for improving behaviour are considered when drawing up strategies
 - - ensuring that adults check and deal appropriately with every instance of inappropriate behaviour
 - - helping pupils to learn self-discipline and take responsibility for their actions
 - - eradicating bullying, name-calling, racist incidents and homophobic comments.
- Ensure arrangements for safeguarding are robust and that pupils receive sufficient support to enable them to keep themselves safe.
- Improve pupils' attendance by:
 - - following up more rigorously persistent and occasional absenteeism
 - - working more closely with parents and carers to reduce the number of holidays taken in term-time
 - - offering a range of short-term incentives to promote good attendance.
- Improve the quality of individual education plans for those pupils with special educational needs and/or disabilities who have a statement of special educational needs by:
 - - improving teachers' record-keeping
 - - ensuring that individual education plans have specific targets accurately matched to pupils' learning needs

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- - involving parents, carers and pupils in agreeing targets in order to help pupils make the next small steps in their learning and to keep parents and carers fully informed of their children's progress
- - checking and reviewing provision for pupils with special educational needs and/or disabilities more often so that targets are changed when needed.

Outcomes for individuals and groups of pupils

4

Pupils say that the 'work is interesting most of the time'. In a growing number of well-planned and suitably resourced lessons, pupils play an active part, concentrate well and learning comes on apace. For example, older pupils could hardly wait to suggest interesting words following a gripping drama lesson in which, to the accompaniment of eerie music, they enacted an Egyptian mummy coming to life as it emerged from its tomb. Occasionally, pupils work too slowly and boys, in particular, clamour for attention when the work is less actively engaging. Pupils' improved behaviour in lessons is contributing to their better progress and increasing enjoyment of learning. They are proud of their progress this year and have a growing understanding of what they need to do to improve their work. Pupils make the best progress in the classes where teachers give them time to check their work against agreed 'steps for success'. Attainment is rising in all year groups as pupils begin to close gaps in their learning, but it remains low overall. Although boys' attainment is improving, it is not improving as quickly as that of girls because reading materials and learning resources are not of sufficient interest to boys and they have few occasions to use and apply their skills or learn through investigation. They do not use information and communication technology (ICT) extensively to support their learning. The progress made by the very few pupils who have a statement of special educational needs or significant learning needs is satisfactory. However, more needs to be done in relation to their individual education plans to ensure that the targets are more closely matched to their learning needs.

Pupils' views are represented through the work of the school council. They have been consulted about ways to improve behaviour but their ideas have yet to be implemented. Pupils say that outside lessons behaviour is not good enough. They say, 'people who are bullied get used to it; it's part of their day'. Some pupils are not self-disciplined and act irresponsibly in the playground and in the corridors. Their poor behaviour and impoliteness occur more frequently than on very isolated occasions. Although pupils know the school rules, some openly flout them because adults do not check every instance of inappropriate behaviour. Some pupils show little regard for others' feelings and consequently name-calling, racist incidents and homophobic comments take place. The poor attendance of a significant minority shows little sign of improvement and contributes to their inadequate preparation for their future lives. Most pupils have an understanding of right and wrong and, when prompted, apologise for their actions. Pupils support a range of local and national charities and perform in concerts in the local community.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	4
Pupils' behaviour	4
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	4
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	4

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

A consistent focus on improving teaching and learning has ensured that teachers' expectations of what pupils can achieve are rising. In the best lessons, pupils play an active part in their learning through engaging activities, such as investigating whether different materials are magnetic. These lessons are well paced because they are very carefully planned so that pupils have opportunities to explain their learning and work together in pairs or groups. Low-level disruption is managed well and teachers' good subject knowledge helps them to channel pupils' energies appropriately. In less effective lessons learning slows due to sketchy planning, a slow pace and work that is not carefully matched to pupils' needs. Opportunities are missed to use ICT extensively, both as a teaching aid and as a visual learning resource to enliven learning and to actively engage pupils, especially older boys. Teachers are beginning to use assessment information to match work more closely to pupils' needs but its use varies across the school. The most recent marking of pupils' work is effective as staff consistently follow the new marking policy. Pupils know what they need to do to reach the next level in their work and this is aiding their satisfactory and improving progress.

The curriculum meets most pupils' needs satisfactorily and offers suitable enrichment opportunities through educational visits and visitors to school. The school is currently developing a more imaginative curriculum but has yet to ensure that pupils have ample

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opportunities to use and apply their literacy and numeracy skills in a wide range of contexts.

Pupils with personal and emotional difficulties receive good quality care, particularly in helping them to manage their anger and in promoting their self-esteem. However, the systems to ensure that pupils behave safely and considerately towards each other and adults are not rigorous enough. The school does not follow up sufficiently rigorously the reasons for persistent and occasional absenteeism. It has yet to work closely with parents and carers to reduce the number of holidays taken in term-time. It has not tried a full range of short-term incentives to promote good attendance. The record keeping in relation to pupils with special educational needs and/or disabilities, although satisfactory overall, requires some improvement for those with a statement of special educational needs. Parents, carers and pupils are not sufficiently involved in agreeing targets so as to help their children make the next small steps in their learning and ensure they are fully informed about their children's progress. Although provision is checked and reviewed twice yearly, this is not often enough to ensure that pupils' targets are changed when needed.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	4

How effective are leadership and management?

Leaders and managers, with intense support from the local authority, are taking effective steps to secure satisfactory and better teaching through employing additional staff, keeping class sizes small and rigorously monitoring and checking the effectiveness of teaching and the quality of pupils' learning. As a result, the progress of most pupils is improving securely. The school has precise information about the groups of pupils it serves and there is improvement where the school has targeted its actions. Actions to promote equality of opportunity and tackle discrimination, including racist behaviour, and to reduce homophobic comments are not fully effective. Leaders and managers are not taking effective steps to embed their ambition for the school without support from the local authority. Although the school, aided by the local authority, has implemented several strategies to improve behaviour, and has plans to improve attendance through employing staff for this purpose, progress is too slow on both these issues.

Arrangements for safeguarding are inadequate and the systems that are in place to check them are ineffective. The governing body does not carry out sufficiently rigorous checks to ensure pupils' safety and well-being. The school has generally positive relationships with parents and carers and keeps them up to date with what is happening in school. However, while most parents and carers receive appropriate information about how well their children are achieving, the parents and carers of pupils who have significant learning

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needs are not sufficiently well informed about their children's learning and development. Partnership activities, such as the sports partnership, contribute satisfactorily to pupils' well-being. The school promotes community cohesion satisfactorily and has plans to develop this further.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	4
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

Children make good progress in their learning and development because they are well taught and the provision is well led and managed. Staff meet together weekly to plan so that the activities both indoors and outdoors match the needs of the children and reflect their interests. Those children with weaker early communication, social and learning skills are identified early to ensure they get the extra help and support they need. Children's 'learning journeys' include detailed observations of their daily progress and what they need to do next to make the next small steps in their learning. These are shared with parents and carers who also add comments.

The good balance of child-led and adult-led activities is enhanced by a language-rich and stimulating learning environment which excites children's curiosity to find things out for themselves. The outdoor provision is well-resourced and provides a range of opportunities to explore and investigate. For example, children used a range of bricks, blocks and containers to build a house and then painted it.

Children's welfare needs are fully met and their learning environment is safe, secure and separate from the main school. Resources are stored safely and are easy for children to reach contributing well to their independence. Adults are good role models and as a result, children behave well, share their toys and take turns without fuss.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Most parents and carers who responded to the inspection questionnaire believe that teaching is good; that the school keeps them informed about their children's progress and helps their children to have a healthy lifestyle. Inspection findings have judged all three of these areas to be satisfactory. A third of those who responded to the questionnaire either wrote or spoke to the inspection team to express their concerns about the way the school deals with unacceptable behaviour, the provision for pupils who have special educational needs and/or disabilities, and the leadership and management of the school. The inspection team looked at behaviour in lessons and around the school. They talked to pupils and observed pupils at playtimes and lunchtimes. They examined the paperwork relating to pupils with special educational needs and talked to staff. Inspection findings endorsed the concerns of parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hilderthorpe Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 86 completed questionnaires by the end of the on-site inspection. In total, there are 388 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	40	45	52	3	3	2	2
The school keeps my child safe	31	36	51	59	4	5	0	0
My school informs me about my child's progress	31	36	49	57	4	5	1	1
My child is making enough progress at this school	26	30	48	56	7	8	4	5
The teaching is good at this school	27	31	52	60	2	2	1	1
The school helps me to support my child's learning	27	31	46	53	10	12	0	0
The school helps my child to have a healthy lifestyle	37	43	43	50	4	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	21	24	56	65	5	6	1	1
The school meets my child's particular needs	25	29	51	59	7	8	2	2
The school deals effectively with unacceptable behaviour	20	23	35	41	19	22	8	9
The school takes account of my suggestions and concerns	17	20	51	59	9	10	5	6
The school is led and managed effectively	18	21	50	58	11	13	6	7
Overall, I am happy with my child's experience at this school	27	31	48	56	11	13	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



11 May 2011

Dear Pupils

Inspection of Hilderthorpe Primary School, Bridlington, YO15 3PP

You will be aware that we recently inspected your school. A 'special thank you' goes to the three groups of pupils who spent time talking to us and showing us their work. Your school is not providing you with a good enough education. It needs more help to make sure that you are safe, that all pupils always behave well and attend school regularly. This is why we judge it to require 'special measures'. Children in the Early Years Foundation Stage do well because they have a safe and secure learning environment and they are well taught. It is not as good in the rest of the school. Over the next few months, inspectors will visit your school to check that things are improving. This is what we have asked the governors and staff to improve.

- Help boys in Years 5 and 6 to improve their attainment by making sure the work is interesting for them and that they have more time to use computers.
- Make sure that those of you who find learning especially difficult get the help you need and that you are involved, with your parents and carers, in regularly setting targets. We have also asked the school to make sure that all the records about your performance are used effectively to support your learning and are kept well organised.
- To make sure that staff help all pupils to move about the school safely and calmly and to follow the school's rules.
- For staff to work with all pupils to ensure there is no bullying, name-calling, racist incidents or intolerant comments and that all pupils behave politely and sensibly at all times.
- Improve safeguarding arrangements so that all pupils feel safe and are kept safe at school.
- Improve the attendance of all pupils.

You do know how to behave in lessons but the behaviour of some of you outside the classroom is poor. You can help to put this right very quickly by showing respect for other people. Those of you that do not attend often enough must come to school regularly.

Yours sincerely

Lesley Clark

Lead inspector

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