

Hillary Primary School

Inspection report

| | |
|--------------------------------|------------------|
| Unique Reference Number | 131511 |
| Local Authority | Walsall |
| Inspection number | 381353 |
| Inspection dates | 6–7 October 2011 |
| Reporting inspector | Derek Aitken |

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 | 500 |
| Appropriate authority | The governing body |
| Chair | Philip Holmes |
| Headteacher | Lynne Cherry |
| Date of previous school inspection | 4–5 February 2009 |
| School address | Hillary Street Pleck Walsall West Midlands WS2 9BP |
| Telephone number | 01922 720812 |
| Fax number | 01922 720993 |
| Email address | postbox@hillary.walsall.sch.uk |

| | |
|---------------------------|------------------|
| Age group | 3–11 |
| Inspection date(s) | 6–7 October 2011 |
| Inspection number | 381353 |

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by four additional inspectors. Inspectors observed 22 lessons taught by 16 teachers. Inspectors held discussions with members of the governing body, staff, groups of pupils and a small number of parents and carers. A detailed scrutiny of pupils' work in writing and in mathematics was carried out. The inspectors observed the school's work and looked at documents, including policies and procedures relating to the safeguarding of pupils, self-evaluation records and assessment information. The inspectors analysed responses to questionnaires from 104 parents and carers, 104 pupils and 11 staff.

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

- Whether pupils make good progress in writing, as data suggests, and if so, the reasons for this.
- The quality of boys' attainment and progress in mathematics in Key Stage 2.
- The impact of the support children in the Early Years Foundation Stage receive for improving their speaking skills.

Information about the school

Hillary Primary is much larger than most primary schools and the number of pupils on roll is steadily increasing. Many more pupils than is usually the case join or leave the school between Reception and Year 6. A very large majority of pupils come from minority ethnic backgrounds. Most pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is well above average. The percentage of children with special educational needs and/or disabilities is below average. Provision for the Early Years Foundation Stage is made in six part-time Nursery classes and three Reception classes.

The school has achieved national Healthy Schools status and holds a number of other awards, including Activemark and the Basic Skills Quality Mark. It also holds the Leading Aspect Award, which recognises the quality of its provision for pupils at an early stage of learning English as an additional language.

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?

2

The school's capacity for sustained improvement

2

Main findings

Hillary Primary has improved markedly since it was last inspected and now provides its pupils with a good education. Pupils' overall attainment has risen over the last three years and is now securely in line with national averages. In the last two years, boys' attainment in Year 6 in mathematics has been lower than that of the girls but inspection evidence shows that this is no longer the case. Unvalidated data from the national tests in 2011 indicate that the school achieved its best ever results in writing, where Year 6 pupils' attainment was above average. The school's increasingly secure pattern of improvement is underpinned by good teaching, effective leadership of the curriculum and accurate self-evaluation.

Children in Nursery and Reception get off to a good start. Children's speaking skills are developed well as a result of the school's strong emphasis on the promotion of oral skills. Pupils continue to make good progress in Key Stage 1 and Key Stage 2 because the curriculum is adapted purposefully to provide them with a sound foundation of basic skills. Much successful work has been undertaken to remove previous inconsistencies in the quality of teaching across the school. The introduction of uniform planning formats, the purposeful use of external consultants and self-critical teamwork, have all enhanced teachers' impact on pupils' performance and there are elements of outstanding practice in some teaching.

Pupils work hard and behave well. Their personal needs are met well by caring staff, and, as a result, all pupils have a confident sense of well-being in this harmonious school. They steadily acquire the skills they need to reflect on, and take responsibility for, their learning. The curriculum is thoughtfully constructed to ensure pupils develop a good awareness of personal safety. Pupils' literacy skills and cultural development are promoted well by special events, such as Book Week, and a range of visitors, including artists and actors; all provide an enjoyable extra dimension to pupils' learning. Pupils develop secure information and communication technology (ICT) skills. The progress of pupils with special educational needs and/or disabilities is good.

The capacity for further improvement is good. Priority areas identified at the last inspection have been tackled and all issues have been successfully resolved. Senior leaders have complementary strengths and provide the school with energetic direction. Successful systems have been implemented for raising pupils' achievement. Safeguarding is satisfactory; current government requirements are met but some procedures and record-keeping, for example behaviour logs, lack the detail necessary

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

to enable staff to spot trends and to monitor rigorously the impact of actions taken. The governing body is supportive of the school's aims but its capacity to monitor all aspects of the school's work and set strategic direction is not fully developed.

What does the school need to do to improve further?

- Raise attainment further by sharing the excellent practice in teaching and learning in individual classes across the school.
- Ensure that all members of the governing body acquire by July 2012 the relevant expertise to monitor robustly all aspects of the school's work and contribute fully to school self-evaluation and development.
- Enhance the effectiveness of safeguarding by ensuring that all records are completed in sufficient detail and to a consistently high quality by all staff so that the school can identify patterns and monitor the impact of actions effectively.

Outcomes for individuals and groups of pupils

2

Pupils achieve well. Their skills when they join Year 1 are invariably below expectations for their age. Inspection evidence confirms that all significant groups of pupils make consistently good progress as they move up through the school. Most pupils respond well to the teachers' insistence in all lessons that they use full sentences to express their ideas, either individually or in paired partner routines. Pupils acquire a secure understanding of the techniques of story writing, which underpins their own well-structured accounts. This was shown in a Year 4 lesson when pupils produced some detailed question and answer responses based on a demanding literary text. Some pupils use new technology confidently to comment on their work. In mathematics, achievement is good and in English, it is slightly stronger. Boys and girls achieve equally well in mathematics. By Year 6, most pupils can use a variety of partitioning methods to calculate answers accurately. A few more able boys rise to the 'speed challenge' particularly well, using an appropriate range of mathematical vocabulary to explain their thinking. Year 6 pupils with special educational needs and/or disabilities showed they could manipulate fraction rules accurately to solve calculations using tens and units.

Pupils' hardworking approach, pride in their work and eager response to challenges are important factors in their enjoyment of learning and in their good progress. The large majority of pupils work very effectively, particularly when working at independent tasks. Pupils conduct themselves well around school and in lessons. They have a good understanding of factors which might endanger their personal safety. Pupils enjoy physical exercise through a broad range of after-school activities, which is reflected in Healthy School status and Activemark award, and pupils know what constitutes a healthy diet. Most choose to eat healthy snacks and meals. Although attendance is broadly average, pupils' improved levels of attainment, particularly in English and mathematics, combined with their readiness to work collaboratively and their good progress in acquiring essential ICT and other basic

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

skills, prepare them well for their future lives. This is reflected in the school’s Basic Skills Quality Mark. Pupils perform sensibly their responsibilities as school councillors, prefects and peer mentors. They make good use of opportunities to contribute to the wider community, for example, through participation in local crime-stopper ventures.

These are the grades for pupils’ outcomes

| | |
|---|----------|
| Pupils’ achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: | |
| Pupils’ attainment ¹ | 3 |
| The quality of pupils’ learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 2 |
| Pupils’ behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: | |
| Pupils’ attendance ¹ | 3 |
| The extent of pupils’ spiritual, moral, social and cultural development | 2 |

How effective is the provision?

Teachers’ good expectations for pupils’ progress and behaviour promote very secure classroom relationships. Teachers use a suitably varied range of techniques and resources, including the interactive whiteboard, to reinforce concepts and make new learning fun for pupils. Literacy lessons, often based on fictional texts which spark pupils’ imagination, provide a powerful stimulus for extending pupils’ speaking and listening skills. Teachers’ planning is detailed and carefully structured to move pupils’ learning on at a brisk pace. The use of clear learning objectives and explicit success criteria enable teachers to check up regularly on pupils’ understanding, remove misconceptions and ensure no-one gets left behind. Lesson planning is matched well to the needs of pupils of different abilities. The best lessons are characterised by sharply timed, challenging activities and exciting resources which enable pupils to learn at a fast pace. On a few occasions, teaching is only satisfactory, for example when learning objectives lack challenge or when teaching assistants are not purposefully deployed in lessons. Teachers’ marking provides pupils with regular opportunities to reflect on their work and the steps they need to take next, and they encourage pupils to make good use of their writing codes to review and modify their written accounts.

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

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

Pupils with special educational needs and/or disabilities are supported well through a wide range of early interventions. Their good progress often leads to pupils being removed quickly from the special needs register. Strong links exist with external agencies, especially for early speech and language development, to support pupils who need targeted support for early language acquisition. Elements of the Early Years Foundation Stage curriculum are incorporated into Year 1 work to smooth the transition for pupils who need more time to develop secure basic skills. A wide range of initiatives has been implemented successfully to enable pupils at an early stage of learning English to take small, sure steps in pronunciation and sentence formation. This is reflected in the school’s Leading Aspect award. The school makes very effective use of partnerships to provide a ‘real-life’ context for pupils’ learning and to enhance pupils’ knowledge of the wider world, for example, through business links.

Pupils say they are fairly treated by the staff and learning is conducted in a calm and respectful atmosphere. Pupils are encouraged, for example in assemblies, to empathise with, and reflect on, the feelings of new arrivals and to help them settle quickly in school. Links with external agencies are well established to support pupils whose circumstances may make them vulnerable. The success of the school’s work in ensuring that each pupil is valued is reflected in its exceptionally low exclusion statistics. Most aspects of pupils’ welfare are monitored very effectively. The school succeeded in raising attendance last year to meet its target.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: | |
| The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

Senior leaders provide the school with impetus and a clear sense of direction. Leadership is distributed very effectively to enhance accountability and ensure middle managers play a key role in developing their subjects. Leaders readily exchange new ideas and share expertise with other schools. They have successfully implemented recommendations from external specialists. This has been especially beneficial in improving attainment in English. Expectations for the performance of staff and pupils alike have risen and this is supported by good teamwork which ensures consistency in practice. A sense of shared enterprise is firmly focused on further improving outcomes for pupils. Arrangements for monitoring teaching and learning and the curriculum are comprehensive and these are effectively adapted to ensure that all members of staff have a secure overview of the quality of provision. Well-attended workshops enable parents and carers to make a useful contribution to their children’s

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

learning. The effectiveness of the governing body is satisfactory. Governors ensure that statutory responsibilities are met. Some have not acquired the expertise to enable them to monitor the school’s work sharply or to contribute fully to the school’s development. There are some strengths in the school’s arrangements for safeguarding; for example, robust risk assessments are in place for visits and on-site hazards but, overall, these arrangements are merely satisfactory as the school does not sufficiently ensure its records are detailed enough or used to best effect to guide its subsequent work. The school promotes equalities and tackles discrimination well, as reflected in good outcomes for all groups of pupils. The school’s active links with local organisations and other schools at home and abroad that have significant numbers of pupils from ethnic minorities support its contribution to community cohesion well.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 3 |
| The effectiveness of the school’s engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 3 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Children’s skills and knowledge when they join the Nursery are well below those typically seen within the age-group. The stimulating resources of the outside area are used well to promote good outcomes for children. Staff in both the Nursery and Reception employ a wide range of strategies to encourage children to become active learners. A strong and successful emphasis on the development of oral skills enables children to master elementary pronunciation rules. Children’s capacity to speak in complete sentences is skilfully encouraged by adults through rhymes, songs, one-to-one sessions, paired partner talk and bilingual discussion. In this way, most children quickly become confident in their use of English. In Reception, children’s behaviour is often impeccable. Children make appropriate choices for themselves and concentrate well during activities. Snack times are used well to extend children’s basic skills as, for example, when children are required to state how many carrots are left and why

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

that is the case. Children are very content in the setting and respond promptly to instructions. Staff use resources well to explain and clarify new concepts and to support children of different abilities. Activities mostly contain a good level of challenge for all children, including the more able. On a few occasions, opportunities are missed to move learning on a little faster as when children sit for too long on the carpet or when adults intervene too quickly. The work of the setting is very ably directed by the leader, who has built up close links with parents and carers to ensure children’s welfare needs are fully met. Data and assessment systems are used expertly to track children’s achievements and further improve provision.

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

The proportion of parents and carers who responded to the questionnaire was below average. A very large majority of respondents view the school’s work very favourably, particularly with regard to the quality of teaching and the school’s promotion of healthy lifestyles. Inspectors’ findings endorse these views. Only 10 parents and carers made comments. These contained a mixture of positive and negative points, but there was no established pattern to them.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hillary 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 104 completed questionnaires by the end of the on-site inspection. In total, there are 500 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 61 | 59 | 39 | 38 | 4 | 4 | 0 | 0 |
| The school keeps my child safe | 63 | 61 | 36 | 35 | 4 | 4 | 0 | 0 |
| The school informs me about my child’s progress | 57 | 55 | 43 | 41 | 2 | 2 | 0 | 0 |
| My child is making enough progress at this school | 48 | 46 | 50 | 48 | 1 | 1 | 0 | 0 |
| The teaching is good at this school | 54 | 52 | 47 | 45 | 0 | 0 | 0 | 0 |
| The school helps me to support my child’s learning | 46 | 44 | 54 | 52 | 1 | 1 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 45 | 43 | 55 | 53 | 1 | 1 | 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) | 40 | 38 | 57 | 55 | 0 | 0 | 0 | 0 |
| The school meets my child’s particular needs | 41 | 39 | 56 | 54 | 2 | 2 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 47 | 45 | 45 | 43 | 3 | 3 | 0 | 0 |
| The school takes account of my suggestions and concerns | 34 | 33 | 65 | 63 | 0 | 0 | 1 | 1 |
| The school is led and managed effectively | 43 | 41 | 46 | 44 | 5 | 5 | 0 | 0 |
| Overall, I am happy with my child’s experience at this school | 53 | 51 | 45 | 43 | 2 | 2 | 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 | 43 | 47 | 10 | 0 |
| Primary schools | 6 | 46 | 42 | 6 |
| Secondary schools | 14 | 36 | 41 | 9 |
| Sixth forms | 15 | 42 | 41 | 3 |
| Special schools | 30 | 48 | 19 | 3 |
| Pupil referral units | 14 | 50 | 31 | 5 |
| All schools | 10 | 44 | 39 | 6 |

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 08 April 2011 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.



10 October 2011

Dear Pupils

Inspection of Hillary Primary School, Walsall WS2 9BP

I would like to thank you for your help when the inspection team visited your school recently and for sharing your views with us. We particularly enjoyed seeing you dressed in the colourful costumes of your favourite characters on Book Day. Yours is a good school which has improved considerably in the last three years. The following reasons are particularly important in explaining why it is successful.

- Your teachers have worked hard to improve their teaching to raise your attainment, which is now securely in line with the national average, and to make sure you all make good progress.
- You develop your speaking skills well over time from Nursery onwards.
- You have a good understanding of how to stay safe and keep fit and healthy.
- The staff are caring. You respect them and get on well with them and each other.
- You behave well, work hard and take a pride in your work.

There are a few things that the staff and the governing body need to do to help you all learn even better.

- We have asked teachers to share with each other what they do really well.
- We have asked all the governors to check carefully on the school's work and play a full part in planning for the school's future.
- We have asked school leaders to keep good written records of all the things they do in school to make sure you are safe.

You can all help by continuing to work hard and by keeping up the recent improvement in your attendance levels.

Yours sincerely

Derek Aitken
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**