

# PROTECT-INSPECTION

CfBT Inspection Services  
Suite 22  
West Lancs Investment Centre  
Maple View  
Skelmersdale  
WN8 9TG

T 0300 1231231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T** 01695 566939  
**Direct F** 01695 729320  
**Direct email:** glaw@cfbt.com



31 May 2012

Mrs A Barnett  
Acting Headteacher  
Hilderthorpe Primary School  
Shaftesbury Road  
Bridlington  
East Yorkshire  
YO15 3PP

Dear Mrs Barnett

## **Special measures: monitoring inspection of Hilderthorpe Primary School**

Following my visit with Gillian Bishop HMI to your school on 29 and 30 May 2012, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the third monitoring inspection since the school became subject to special measures following the inspection which took place in May 2011. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – good

Progress since previous monitoring inspection – good

Newly Qualified Teachers may be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director for Children, Family and Adult Services for East Riding of Yorkshire.

Yours sincerely

Mark Williams

**Her Majesty's Inspector**

January 2012



INVESTOR IN PEOPLE

## **Annex**

### **The areas for improvement identified during the inspection which took place in May 2011**

- 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

- 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.

## **Special measures: monitoring of Hilderthorpe Primary School**

### **Report from the third monitoring inspection on 29 and 30 May 2012**

#### **Evidence**

Inspectors observed the school's work. They scrutinised documents, including those related to safeguarding and the progress pupils were making and met with the leadership team, the Chair of the Governing Body, groups of pupils and parents, the executive headteacher and representatives from the local authority. Ten lessons were observed, seven of them jointly with leaders.

#### **Context**

The school continues to be led by local authority directed support through the acting headteacher and the executive headteacher. Both are committed to continuing their support until July 2013. Since the monitoring inspection in January 2012, three members of teaching staff have left the school. They have been replaced by those returning from maternity leave and through internal arrangements, the deputy headteacher taking on class responsibilities, for example. In addition, a small number of adults have been appointed as play leaders across the school.

#### **Achievement of pupils at the school**

The progress made by pupils in their learning remains inconsistent. While not less than satisfactory, the accelerated progress that is required to counter the legacy of previous underachievement and bring standards up to broadly average levels is not evident. Much focus has been given to Year 6 with pupils in this age group benefiting from small group tuition. However, if accurate, leaders' predictions of standards for these pupils following their recently completed national tests would point only to marginal improvements on last year's results.

Some pupils are making good and better progress while others are not. Children in the Early Years Foundation Stage make the best progress in the school. Here, assessments of what children can and cannot do are consistently accurate. This accuracy enables the teachers and adults to plan with confidence learning experiences to meet the children's differing needs. Examples of this good quality assessment leading to focused planning and better pupil progress are less consistent elsewhere in the school. For example, different classes within the same age groupings do not make similar rates of progress even though the pupils are of comparable ability and the lessons taught cover the same content and materials. Work seen in both boys' and girls' books and in lessons during this monitoring inspection confirms the inconsistencies. In writing, for example, some pupils construct sentences well with punctuation and grammar used correctly. This is because their teachers accurately identify any misconceptions, are relentless in ensuring marking is regular and highly focused

and reshape learning opportunities in lessons themselves to ensure that pupils are given good opportunities to rectify earlier errors. In other classes, though, errors in spelling and punctuation are repeated from one lesson to the next. In a very few instances, such as that found in mathematics, marking fails to spot the errors pupils make.

Progress since the last monitoring inspection on the areas for improvement:

- Raise attainment in English and mathematics, particularly that of boys in Years 5 and 6 – satisfactory

### **The quality of teaching**

The best teaching in the school continues to be in the Early Years Foundation Stage. Nonetheless, good teaching is not just confined to the youngest children; there are welcome signs that it is improving across the school as a result of work undertaken by leaders and the local authority. Some lessons contain outstanding elements such as a robust pace which keeps pupils engaged in their learning at all times. In addition, some teachers are growing in confidence so that they reshape their lessons based on the responses pupils give them in order to ensure the highest levels of challenge are provided. An example of this was observed in an English lesson with pupils from Years 3 and 4. In this lesson the teacher was most skilful in enabling all his pupils, regardless of ability, to understand the structure of cinquain poems. Both the teacher and his assistant constantly checked their pupils' progress through questioning based on clear success criteria. All pupils were challenged and because the teaching assistant had clear guidance from the teacher as to what was expected of the pupils, her group made at least good progress in using dictionaries to include synonyms as well as nouns, verbs and adjectives in their writing.

The use of teaching assistants in lessons has improved since the previous monitoring inspection. No more are they used to remove pupils who are struggling in lessons. On the contrary, they are now more actively involved in lessons and support pupils' learning better because they have clearer guidance as to what is expected of them. It is also because the quality of individual education plans has continued to improve and they are well matched to the needs of the individuals who need support most. The leadership of the special educational needs coordinator has been instrumental in securing these improvements.

The use of assessments to ascertain the skills and abilities of pupils from Year 1 to Year 6 is still developing. In some classes they are entirely accurate. In others they are not. The time taken by leaders to secure such accuracy is taking too long. This lack of accuracy is a major contributory factor in the inconsistencies that exist in both teaching quality and the learning of pupils. Leaders are, however, confident that, following revisions to the way information is to be gathered, assessments will be accurate by the end of October 2012. The next monitoring inspection will evaluate whether or not this is the case.

Progress since the last monitoring inspection on the areas for improvement:

- 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 – good

## **Behaviour and safety of pupils**

Good improvements have been secured in this area. Arrangements for safeguarding pupils are increasingly secure and extend beyond the classroom to carefully planned risk assessments for educational visits and the traffic management system which limits the hazards of vehicular movement on the extensive school site at key times of the day. Particularly pleasing has been the increase again in attendance and the reduction in the number of pupils who are persistently absent. The strong stance taken by leaders and the governing body in expecting pupils to attend regularly is paying dividends.

In lessons and around school pupils are polite and well mannered. They take pride in their surroundings, respond well to the instructions of adults and get on well with each other. The school is now a calm and orderly environment enabling lessons to begin on time. While learning in a few lessons is still hindered by low-level chatter which is sometimes unchallenged, this is far less prevalent than in the past and staff are much more consistent in their approach to managing behaviour. The result of the school's efforts is that incidents, and particularly those of a racist or homophobic nature, are much reduced and pupils regard themselves as safe. Quite correctly, the school is holding teachers responsible for the behaviour of their pupils and is supporting them through the writing of individual behaviour plans for pupils who need the most support. Staff in the Nurture Lounge continue to play a key part in this ever improving aspect of school life offering strong levels of emotional support to pupils whose circumstances may make them vulnerable. Both pupils and parents spoken with appreciate the improvements made which include a calmer environment and a better work ethic. Inspectors concur with these positive views.

Progress since the last monitoring inspection on the areas for improvement:

- Improve pupils' behaviour and conduct outside lessons – good
- Ensure arrangements for safeguarding are robust and that pupils receive sufficient support to enable them to keep themselves safe – good
- Improve pupils' attendance – good

## **The quality of leadership in and management of the school**

At the inspection which placed the school into special measures in May 2011 and at the first monitoring inspection in the October of that year, basic and fundamental systems were not in place. They are now. High expectations that pupils will behave and be safe permeate the school. The appointment of adult play leaders is contributing to this well. It has not been an easy journey but determined leadership has brought the school to the point where it is operating smoothly and cohesively. Difficult decisions have been made and rightly so. Against the main issues relating to behaviour and safety identified by inspectors in May 2011

as to why the school requires special measures, the school has made good progress. In addition, pupils now benefit from a varied and enjoyable curriculum.

The flip side to this, though, has been the focus on the achievement of pupils. Not strong at the time of the May 2011 inspection, inconsistencies in both teaching quality and learning continue to prevent the accelerated progress that is required from taking place. This is not to say a focus on developing greater consistency has not been present. It has. Despite a few instances of opposition, leaders have been absolutely correct in their drive that pupils will make better progress than they have in the past to attain the higher standards of which they are capable. Leaders nonetheless accept fully that this drive needs clearer communication to both staff and parents. The school's capacity to address this now most important area of improving the achievement of pupils is developing well and particularly so with substantive members of staff. In observations carried out with inspectors, these leaders identified well the strengths and areas for development in lessons, increasingly focused their attention on the learning of pupils and delivered clear feedback to those observed. As requested at the January monitoring inspection, the governing body is meeting more frequently. It continues to strengthen both its understanding of the issues facing the school and its demanding of evidence to support the progress made. As a result, its capacity is growing, too.

### **External support**

Owing to illness, the personnel supporting and challenging the school has varied since the January 2012 monitoring inspection. This has not affected the quality which remains good. The securing of the current leadership is welcome and timely. Both the local authority and the governing body are well placed to continue discussions around the substantive leadership of the school.

### **Priorities for further improvement:**

- Ensure, as a matter of urgency, a baseline of accurate assessment information so teachers can plan and teach with confidence lessons that meet the differing needs of pupils and which accelerate their progress.

The next monitoring inspection, due in autumn 2012, will check on whether the good progress identified in this inspection has been sustained. The main focus, however, will be on whether or not progress the pupils are making is improving sufficiently well to eradicate the previous underachievement and bring about at least broadly average outcomes.