

Hilderthorpe Primary School

Shaftesbury Road, Bridlington, East Yorkshire, YO15 3PP

Inspection dates 27–28 February 2013

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teaching quality, while improved, is not consistently strong enough to ensure all pupils make rapid progress in their learning to reach broadly average standards.
- Standards attained by pupils at the end of Year 6 in English and mathematics, while improving, are low.
- Teachers' marking in mathematics does not consistently make clear to pupils the next steps they need to take to improve their work. In a few instances, incorrect work is left unmarked.
- Leaders' and governors' plans for improvement do not always make clear the intended outcomes for pupils.
- Only very recently has there been an analysis of how successful the pupil premium funding has been.

The school has the following strengths

- Significant improvements have been made to ensure the behaviour of pupils is consistently good. Pupils are polite and courteous. They feel safe and secure.
- Leaders have overcome successfully the weaknesses found at the May 2011 inspection. Both standards and levels of attendance are rising and arrangements for safeguarding pupils are now robust.
- The good quality Early Years Foundation Stage gets children off to a good start in their learning and development. Leadership here is good.
- The quality of pupils' writing is improving well. Pupils use these skills to good effect right across the curriculum.
- The spiritual, moral, social and cultural development of pupils is promoted well.
- Pupils who find learning difficult or who present challenging behaviour are given good support.
- Parents are increasingly positive about the school. Their confidence is well placed.

Information about this inspection

- When the school was inspected in May 2011, it was found to require special measures and was required to rectify a number of weaknesses. One of Her Majesty's Inspectors, often accompanied by other inspector colleagues, visited the school regularly to check on the progress leaders were making in addressing these weaknesses. This inspection was the fifth such visit.
- Inspectors visited 16 lessons across the school. In seven of these lessons inspectors and school leaders evaluated the quality of teaching and learning together. Thirteen teachers were observed. In lessons inspectors looked at pupils' work in books.
- Inspectors observed the school at work. They looked at pupils playing together at break and lunchtimes. An inspector observed a session led by two teaching assistants in the Nurture Lounge where pupils receive additional support to help them with their learning and behaviour. Another inspector watched pupils being taught by other teaching assistants in small groups outside their classes. He also observed an assembly and a before school dance session.
- Inspectors were unable to take into account parents' contributions to Parent View. However, inspectors met with twelve parents during the course of the inspection.
- Inspectors scrutinised a range of documentation including that relating to safeguarding, pupils' progress, minutes of meetings held by the governing body, local authority reports, checks on teachers' performance, and the school's plans for improvement.
- Inspectors met with a group of pupils, the school's leaders, seven members of the governing body and representatives from the local authority.
- Inspectors listened to six pupils read.

Inspection team

Mark Williams, Lead inspector

Her Majesty's Inspector

Anthony Kingston

Additional Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- The school is a larger-than-average size primary school.
- The school has been led by local authority directed support through the acting headteacher and the part time seconded executive headteacher since November 2011. Processes to appoint a substantive headteacher in March 2013 have been established.
- Since the inspection of May 2011, there have been a number of changes in staffing and governance. A new Chair of the Governing Body was elected in Autumn 2012.
- During this inspection, a small number of staff were absent owing to illness.
- The proportion of pupils eligible for the pupil premium (additional funding provided by the government to support students eligible for free school meals or who are looked after by the local authority) is above average.
- The proportion of pupils supported at school action is just above average.
- Also just above average is the proportion of pupils supported at school action plus or with a statement of special educational needs.
- Nearly all pupils are of White British heritage.
- In 2012 the school met the government's current floor standard which sets out the minimum expectations for students' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching, particularly in Years 3 and 4, so all is consistently good in order that all pupils reach at least national standards in English and mathematics by ensuring teachers:
 - demonstrate clearly new ideas they are introducing so that pupils can put them into practice with confidence
 - identify errors in pupils' learning during lessons and address these quickly through reshaping questions and activities to improve learning.
- Improve the quality of marking in mathematics so it is as good as the best practice in the school and as helpful as that in English by ensuring:
 - all pieces of work are checked for accuracy
 - marking makes clear to pupils the next steps in their learning.
- Strengthen further the good improvements in leadership and governance by ensuring:
 - the school's plans for improvement make clear the outcomes expected from pupils
 - that pupil premium funding is targeted specifically at those for whom it is intended and expected outcomes are made clear.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils are making better progress in their learning, although the picture is still mixed across the school. Consequently, standards attained by pupils in English and mathematics by the time they leave, while low, are rising.
- A key reason why progress is improving and standards are rising is the increased clarity with which teachers check on what pupils can and cannot do. Successful work by the deputy headteacher and local authority to secure accuracy in these checks has enabled teachers during this school year to use this information to plan lessons that better meet the needs of pupils.
- The standards reached by pupils entitled to free school meals have historically lagged behind those reached by their peers. Until very recently there has been no analysis of the impact of the pupil premium funding given to the school to support these pupils. However, this recent analysis has shown pupils from this group are currently attaining as well as their peers in mathematics. In English, by contrast, pupils eligible for free school meals are about the equivalent of eight months behind their peers in their learning.
- Much work has been undertaken to improve standards in English. Good attention is, for example, given to the teaching of phonics (the linking of letters and the sounds they make). Pleasingly, in the Year 1 phonics test in 2012 the proportion of pupils reaching national expectations was in line with other schools in England. Overall pupils enjoy reading.
- As a result of focused efforts by leaders to improve the quality of pupils' writing, standards in this area are rising. While a gap remains between pupils entitled to free school meals and their peers, it is closing. Pupils, overall, use these skills increasing well across different subjects and are increasingly accurate in their spelling, grammar and punctuation.
- Pupils with special educational needs achieve as well as their peers. This is because the quality of individual education plans has improved markedly since the previous inspection. Targets for these pupils are appropriate to their needs.

The quality of teaching

requires improvement

- There is still inconsistency in the quality of teaching. This means that pupils, as they move through the school, do not always receive teaching which is good enough to make up for the weaker teaching and learning that existed in the past. In some cases, there is inconsistency within age groups. This is particularly marked in Years 3 and 4.
- In lessons where teaching requires improvement, teachers do not always demonstrate clearly to pupils new ideas they are introducing. This means pupils sometimes lack confidence in what they are doing. In addition, even when it is apparent during the course of some lessons pupils are making mistakes or struggling with their work, this is not always picked up quickly enough by teachers.
- Overall, the quality of marking has improved, particularly in writing. In mathematics it is inconsistent. In some classes, one in Year 5 for example, it is every bit as helpful and constructive as that found in English books. In some other classes, though, it misses errors pupils have made and does not give pupils the next steps they should take to improve their learning.
- As a result of determined leadership, much of the teaching in the school is of good and, on occasion, even better quality. It is strongest in the Early Years Foundation Stage and in Year 6. In these age groups pupils, overall, make good progress.
- In the best lessons pupils learn at a brisk pace. The questioning of pupils by teachers and their assistants enables pupils to offer well thought out responses. In these lessons, it is clear to pupils what they are to learn and activities are always interesting. Teaching assistants are used well to support a range of pupils.
- In these best lessons teachers are not afraid to reshape their questions and activities to ensure

pupils make the best progress possible. In Year 5, for example, a teacher quickly changed course when it was clear that the pupils were not using enough persuasive vocabulary. The teacher then modelled appropriate key words and so re-energised the class. Their responses to questions such as 'Should violent computer games be banned?' became increasingly compelling.

- Where teaching is outstanding, pupils are thoroughly engaged in their learning. Pupils in Year 6, for example, responded very well to a short speechless animation and began creating well-thought out play scripts. Challenged most effectively by their teacher, they identified very quickly how dialogue, stage directions and musical background could enhance this animation further. Likewise, in the Early Years Foundation Stage, the hive of purposeful activity both indoors and outdoors, coupled with the bright, colourful displays, provides a most positive place for learning and enjoyment.

The behaviour and safety of pupils are good

- Significant improvements have been made in this area. There are far fewer instances which cause concern. Pupils and parents are much more positive about behaviour in the school and the way staff deal with any concerns they may have. They are right to express this confidence.
- Procedures for keeping pupils safe are robust. Pupils are increasingly confident in how to identify and deal with different types of bullying. They know, for example, racist and homophobic language is unacceptable.
- In the past, learning in lessons was often interrupted by low level chatter. This is no longer the case. Pupils behave well in classes and get on with their learning. Even in lessons which require improvement pupils are respectful of their teachers and one another.
- Behaviour in lessons and around the school is good. In the main, pupils play their games, run round and have fun well together. If bumps do occur, they are quick to apologise. In the corridors, on errands for example, even when no one is watching, they hold doors open for each other. Pupils respond well to various rewards and the 'Good to be Green' initiative.
- The support for those pupils who find maintaining good behaviour a challenge is effective. The Nurture Lounge, for example, provides a safe haven where pupils learn to face up to the consequences of their actions and, under careful, sensitive guidance from the adults present there, work out solutions. Likewise, time is used well in classrooms to resolve any niggles and share points of view. Pupils listen well and are sensitive to each other in these sessions.
- Attendance, while just below average, is improving. This is because the leaders and governors have taken firm action to reduce holidays in term time and have worked with families where absence from school has been regular. Now the school is a safer place and teaching is improving, pupils are keen to attend more regularly.
- The spiritual, moral, social and cultural development of pupils is good. Pupils consider carefully questions asked of them in assemblies and are reflective in times of prayer and quiet. Initiatives such as 'Rock Challenge' motivate pupils and the school community as a whole in good quality team work. Good levels of cooperation and collaboration are also seen in activities such as 'Dancercise' which coupled with 'Wake and Shake', provide for a good start to the school day.

The leadership and management requires improvement

- The acting headteacher has brought much needed stability to the school. She has been supported and challenged very well by the executive headteacher. He has provided crystal clear drive, ambition and focus. With the acting headteacher he has driven through much needed improvements. The right decisions have been made.
- Increasingly the acting headteacher and permanent leaders have driven improvements themselves. Together, good progress has been made in addressing the weaknesses identified in May 2011. Self-evaluation is accurate.

- More still needs to be done to address the inconsistencies in teaching quality. Because some still requires improvement, pupils are unable to make the rapid progress they need to make in order to reach average standards.
 - Evident since the beginning of this school year has been the increased rigour and accuracy in the checks of what pupils can and cannot do. As a result, teachers are now planning lessons that meet the needs of their pupils. However, because the collection of this information is so recent, there has been little in-depth analysis of what it is telling leaders about the performance of different groups of pupils.
 - Previous mechanisms of checking the performance of teachers have not been robust. As a result, leaders have not been able to guarantee that only those teachers who are routinely good have moved up the pay scale. Now, however, these systems are strong as demonstrated by the complete agreement between leaders and inspectors about the quality of teaching and learning observed in lessons.
 - The effectiveness of the pupil premium funding has not been evaluated carefully enough to ensure it is making a difference to those pupils for whom it is intended.
 - Permanent leaders in the school are demonstrating increasingly well there is internal capacity to continue improvements once a permanent headteacher is recruited. The Early Years Foundation Stage Leader, for example, has demonstrated consistently good leadership. This is because the provision and outcomes for children in this key stage have been consistently at least good. In addition, the special educational needs leader has improved the quality of support for pupils finding learning difficult.
 - The improved and now good curriculum promotes pupils' spiritual, moral, social and cultural development well. It also provides good opportunities for writing in different subjects.
 - Local authority support has been of good quality. Funding has been provided for key appointments and its actions focused sharply on areas needing improvement most. Quite correctly, its support has decreased as internal capacity has grown.
 - **The governance of the school:**
 - The governing body, throughout the time the school has been in special measures, has remained committed to bringing about improvements. After relying too heavily in the past on the information given to it by senior leaders, both the previous and current Chairs of the governing body have shown determination to hold the school to account for its performance. Under the leadership of the current Chair committees have been reorganised and training undertaken so that members are fully aware of their roles and responsibilities. Much of this work is relatively recent and governors themselves acknowledge the need to be more probing in their questioning, to ascertain the difference any pupil premium funding has had for example. The school's improvement plan identifies the right priorities. However, it is not always clear what it expects pupils to achieve as a result. Statutory requirements are met.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	135700
Local authority	East Riding of Yorkshire
Inspection number	409632

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	341
Appropriate authority	The governing body
Chair	Paul Evans
Headteacher	Amanda Barnett (Acting Headteacher) Leon Myers(Executive Headteacher)
Date of previous school inspection	9 May 2011
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