

Inspection of Hatton Hill Primary School

Alwyn Avenue, Litherland, Liverpool, Merseyside L21 9NZ

Inspection dates: 15 and 16 November 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils feel happy at this school. They value the care that they receive from supportive staff. This helps pupils to feel safe and secure.

Pupils embrace the reading culture in their school. They appreciate the many opportunities that they have to enjoy reading. Pupils are very proud of their school. They are especially proud of the fitness track, which they enjoy using immensely. Pupils appreciate the curriculum enrichment opportunities that are on offer. For example, they visit local museums and significant landmarks in their nearby city.

Leaders have high expectations for pupils' achievement. This includes pupils with special educational needs and/or disabilities (SEND). Pupils work hard and enjoy their learning. They achieve well.

Leaders expect pupils to conduct themselves well around the school. Disruption to lessons is rare but if it does occur, then staff deal with it effectively. Leaders deal with any incidents of bullying appropriately.

What does the school do well and what does it need to do better?

Leaders have built a broad and balanced curriculum that makes good use of the local community and surrounding area. Leaders ensure that the curriculum is equally ambitious for disadvantaged pupils and those with SEND. Reading is championed by leaders and flows through the range of curriculum subjects to further enhance learning. Pupils achieve well across the curriculum.

Subject leaders have carefully identified the key knowledge that pupils need to learn and the order in which this should be taught. However, in some subjects, leaders are not clear about how the early years curriculum forms the bedrock for this knowledge. This sometimes means that pupils are not helped to make links between new learning in key stage 1 with what they learned in Reception.

Leaders have ensured that teachers have the subject knowledge to support pupils' learning. Teachers use a range of assessment strategies to check on pupils' learning. They use this information to address misconceptions and to revisit any areas where pupils' learning is less secure.

Some subject leaders are at the early stages of checking that the curriculum is being delivered consistently well or is having the desired impact on pupils' learning. This hinders these leaders from knowing what is working well and what further development is required to help pupils to know and remember more over time.

Reading is at the core of the school's curriculum. Pupils begin to learn phonics as soon as they join in the early years. Pupils who need extra help with reading are identified quickly because of regular and effective checks on their progress through the phonics curriculum. The extra help that pupils receive is of a high quality. This is

because the staff who teach it have appropriate training and expertise. As a result, pupils read with confidence and fluency.

Leaders are passionate about promoting a love of reading. For example, leaders have introduced daily story time, book vending machines and 'borrow boxes' on the school playground. Leaders also use books to develop and enhance pupils' understanding of diversity and equality.

Pupils with SEND have their needs identified quickly and accurately by leaders. Leaders with responsibility for SEND are tenacious in quickly securing the extra support that pupils may need. Leaders ensure pupils with SEND learn the same curriculum as their classmates and achieve well. Leaders ensure that pupils with SEND are included in all aspects of school life.

Leaders provide a wide range of opportunities to enrich the curriculum and broaden pupils' personal development. For example, there is a long-standing project with the local police service in which pupils develop their understanding of citizenship, civil duty and the rule of law. The curriculum prepares pupils well for life in modern Britain. Pupils have a strong understanding of how to look after their mental well-being.

Pupils behave well in lessons and at breaktimes and lunchtimes. In most cases, they move around the school building in a sensible and orderly manner. Children in early years learn these expectations quickly. They get into good classroom routines and develop positive relationships with each other. This contributes to their readiness for the next stage of learning.

Governors take an active role in the life of the school. They know the school very well and carry out their statutory duties effectively. Leaders take account of staff's workload and well-being. This is appreciated by staff.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors ensure that staff know how to identify the possible signs of abuse and how to report any concerns. Leaders know the community well and are alert to contextual changes in their local area. Leaders engage with wider services effectively. As a result, they secure tailored support for vulnerable families to ensure that pupils get the help that they need.

Leaders have ensured that the curriculum helps pupils to keep themselves safe, including when they are online. Pupils learn about healthy relationships and receive age-appropriate workshops on how to recognise signs of abuse or exploitation.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, subject leaders are not clear on how the early years curriculum ties to what pupils learn in future years. This sometimes means that when children move into key stage 1, teachers miss opportunities to harness what pupils have previously been taught. Leaders should ensure that subject leaders establish links between the two curriculums so that children continue to build their knowledge securely when they transition into Year 1.
- Some subject leaders are in the early stages of checking how well the curriculum is being delivered and the impact that it has on pupils' achievement. This means they are less able to identify what is working well and what needs to develop further. Leaders should ensure that subject leaders gain greater insight into their areas of responsibility so that they support teachers to help pupils to know and remember more.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	104878
Local authority	Sefton
Inspection number	10241818
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	374
Appropriate authority	The governing body
Chair of governing body	Breda Mosses
Headteacher	Anna James
Website	www.hattonhill.co.uk/
Date of previous inspection	9 May 2017, under section 8 of the Education Act 2005

Information about this school

- The governing body oversees the before- and after-school club.
- A private nursery provider operates on the school site. Inspectors did not consider this provision as part of this inspection.
- Leaders do not currently make use of alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors conducted deep dives in these subjects: early reading, geography, mathematics, computing and science. They met with subject leaders and teachers. They visited lessons, looked at examples of pupils' and children's work and talked with groups of pupils about their learning. The lead inspector heard

pupils read to a familiar adult. Inspectors also considered the curriculum, spoke with pupils about their learning and evaluated their work in some other subjects.

- Inspectors spoke with members of the governing body, the headteacher and other school leaders. The lead inspector spoke with a representative of the local authority. Inspectors also talked to staff about their workload and well-being.
- Inspectors met with the leaders who are responsible for attendance, behaviour and pupils' personal development.
- Inspectors spoke with pupils about safeguarding and their wider experience of school. Inspectors looked at a range of policies and documents related to pupils' welfare and education. They observed pupils' behaviour in lessons and around the school.
- Inspectors reviewed leaders' policies and procedures to keep pupils safe. They discussed safeguarding arrangements with leaders and staff. Inspectors also checked the school's records of the suitability of staff to work with pupils.
- Inspectors took account of the responses to Ofsted's online surveys for staff and pupils.
- Inspectors met with parents and carers at the start of the school day and took account of the responses to Ofsted Parent View, including the free-text responses.

Inspection team

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