

# Hatton Hill Primary School

## Inspection report

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<b>Unique Reference Number</b>	104878
<b>Local authority</b>	Sefton
<b>Inspection number</b>	377140
<b>Inspection dates</b>	8–9 September 2011
<b>Reporting inspector</b>	Naomi Taylor

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	362
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	J Whitley
<b>Headteacher</b>	Hilary Lyall
<b>Date of previous school inspection</b>	13 March 2006
<b>School address</b>	Alwyn Avenue Litherland Liverpool L21 9NZ
<b>Telephone number</b>	0151 9287012
<b>Fax number</b>	0151 9490250
<b>Email address</b>	admin.hattonhill@schools.sefton.gov.uk

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<b>Registered childcare provision</b>	Hatton Hill Children's Centre
<b>Number of children on roll in the registered childcare provision</b>	37
<b>Date of last inspection of registered childcare provision</b>	2 March 2009

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## Introduction

This inspection was carried out by four additional inspectors. They visited 27 lessons and observed the work of 15 teachers. Meetings were held with groups of pupils, governors and staff. Inspectors observed the school's work and looked at a range of documentation, including pupils' work, monitoring and assessment records, minutes of the governing body meetings, school improvement planning, and curriculum and lesson plans. They analysed 119 questionnaires from parents and carers, together with a sample from staff and pupils.

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

- Is the information on tracking pupils' progress used to ensure that all groups of pupils are fully challenged in lessons, particularly boys and the more able?
- Does the curriculum provide enough opportunities to inspire all groups of pupils to succeed?
- Are there effective strategies in place to address continuous improvement in literacy and numeracy?
- How good is the provision and use of outdoor learning space for children in Early Years Foundation Stage?
- How effective is the leadership and management at all levels; are staff suitably skilled and rigorous to drive improvement?

## Information about the school

Hatton Hill is a much larger than average primary school. The proportion of pupils known to be eligible for free school meals is well above average. Almost all pupils are White British and there are very few who speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is around the national average and few pupils have a statement of special educational needs. A very small number of pupils are looked after by the local authority. The Early Years Foundation Stage includes registered provision, managed by the governing body, for up to nine children from birth to two-years-old and 12 children between two and three-years-old. It also includes a Nursery class, admitting up to 26 children in the morning and 26 children in the afternoon and providing for children of Nursery age staying all day in 'wrap-around' care. The breakfast and after-school club provision was also inspected as part of this inspection. The school provides full extended provision, including a family learning programme, speech and language support for children, adult learning and year round childcare. The school has Activemark, Quality Mark and Healthy School status and is working towards the International School Award. It is a leading school for social and emotional aspects of learning.

**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

Hatton Hill is a good school. Since the last inspection leaders have firmly and successfully addressed previous areas of weakness. School improvement strategies have been implemented so that teaching is now good overall; so too is the progress of pupils. From starting points that are generally below, and in some areas well below, those expected for their age when they enter the Early Years Foundation Stage, pupils' attainment by the time they leave school is broadly average.

The quality of teaching has improved rapidly since the previous inspection. The vast majority of lessons observed were good, with some that were satisfactory. Teachers use information on pupils' progress to plan challenging and well-paced lessons. Pupils' work in lessons shows that progress is good for nearly all groups of pupils, including those with special educational needs and/or disabilities. However, some of the more able pupils do not always make the progress they could, because they are not always fully challenged to do their best. Leaders and managers monitor and evaluate the school's work rigorously and accurately and are clear about what is needed in order to improve further. This includes further development in the quality of teaching and learning to raise attainment, particularly in the core subjects of English and mathematics at the higher National Curriculum levels. There are clear systems for tracking and assessing pupils' progress and intervening in their learning if they need extra help. These are having an impact on raising attainment and accelerating pupils' progress across the school. The school recognises that further development of the governing body is needed to ensure greater involvement in the monitoring and evaluating of policies and procedures in order to hold the school to account more rigorously. However, given the strong improvements made since the previous inspection, the school demonstrates a good capacity to improve further.

Pupils' contribution to the school and to the wider community is good. Their behaviour is good; they are supportive and considerate to each other and to the adults around them. Most pupils are involved in the extensive extra-curricular activities which make a major contribution to their personal and social development and their enjoyment of school. Pupils gain a good understanding of communities and cultures that are different from their own. These are enhanced by links with Ghana and India. The care and support afforded to the more vulnerable pupils are strengths and pupils say they know how to keep safe. Attendance is broadly average overall. The school recognises the need to analyse in detail data relating to the small number of pupils whose attendance fall below the national average and continue to work

closely with parents, carers and other agencies to improve the attendance of these pupils.

## What does the school need to do to improve further?

- Raise attainment in English and mathematics to ensure pupils make the best possible progress and hence ensure more achieve the higher National Curriculum levels by:
  - ensuring teachers consistently set work that effectively challenges different groups of pupils, particularly the more able,
  - monitoring and evaluating assessment for learning opportunities in lessons to ensure a consistent approach
  
- Improve attendance further by:
  - rigorously analysing data and implementing strategies to raise the attendance of the small number of pupils whose attendance is below the national average
  
- Further develop the skills of the governing body and enable it to hold the school more fully to account by rigorously evaluating and updating school policies and procedures

## Outcomes for individuals and groups of pupils

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Pupils mostly make good progress in lessons in response to the good teaching they receive. Progress and achievement across the school is good. Pupils with special educational needs and/or disabilities make the same good progress as their peers. They receive constructive individual and small group support from specialist teachers and teaching assistants which gives them the confidence and skills to succeed. Those pupils known to be eligible for free school meals make good progress and exceed the national average for this group of pupils. Attainment at the end of Key Stage 2 has improved and is broadly in line with the national average, though attainment at the higher levels is not yet as high as it could be. The gap between girls and boys is closing rapidly and thorough school analysis of data for current pupils in Years 4, 5 and 6 shows accelerating rates of progress. These positive changes are the result of the school's improvement strategies, which are impacting well on pupils' learning. Pupils work hard, concentrate well and enjoy learning. For example, Year 2 pupils were keen to pretend to be a famous person, describing themselves and then using connectives effectively to link their sentences. Older pupils particularly enjoy project work such as 'The Romans' and take pride in the presentation of their work.

Behaviour around the school and in lessons is good. Pupils are polite and respectful to adults and their peers. They feel safe, reporting that there is little bullying and any that occurs is dealt with effectively. Pupils who met with the inspectors said they enjoy coming to school and older pupils, particularly, linked their enjoyment to being able to choose areas to explore within the new creative curriculum. Attendance is broadly average. Pupils have a good understanding of healthy lifestyles and through their healthy eating project learn to plan healthy meals from an early age. Through

activities such as raising money for charities, pupils show their commitment to supporting those less fortunate than themselves both in this country and overseas. Older pupils enjoy taking on responsibilities as monitors and buddies for the younger children.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teachers plan their lessons well and make good use of varied resources to ensure that pupils make good progress overall and enjoy their learning. In the vast majority of lessons work proceeds at a brisk pace and is well matched to pupils' needs. At times, however, the more able are not challenged enough. For example, at the beginning of a few lessons, the introduction was too long and the more able could have moved more quickly into independent work. The outcomes of monitoring individual learning are not always used well enough to ensure that the more able in particular are continually stretched and challenged to achieve their best. There is regular marking of work to explain to pupils how they are progressing and what they need to do to improve their work. This raises pupils' ambition to succeed. The school is effective in identifying and meeting the needs of pupils with special educational needs and/or disabilities and those whose circumstances may make them vulnerable. The work of the teachers and teaching assistants is effective in ensuring that the vast majority of groups progress well.

The introduction of a creative curriculum and the opportunity for pupils to choose aspects of topics to investigate has engaged and motivated all pupils. Boys were particularly excited to investigate aspects of the army as part of the topic on the Romans and this is reflected in the quality and high standards of presentation of their work. Basic skills are well taught and promoted in other subjects. The curriculum is enriched with many opportunities to join clubs and last year saw 90% participation which contributes strongly to the development of pupils' social skills. There was a 100% uptake in Year 5 for the 'Let's Get Cooking' club which promotes healthy lifestyles.

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

Care, guidance and support for pupils whose circumstances may make them vulnerable are good and contribute to their good progress. Strong links with external agencies and specialist teachers ensure the most vulnerable and those with special educational needs and/or disabilities get the expert help they need. The school's emphasis on social and emotional aspects of learning enable it to provide good support for those who are most vulnerable. Extended provision provides a comprehensive approach to family learning and enhances pupils' enjoyment and engagement within the school community. Leaders, managers and the governing body are strongly committed to improving the attendance of pupils to ensure uninterrupted learning and the full potential of pupils is met.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account:	
The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The good leadership, management and commitment of all staff and governors have been instrumental in bringing about improvements to the school. Improvements in the quality of teaching are having a significant impact on raising attainment and improving pupils' achievement. The school's effective self-evaluation and improvements to provision since the last inspection demonstrates its good capacity to improve. The governing body supports the school appropriately and ensures that safeguarding requirements are met. It recognises it needs to be more rigorous in evaluating and updating policies and procedures so that it can hold the school more fully to account. Good partnerships with parents and carers, outside agencies and other schools support the curriculum and enhance pupils' learning. The school works hard to identify any underachievement and is quick to implement initiatives to close any gaps, so that equality of opportunity is well promoted. Discrimination of any kind is not tolerated. Consequently, all feel valued. The school promotes community cohesion well within the local community and overseas, enhanced by the links and opportunities for exchange visits with schools in Ghana and India.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account:	
The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>

<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>
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## Early Years Foundation Stage

Children start school with skills that are below, and in some areas such as language development and social skills, well below those expected for their age. Throughout the Early Years Foundation Stage, there is a strong and effective emphasis on developing communication skills. An example of this was seen in the home area where children were preparing for a picnic. Teachers encouraged children to talk about the shopping lists and recipes which fully engaged both the girls and the boys and promoted their talking to each other. Features of good teaching include positive relationships and an enthusiastic approach. As a result, pupils' self esteem is well developed. They make good progress and by the time they enter Year 1 attainment, although still below expectation for their age, is closer to average. Children are motivated and engaged in their learning. The school recognises that the outdoor area needs further development in order for children to be able to develop in all areas both indoors and outdoors.

Registered provision for children under three is good and as a result these children make good progress. The school provides a very secure environment in which the children can play and explore, as well as having quiet time. One inspector commented on how the youngest children showed great delight as they tried to catch the bubbles being blown by the staff. The children are very happy and this is reflected in the comments of parents and carers. Relationships between the staff, children and their parents and carers are very positive. The provision is well led and managed and meets the requirements for registration.

### *These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>2</b>
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 in the Early Years Foundation Stage	2

## Views of parents and carers

The vast majority of parents and carers are very pleased with the education the school provides. They see the school as an integral part of the local community where each child is encouraged to be an individual. They commented that their children say that teachers 'make learning fun.' The few concerns reported related to individual problems and inspectors found no pattern of dissatisfaction.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hatton Hill 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 119 completed questionnaires by the end of the on-site inspection. In total, there are 408 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	75	63	43	36	0	0	0	0
The school keeps my child safe	69	58	48	40	1	1	0	0
The school informs me about my child's progress	63	53	51	43	3	3	0	0
My child is making enough progress at this school	59	50	57	48	2	2	0	0
The teaching is good at this school	60	50	58	49	0	0	0	0
The school helps me to support my child's learning	59	50	55	46	2	2	0	0
The school helps my child to have a healthy lifestyle	57	48	57	48	4	3	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)	56	47	56	47	3	3	0	0
The school meets my child's particular needs	63	53	52	44	2	2	0	0
The school deals effectively with unacceptable behaviour	47	39	64	54	4	3	1	1
The school takes account of my suggestions and concerns	48	40	64	54	2	2	1	1
The school is led and managed effectively	60	50	54	45	3	3	1	1
Overall, I am happy with my child's experience at this school	73	61	42	35	1	1	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 is 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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



12<sup>th</sup> September 2011

Dear Pupils

### **Inspection of Hatton Hill Primary School, Liverpool, L21 9NZ**

Thank you so much for making us feel welcome when we came to inspect your school. A particular thank you to those of you who took time to talk to us about all the things you do and enjoy at school. Please thank your parents and carers for filling in our questionnaires.

Yours is a good school where you make good progress. The Early Years Foundation Stage provides a good Children's Centre and Reception Year. Children get a good start to their education. You make good progress from your starting points. Your teachers take care to plan work carefully for you and to make lessons interesting. Teaching assistants give good support to those children who need extra help with their learning. You told us that you enjoy lots of different subjects but particularly topic work where you are allowed to choose your own area of interest to explore further. The range of extra-curricular opportunities helps you to develop a strong team and community spirit. You behave well and you know how to stay safe and healthy.

Your headteacher leads the school well and has made sure it improved since the last inspection. To help your school get even better, we have asked that she concentrates on the following. Firstly, we want you all to achieve the highest standards that you are capable of by the time you leave school. We have asked your teachers to help you do this by making lessons even more challenging, especially for those of you who are quick learners, so that you all achieve as well as you can. Secondly, we have asked school leaders to check attendance data closely to help ensure that everyone attends as much as possible. Finally, we would like the governing body to check closely that school policies and procedures are followed by everyone. You can help by continuing to be well-behaved, helpful and hardworking – as you are now!

With very best wishes for the future,

Yours sincerely,  
Naomi Taylor  
Lead Inspector

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