

Inspection of Hilton Lane Primary School

Madams Wood Road, Little Hulton, Worsley, Manchester M28 0JY

Inspection dates:	8 and 9 October 2024
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Requires improvement
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils enjoy learning at this friendly, inclusive school. The school's values, such as empathy and respect, underpin the way that pupils treat each other. Pupils, including those with special educational needs and/or disabilities (SEND) appreciate how well cared for they are by warm and nurturing staff. This helps pupils to feel safe and happy in school.

Following a period of change, the school has raised its expectations of what pupils can and should achieve. Pupils achieve increasingly well in some subjects. However, inconsistencies in curriculum delivery and weaknesses in curriculum monitoring, mean that some pupils do not develop a deep body of knowledge over time. They do not all achieve as well as they should.

Pupils, including children in the early years, engage fully in their lessons. Pupils conduct themselves well around the school. They trust adults to deal with any rare incidents of misbehaviour quickly.

The school successfully enhances pupils' experiences of the wider world. Pupils talked excitedly about their trips to the seaside, a farm and an outdoor activity centre. Pupils are proud of the positive contribution that they make to school life. This includes fulfilling roles such as prefects and school councillors.

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

This school is emerging from a significant period of staff instability. The school has also established new curriculums for many subjects. These curriculums are engaging and ambitious for pupils, including for those with SEND. The school has thought carefully about the important knowledge that it wants pupils to learn at each stage.

Where staff deliver the curriculum content effectively, they explain things clearly and use well-chosen activities. However, in some subjects, they do not make sure that pupils remember the knowledge that they have learned. This means that pupils do not then have the secure foundations on which to build new learning.

Generally, staff are adept at identifying and addressing pupils' misconceptions effectively. However, in some subjects, the school's wider checking systems are not as purposeful. Some subject leaders have not fully developed the skills they need to evaluate the impact of their curriculum plans. As a result, the school does not securely track pupils' progress or know how well pupils are remembering the knowledge that they have learned.

The school has successfully forged a love of reading that extends from the early years to Year 6. Pupils enjoy visits from local poets and authors. Pupils benefit from a well-ordered phonics programme that staff deliver well. Any children who are not keeping up with the pace of the programme are quickly spotted and supported to catch up with their peers. Most pupils become confident, fluent readers by the end of key stage 1.

The school uses effective systems to identify pupils with SEND quickly. Skilled staff successfully support pupils, including some with very complex needs, to make progress and develop their independence.

Pupils are courteous and confident to talk to visitors. From the start of the Nursery Year, children are taught to play cooperatively and follow school routines by skilled staff. Attendance is a high priority for the school. The school has implemented rigorous systems to support families and reduce pupils' rates of absence. The school's strong pastoral approach helps to make these actions effective.

The school places a strong emphasis on fostering pupils' wider personal development. Pupils value the opportunities that they have to organise activities such as cake sales and bingo nights to support charities. Pupils understand the importance of embracing and accepting difference. They are clear that everyone is welcome in their school. Pupils learn about healthy relationships and they know how to stay safe online. They understand the concepts of tolerance and democracy. This prepares pupils well for life in modern Britain.

The school offers pupils a wide range of clubs such as basketball, gymnastics and cross country. Pupils also participate regularly in competitions such as triathlons and swimming galas. These opportunities help them to develop and share their talents and interests with others.

Governors know the school well. They have ensured that leaders are focused on improving pupils' achievement. Governors have the skills to hold the school to account and continue to drive the school forward, while also being supportive of staff's well-being. Staff appreciate the way that the school considers their workload and are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers do not support pupils to recall and build on previous learning sufficiently well. Some pupils therefore have gaps in their knowledge and insecure foundations on which to build new learning. The school should implement effective strategies to ensure that teachers regularly revisit previously taught content and knowledge.
- The school has not ensured that some subject leaders have fully developed the skills and knowledge to effectively evaluate the impact of their curriculum plans. As a result, in these subjects, the school does not have an accurate picture of pupils' progress or know how well pupils are successfully remembering what they have learned. The

school should ensure that all subject leaders have the training and guidance to evaluate and monitor the effectiveness of the curriculum accurately in their subject, from the early years onwards.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	105914
Local authority	Salford
Inspection number	10321289
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	216
Appropriate authority	The governing board
Chair of governing body	Paul Henderson-Griffiths
Headteacher	Hayley Kearsley
Website	www.hiltonlaneprimary.co.uk
Dates of previous inspection	18 and 19 April 2023, under section 8 of the Education Act 2005

Information about this school

- The school runs an on-site breakfast club.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, other senior leaders and staff. They also met with members of the governing body, including the chair of governors.
- Inspectors carried out deep dives in early reading, mathematics and religious education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also considered the curriculum in some other subjects.
- The lead inspector observed some pupils reading to a trusted adult.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff, and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour during lessons and breaktimes. They also spoke with pupils about their experiences of school.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. Inspectors spoke with parents at the beginning of the school day. Inspectors also considered the responses to Ofsted's survey for pupils and for staff.

Inspection team

Ruth Moran, lead inspector

His Majesty's Inspector

Kelly Eyres

Ofsted Inspector

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