

Inspection of a school judged good for overall effectiveness before September 2024: Bilton Community Primary School

School Lane, Bilton, Hull HU11 4EG

Inspection dates:

4 and 5 February 2025

Outcome

Bilton Community Primary School has taken effective action to maintain the standards identified at the previous inspection.

The head of school is Mark Hudson. This school is part of Horizon Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Michael Dodd, and overseen by a board of trustees, chaired by Michelle Kermeen. There is also an executive headteacher, Jo Machon, who is responsible for this school and one other.

What is it like to attend this school?

Pupils live the school values of 'Dream, Believe, Achieve' at this caring and welcoming school. Pupils respond to the high expectations of the school. They make rapid progress through the curriculum and achieve well. Children in the early years get the best possible start to their education.

Pupils enjoy learning. They behave well in lessons and play together harmoniously at breaktimes. Some pupils feel that behaviour can be less consistent in some lessons. Bullying does not happen often but is dealt with when it occurs. Pupils feel safe and have trusted adults at the school. They learn how to keep themselves safe outside school and online.

Pupils have opportunities to develop their leadership skills and sense of responsibility. For example, play leaders keep younger pupils active at break times. Year 6 'influencers' read stories with younger pupils. School councillors understand the importance of democracy and how they have contributed to the school's values.

Pupils enjoy a wide range of clubs and activities. For example, pupils participate in judo, crochet, reading, football and an eco-club.

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

The school has ambition for all pupils. The school has introduced a new curriculum, which prepares pupils successfully for their next steps in education. The curriculum is organised well and sequenced to help pupils know and remember more. Children in early years are provided with the skills and knowledge they need to access further learning when in key stage 1.

Teachers have strong subject knowledge. They teach lessons which help pupils to recall and connect prior learning. For example, pupils revisit previous learning through the 'flashback 4' questions at the start of lessons. Pupils develop their thinking with peers through 'turn and talk' moments. Teachers check pupils' understanding through clear questioning. Pupils respond positively to regular feedback and improve their work as a result. Children in early years enjoy an environment that is filled with learning opportunities. Every moment of their time is used to develop their knowledge and understanding of the world around them.

Pupils with special educational needs and/or disabilities (SEND) have their needs quickly and accurately identified. The school provides the precise support that they need. The school has developed an internal resource provision for pupils who require a more individualised approach to meet their high level of need. Pupils in this provision receive bespoke and appropriate support from staff who have the expertise to meet their needs.

Pupils develop a love of reading. They talk enthusiastically about their favourite stories. Pupils read with expression. Children in the early years and in key stage 1 receive expertly planned phonics lessons. They rapidly learn to read. The weakest readers are supported well in daily lessons. However, the additional support they receive to help them keep up is less consistent. For example, some pupils mispronounce words and this is not consistently challenged and corrected. This leads to pupils continuing to repeat the errors they make and delays how quickly they improve their reading ability.

Pupils have positive attitudes to learning. They talk successfully and with enthusiasm about what they have learned. Children in the early years learn positive routines and how to manage their emotions. The school has recently made changes to the behaviour policy to improve pupils' behaviour. This has had a successful impact on pupils conduct in lessons and during social times. Although behaviour is generally calm, some pupils reported that a very small number of pupils sometimes say unkind words or behave inappropriately. The school is addressing this but recognises that the new approaches to managing behaviour need some time to fully embed.

Pupils receive a thorough programme for their personal development. They confidently describe the importance of fundamental British values and reasons why differences should be celebrated. Pupils learn about healthy relationships, puberty and how to stay physically and mentally healthy. This prepares them well to be positive and active members of their community.

Despite many leaders being new to their role, they have made rapid improvements to the school. They have accurately determined further areas of improvement. Most staff are positive about workload and the training they receive. Governors and trustees have effective oversight of the school. They acknowledge that some parents and carers are not yet positive about aspects of the school. They are committed to strengthening links with parents and the wider community.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school has not ensured that the support in place for pupils with their reading skills consistently identifies and corrects any errors and issues with accuracy. This means that pupils continue to repeat some of the mistakes they make and it limits how quickly they can improve. The school should ensure that relevant staff have the necessary support and skills to develop pupils' reading with greater success.
- The behaviour policy is relatively new and has not yet fully embedded at the school. This means that there are occasional inconsistencies in how strategies are enacted and how pupils perceive the impact of these strategies. The school should ensure that its approach to managing behaviour is fully developed and embedded consistently across the school.
- A number of parents lack confidence in the school following a recent period of turbulence with leadership. This limits the engagement that the school has with parents and the wider community. The school should further engage with the community to improve relationships with parents and their engagement with the school.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a

school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the predecessor school, Bilton Community Primary School, to be good for overall effectiveness in March 2020.

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	149259
Local authority	East Riding of Yorkshire
Inspection number	10379431
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	222
Appropriate authority	Board of trustees
Chair of trust	Michelle Kermeen
CEO of the trust	Michael Dodd
Head of School	Mark Hudson
Website	https://www.bilton.horizonacademy.uk/
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of Horizon Academy Trust.
- Bilton Community Primary School converted to become an academy school in September 2022. When its predecessor school, Bilton Community Primary School, was last inspected by Ofsted, it was judged to be good for overall effectiveness.
- The school has an internal provision area for pupils with SEND.
- The school does not use any alternative provision.
- The school provides a breakfast club for pupils.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the executive headteacher, other leaders, staff and pupils. They met with members of the local academy board and trustees. They met with the deputy CEO.
- The inspector carried out activities to understand the quality of education in various subjects. The inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- The inspector visited lessons and considered how the needs of disadvantaged and pupils with SEND are met. They observed pupils at various times of the school day. They observed pupils with SEND in the internal resource provision.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; considered the views of parents; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector evaluated responses from parents to Ofsted Parent View. They also evaluated the responses that staff made to Ofsted's online survey.

Inspection team

Chris Carr, lead inspector

His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025