

Hillsborough Primary School

Inspection report

Unique Reference Number	107082
Local authority	Sheffield
Inspection number	377529
Inspection dates	12–13 March 2012
Lead inspector	Mark Colley

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	350
Appropriate authority	The governing body
Chair	John Tewson
Headteacher	Angela Lant
Date of previous school inspection	10 February 2009
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Introduction

Inspection team

Mark Colley
Rosemary Eaton
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Additional inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors visited 17 lessons taught by fifteen teachers and held meetings with pupils, staff, members of the governing body and parents and carers. They also observed whole-school assemblies and listened to pupils read. During the inspection, inspectors observed the school's work and looked at a range of documentation, including; data on pupils' progress, pupils' work in a variety of subjects, self-evaluation and improvement-planning, safeguarding policies and curriculum-planning. They scrutinised 37 questionnaires returned by parents and carers, 104 completed by pupils and a 26 questionnaires returned by members of staff. There were no responses to the on-line questionnaire (Parent View) to aid inspection planning.

Information about the school

Hillsborough is an above average-sized primary school. The proportion of pupils from minority ethnic groups is below that found in schools nationally. The proportion of pupils who speak English as an additional language is below average. The percentage of pupils known to be eligible for free schools meals is well above the national average. The proportion of disabled pupils and the percentage of pupils supported at School Action are broadly average. The percentage of pupils with special educational needs supported at School Action Plus and those with a statement of special educational needs is above that found nationally. The school meets the current floor standard. The headteacher has been in post for less than a year and a new leadership and management structure was put in place in September 2011. The school has achieved Artsmark Gold, Healthy School status and the Basic Skills Agency Quality Mark.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key Findings

- Hillsborough Primary is a satisfactory school. The school is improving after a period of static attainment and changes in leadership. The school is not good because both pupils' progress and the quality of teaching, although improving, are satisfactory overall.
- Pupils, including disabled pupils and those with special educational needs, achieve satisfactorily. They make good progress in their learning in the Early Years Foundation Stage from below expected starting points, particularly in communication, language and literacy. Attainment in reading, writing and mathematics by the age of 11 is broadly average. Attainment in writing, although still broadly average, is not as strong as in other subjects at Key Stage 2. Overall, pupils' progress is satisfactory in relation to their starting points.
- Pupils' behaviour is satisfactory in class, around the school and in the playground. Teachers manage pupils' behaviour consistently and create a purposeful atmosphere for learning. Pupils know about risks and have a good understanding of how to stay safe. Attendance is average.
- The quality of teaching is satisfactory. Although much good teaching was seen during the inspection, inconsistencies remain. These are linked to matching learning to the needs of all pupils and in ensuring that teachers have sufficiently high expectations of pupils' speaking skills.
- The new headteacher and senior leadership team have improved the quality of teaching since the previous inspection. In particular, the proportion of teaching that is good has increased. Systems to monitor and evaluate the quality of the work of the school, managing the performance of the staff, and providing for the staff's professional development are satisfactory and leaders and managers are increasingly rigorous in their operation of the systems.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve the consistency of the quality of teaching in order to secure good progress throughout the school and raise attainment by:
 - ensuring that teachers consistently use information on pupils' previous progress and attainment to plan activities that meet the needs of all pupils
 - ensuring that teachers respond more rapidly to pupils' performance in lessons, moving their learning forward at a faster pace
 - giving pupils more time and direction in meeting targets and areas for improvement identified in teachers' marking.

- Improve the quality of pupils' writing particularly at Key Stage 2 by:
 - ensuring that teachers structure and model speech and language within lessons better in order to support and reinforce pupils' writing and literacy skills
 - reinforcing the development of pupils' writing across all areas of the curriculum and ensuring that key literacy skills are being built upon in all subjects
 - consistently providing more stimulating writing opportunities that generate enthusiasm by developing pupils' curiosity and sense of wonder.

Main Report

Achievement of pupils

In all the lessons seen during the inspection, the majority of pupils was keen to learn and responded quickly to teachers' questions and instructions. Throughout the inspection, pupils' quality of learning mirrored the quality of teaching. Where learning is most effective, pupils show good concentration and enjoy their work, especially when learning is more active. Occasionally, progress slows when pupils are working independently, particularly when activities are insufficiently challenging or not matched closely enough to their interests and abilities.

Children enter the Early Years Foundation Stage with skills below those typical for their age. Their language and communication skills are particularly low. They make good progress so that, by the time they enter Key Stage 1, their skills levels are closer to those expected nationally for their age, although their literacy skills are less well-developed. Attainment in writing has improved at Key Stage 1 since the previous inspection and is now broadly average. Attainment in both reading and mathematics, although improved, is still below average at the end of Year 2. Pupils' attainment overall in English and mathematics is broadly average by the end of Year 6, the improving progress and attainment of the younger children having yet to impact fully on the school's final national test results. Pupils' current work shows that, within the improving picture, pupils' attainment in writing is still lower than in mathematics and reading.

Attainment in reading by the end of Year 6 is average. Across the school, pupils are enthusiastic and enjoy their reading. In Key Stage 1, pupils are developing strategies

to move their reading forward and are developing a secure knowledge of phonics (the sounds that letters make). This continues across Key Stage 2 with most pupils being confident, fluent readers in Year 6. Although the teaching of phonics is well-structured in the Early Years Foundation Stage, it is not tailored sufficiently to all children's specific stage of development. Pupils have a good knowledge of different genres and authors and enjoy discussing the characters from their favourite books. Disabled pupils and those with special educational needs learn as well as their peers do. Their individual needs are identified quickly and appropriate intervention programmes and support are put in place.

All of the parents and carers who responded to the inspection questionnaire believe that their children make good progress. The inspection evidence shows that, generally, pupils make satisfactory progress through Key Stages 1 and 2 and reach broadly average attainment by the time they leave the school, resulting in their overall satisfactory achievement.

Quality of teaching

Parents and carers feel that teaching in the school is good. However, inspectors found teaching quality to be variable and over time overall satisfactory. In the best lessons, the curriculum is well-planned, exciting activities are designed that motivate and involve pupils in their learning fully, and expectations are high. For instance, in a Year 2 class, pupils were excited and engaged fully in describing dragons from a story. The teacher structured learning to promote good discussion and to allow pupils to share and develop their ideas independently. Although pupils had limited skills to engage in detailed discussion initially, the high expectation and consistent direction from both teacher and teaching assistants made sure that pupils developed these skills rapidly. Good lessons such as these also tailored activities and resources to the needs of all pupils. Questioning is used well to test pupils' understanding and to extend and embed pupils' skills and knowledge. Pupils are given frequent written and verbal feedback on their work and time is put aside in lessons for them to improve work and meet the targets set for them by their teachers. These approaches also have a positive influence on pupils' spiritual, moral, social and cultural development. In the best lessons, pupils are given time to discuss more current social and moral issues. The quality of teaching in the Early Years Foundation Stage is good, providing children with an effective and enjoyable curriculum that enhances well their academic and personal development.

When teaching is less successful, inconsistencies creep in. For instance, occasionally teachers do not respond quickly enough to the progress pupils make within class and the pace of learning slows and opportunities are missed to challenge pupils further. Teachers' marking of pupils' work is regular and is supportive of their achievements; it consistently identifies how to improve work. However, only the best teaching provides sufficient time or opportunity for pupils to tackle these areas and evidence more rapid progress. Teachers do not always make sufficient use of speaking opportunities to develop and reinforce pupils' writing and literacy skills. In class activities, teachers are not always fully aware of some pupils who struggle to engage and contribute. Less successful teaching sometimes fails to give sufficient stimulus to the start of pupils' learning, particularly through writing. This results in some pupils drifting off task too easily and too often.

Behaviour and safety of pupils

Almost all pupils say that they feel safe in school and that bullying of any type rarely occurs. Although a significant minority feels that behaviour around school is not always as good as it could be, most are confident that any bullying or poor behaviour is dealt with promptly and effectively. A very small minority of parents and carers expressed some concern about behaviour and how effectively the school deals with poor behaviour. Inspectors found that pupils' behaviour in lessons and around school is satisfactory. Observations confirm that when lessons are exciting and motivate pupils, behaviour is good and pupils engage well in their learning. A small number of pupils do find it hard to sustain concentration and maintain good attitudes to their learning when not working with an adult and where teaching is not as engaging. As a result, the subsequent disruption can very occasionally lead to minor interruptions in learning. The tracking of behaviour over time across school does show a significant drop in the instances where sanctions or interventions linked to behaviour are used, reflecting pupils' and the school's view that behaviour is improving.

Pupils have a good understanding of the risks to which they may be exposed, both within and outside school, and they know how to stay safe and healthy. They understand what constitutes bullying and understand why homophobic or racist name-calling is not acceptable. They are aware of what they should do to keep themselves safe when using the Internet. Attendance is average. The school has improved systems for tracking and monitoring attendance and the work of the educational welfare officer and learning mentor are more rigorous than in the past. The school's more rapid response to absences and the greater range of rewards is improving attendance further.

Leadership and management

Improvements to the leadership and management of the school have been a significant factor in the very recent upturn in pupils' progress and attainment. The current headteacher and new leadership team have brought a settled sense of purpose to school improvement-planning. The governing body is now playing a more important role in supporting and challenging the school to make improvements. Improvement plans are now precise and focused sharply on raising achievement and the quality of teaching. There are early indications that the recent greater emphasis on monitoring, evaluating and managing the performance of the staff, is leading to improved pupils' progress. Middle leaders are now more involved in monitoring their areas of responsibility and are now feeding into whole-school improvement.

Self-evaluation is accurate and the school knows its strengths and weaknesses well. However, there has been limited time for the new leadership team to embed the planned changes fully. Consequently, the capacity to improve is satisfactory, rather than good. Leaders ensure that all safeguarding arrangements meet statutory requirements. The curriculum is satisfactory overall and makes a good contribution to pupils' interest in artistic and creative elements of learning. The school has made a start at linking subjects through themes, to increase pupils' understanding and enjoyment, and to provide a focus for developing their reading, mathematical and information and communication technology skills across school. However, the

development of writing skills across the curriculum is not as strong. Spiritual, moral, social and cultural development is satisfactory overall. Pupils' cultural development is good because it is interwoven well into all the subjects that pupils study. Pupils respect and reflect about differences in beliefs and values, and respond positively to the good range of cultural opportunities provided by the school. Discrimination, racist behaviour or harassment of any form is not tolerated and the ethos established in the school, that every child matters, promotes equality of opportunity for all effectively. This is evident in the good work the school does in partnership with a range of agencies, to ensure that appropriate advice and support are provided for those pupils and families whose circumstances make them more vulnerable. All parents and carers questioned stated that the school responded well to any concerns they had and the vast majority stated that they felt well-informed. The school and the governing body agree that they need to work more closely with parents and carers to involve them more in the day-to-day life of the school.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add up exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



14 March 2012

Dear Pupils

Inspection of Hillsborough Primary School, Sheffield, S6 2AA

Thank you for welcoming us to your school and sharing your views with us both in person and through the questionnaires you completed. Hillsborough Primary School is a satisfactory school. Here are some of the best things about it:

- Reception children have lots of fun and make good progress in the Early Years Foundation Stage.
- All adults take good care of you and you told us that you feel safe and that adults are always there to listen and help you if a problem arises in school.
- You make satisfactory progress and reach broadly average standards in English and mathematics by the time you leave Year 6.
- The creative activities you undertake are fantastic and show the high levels of imagination you can apply in learning.

To make the school even better, I have asked the headteacher, governors and staff to:

- help you improve your writing by making it more fun and by ensuring the way you talk in class helps you write
- make sure that the work you are given is at just the right level for you and not too easy or too difficult
- give you more time in class to complete the targets set by teachers in your books.

The headteacher and all the staff are increasingly supporting you well in your learning. We are delighted that you are proud to be pupils at Hillsborough Primary School and wish you well in the future.

Yours sincerely,

Mark Colley
Lead Inspector

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