

# Hillside Primary and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	131078
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	360203
<b>Inspection dates</b>	20–21 January 2011
<b>Reporting inspector</b>	Joy Considine

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>	392
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Flint
<b>Headteacher</b>	Dorothy Stenson
<b>Date of previous school inspection</b>	7 April 2008
<b>School address</b>	Roberts Lane Hucknall, Nottingham NG15 6LW
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## Introduction

This inspection was carried out by three additional inspectors. They visited 19 lessons taught by 13 teachers and held meetings with groups of pupils, governors and staff. They observed the school's work, and looked at school development plans, policies regarding safeguarding and child protection, minutes from governing body meetings, pupils' assessment and tracking information and other documentation relevant to the inspection. They analysed the outcomes of 135 questionnaires received from parents and carers as well as responses from pupils.

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

- The progress made by all groups of pupils in English and mathematics.
- How well teachers use assessment information to plan their lessons in English and mathematics.
- What school leaders are doing to ensure that pupils make the best possible progress in English and in mathematics.
- The outcomes and the quality of provision in the Early Years Foundation Stage.

## Information about the school

The school is much larger than most primary schools and serves the local community. The proportion of pupils who are known to be eligible for free school meals is average. Most pupils are White British and few pupils speak English as an additional language. The proportion of pupils who have special educational needs and/or disabilities is broadly average. The school has gained gold Healthy Schools status and has achieved the silver Eco Schools Award.

There is a breakfast club and an after school club which is managed by an external provider and will be inspected separately.

**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

This is a good school. It has a particular strength in the outstanding care, guidance and support it provides for all pupils. Staff have created a delightful learning environment which is well planned and equipped to meet the needs of all pupils. Although attainment was broadly average in English and mathematics at the end of Year 6 in 2010, pupils make good progress in these subjects. This is because most teachers make good use of assessment information to plan lessons that are well matched to the needs of pupils, including those who have special educational needs and/or disabilities. The quality of teaching is good overall with some that is outstanding. However, there are some variations between classes and year groups and this leads to unevenness in progress for some pupils, particularly those who are more able. These pupils are not always sufficiently challenged.

Pupils make an excellent contribution to the school and the wider community. They thoroughly enjoy the wide range of responsibilities they carry out within the school. The school council is active and provides pupils with an opportunity to express their views and concerns. As one parent wrote, 'I particularly like the way the school listens to the children's views via the school council and the way they encourage the children to become independent.' Pupils feel very safe in school because they know that teachers care for them and will quickly intervene should issues arise. Safeguarding arrangements are outstanding and all adults who come on to the site are carefully checked. Despite a number of initiatives to improve attendance, it remains average because a significant number of parents and carers take holidays during term time.

The headteacher and senior leaders are ambitious and have high expectations for staff and for pupils. Their self-evaluation is accurate and it provides a clear view of the strengths of the school and what more needs to be done. The outcomes of this analysis have been used to create a five year plan for development which takes into account the views of staff, pupils and governors. Leaders for English and mathematics are new to their roles but have quickly established themselves as models for good teaching. They have plans in place to address areas of weakness already identified, but have not monitored practice for themselves. Leadership of the Early Years Foundation Stage is good. Leaders are aware that basic techniques and strategies for teaching this age group are secure, and progress is satisfactory, but activities are not always sufficiently focused on individual needs.

Despite some substantial changes to the staff team, there have been some significant improvements to the school since the last inspection and these have had a good impact on pupils. For example, school leaders have introduced comprehensive systems to record and track pupils' progress so that they can be sure they are on course to meet their challenging targets. There are clear lines of accountability for all staff through robust

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systems for performance management. The school has built on its good performance at the time of the last inspection and has good capacity to sustain improvement.

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

- Improve the consistency of good and outstanding teaching by July 2011 through:
  - raising teachers' expectations so that they provide more challenge for all pupils including those who are more able.
  - making better use of questioning to extend pupils' knowledge and understanding
  - targeting planned activities more tightly to children's individual abilities and needs in the Early Years Foundation Stage
  - providing opportunities for teachers to observe and learn from each other.
- Develop the roles of the new leaders for English and mathematics by July 2011 through:
  - giving them opportunities to monitor their subject systematically so they have a good understanding of practice and where further improvements need to be made
  - ensuring that they attend external training to allow them to develop their roles as middle leaders.
- Improve attendance by working more closely with parents and carers to discourage them from taking family holidays during term time.

## Outcomes for individuals and groups of pupils

2

Children join the school with skills that are below those expected for their age in language, literacy and mathematics. In lessons, most teachers expect pupils to work hard so that by the end of Year 6 they have made good progress in English and mathematics. Staff have implemented new systems to teach letters and sounds and this has raised attainment in reading. Pupils who have special educational needs and/or disabilities make good progress from their starting points because the school is able to identify their particular needs and to provide targeted support to meet these needs. More able pupils make good progress overall and respond well when teachers provide challenging activities that extend and develop their understanding. For example, in one lesson the teacher challenged pupils to select and apply the correct calculation strategy to solve word problems. In most lessons, pupils take an interest, enjoy their work, and are keen to ask and to respond to teachers' questions. They demonstrate a very good capacity to work in groups and organise activities; skills which are essential for the future.

Pupils get on well together and they behave well in lessons and in the playground. They are thoughtful and considerate. Their spiritual, moral, social and cultural development is good. During the inspection, the school held a 'Faith Day' in which representatives from three different faith groups shared their beliefs and practices with pupils. Pupils listened carefully and showed great curiosity in their exploration of Hindu beliefs and practices. They have a good understanding of Britain as a diverse culture and they show a strong sense of community in regard to the school, local and international context. Pupils have raised funds to help the Pakistani flood victims and take part in national charity events

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such as Comic Relief. The school has been awarded gold Healthy Schools in recognition of its work to promote healthy lifestyles for pupils.

*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>1</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>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</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>

<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

**How effective is the provision?**

Teaching is mostly lively and enthusiastic and engages the interest of pupils. Lessons are usually well planned and are linked to previous learning so that pupils can develop their skills sequentially. Most teachers use good questioning skills to extend and develop pupils' learning. In a very few lessons expectations are not high enough so questioning is not sufficiently focused on extending understanding, and this slows the progress that some pupils make. Relationships between adults and pupils are good and teaching assistants are highly skilled at providing support for pupils who need extra help.

The curriculum is broad and balanced and is enriched by a wide range of additional activities including specialist music, drama and sports teaching. Teachers make good links between subjects so that pupils can practice their literacy and numeracy when learning about other subjects such as history and art. The curriculum is imaginatively planned with a developing focus on using the outdoor area for learning. Skills and attitudes that prepare pupils well for the future are promoted very well through the curriculum. For example, the school has received the silver Eco award in recognition of its work to create a sustainable environment.

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Care for the pupils is at the heart of what the school does. All pupils are valued for the unique contribution they bring to the school and discrimination on any grounds is not tolerated. Bullying and racism are rare and reflect the school's work to promote kindness and consideration toward each other. Provision to meet the needs of those pupils who have special educational needs and/or disabilities is excellent and contributes well to their good progress. The school makes good use of external partners to support their excellent work with youngsters whose circumstances may make them more vulnerable. There are very effective arrangements in place to support pupils as they move through the school and on to the next stage in their education.

*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	2
<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>1</b>

## How effective are leadership and management?

Leaders at all levels have established a common sense of purpose based on high expectations for staff and pupils. Challenging targets are set for pupils and these are monitored by senior leaders to ensure that these high expectations are met. The five year strategic plan is translated into an annual plan in which progress towards key actions is reviewed regularly. This is underpinned by a planned programme of professional development for all staff to ensure that targets are reached, though as yet the new middle leaders have had limited management training. There are robust systems in place for senior leaders to monitor the quality of teaching and this has resulted in improvements to pupils' learning. Opportunities for teachers to observe each other teaching, and learn from some of the outstanding practice that exists, are more limited. School leaders have carried out a thorough review of the school's strengths and areas for improvement and have an accurate understanding of what needs to be done to improve further.

Governors have a good understanding of the school's strengths and areas for development. They provide effective monitoring and challenge to the school but they do not always evaluate the effectiveness of their policies. However, safeguarding is robustly checked and challenged. Procedures for child protection are excellent with all staff receiving regular up-to-date training. Governors have carried out a good audit of community cohesion and the school has had some success with plans to ensure that pupils have more direct experience of communities different to their own. The school has put into place a number of creative ways to engage with parents and carers, but a small number do not as yet fully engage with the school. Although the school is committed to equal opportunities, differences in experiences that some pupils have between classes means this is good rather than outstanding.

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*These are the grades for 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>2</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>1</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>

## Early Years Foundation Stage

Staff in the Early Years Foundation Stage have created a bright, attractive environment in which children feel safe and secure. Children make satisfactory progress, achieving particularly well in their personal, social and emotional development. They make sensible choices to keep themselves and others safe. They respond well to adults and behave well. Adults have a sound knowledge of welfare and development. In both Nursery and Reception, children are able to choose from a wide range of activities planned to develop their personal and academic skills. There is a good balance of activities that children choose for themselves and those that are led by adults, and children move freely between the indoor and outdoor areas. Adults make detailed assessments of children's learning but these are not yet fully used to plan future learning that meets the needs of individuals and accelerates their progress.

The Early Years Foundation Stage leader has secured a cohesive team including two new teachers, and all have a clear focus on boosting outcomes. The experienced leader has an accurate view of the strengths and areas for improvement and has a robust plan in place to develop provision. This has already resulted in the sharpening of many aspects of the quality of teaching. Teaching assistants are highly effective in supporting children's development.



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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The majority of parents and carers who responded to the questionnaire were overwhelmingly positive about the work of the school. They said that the school cares for pupils and that staff will often go out of their way to support vulnerable pupils and their families. A very few felt that they do not know how well their children are doing and felt that their views were not always taken into account. Inspectors found that the school communicates well with parents and carers through a variety of ways and has recently introduced 'Fronter' which is an electronic system to engage parents and carers in their children's learning at home. A few parents or carers also felt that the school does not deal well enough with unacceptable behaviour. During the inspection, pupils behaved well at all times and said that should an issue arise, it was dealt with swiftly by staff. Many parents and carers commented that their children are happy, safe and enjoy school.

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

Ofsted invited all the registered parents and carers of pupils registered at Hillside Primary and Nursery 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 135 completed questionnaires by the end of the on-site inspection. In total, there are 392 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	85	63	45	33	5	4	0	0
The school keeps my child safe	84	62	50	37	1	1	0	0
My school informs me about my child's progress	61	45	64	47	8	6	0	0
My child is making enough progress at this school	61	45	57	42	11	8	0	0
The teaching is good at this school	62	46	69	51	1	1	0	0
The school helps me to support my child's learning	67	50	60	44	7	5	0	0
The school helps my child to have a healthy lifestyle	64	47	68	50	2	1	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)	52	39	63	47	5	4	0	0
The school meets my child's particular needs	57	42	67	50	5	4	1	1
The school deals effectively with unacceptable behaviour	46	34	67	50	9	7	3	2
The school takes account of my suggestions and concerns	37	27	80	59	9	7	4	3
The school is led and managed effectively	51	38	74	55	4	3	3	2
Overall, I am happy with my child's experience at this school	78	58	54	40	1	1	1	1

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 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 2009/10 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.**



24 January 2011

Dear Pupils

**Inspection of Hillside Primary and Nursery School, Nottingham, NG15 6LW**

Thank you for making us so welcome when we visited your school. We enjoyed meeting you all and hearing what you had to say about your school. Yours is a good school. We were very impressed with the way in which your teachers care for you and you told us all about the excellent contribution you make to your school and the local community. We also liked the way in which your teachers plan lessons that are interesting so that you can make good progress. Your school leaders have a good idea about what the school does well and where it needs to improve. Some things that would make your school even better are listed below.

We have asked leaders to make sure that teachers in all classes teach as well as the best. They can do this by watching and learning from each other. At the moment the activities for the youngest children are not always exactly what they need to learn next. Sometimes teachers should ask you more complicated questions in lessons to make you work harder. You can help them to do this by asking for harder work if you find a task too easy.

We also want them to provide opportunities for your new leaders in English and mathematics to find out how well their subjects are taught throughout the school, so that they can plan more clearly how they can improve these lessons.

School leaders need to work more closely with your parents and carers to encourage them to make sure you attend school (unless you are very sick). You can help by reminding your parents and carers how important it is to attend school so that you don't miss lessons.

I am sure that you will all do everything you can to make Hillside Primary School even better.

Very best wishes for the future.

Yours sincerely

Joy Considine  
Lead inspector

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