

Hillside Primary School

Inspection report

Unique Reference Number	135098
Local Authority	Kirklees
Inspection number	360693
Inspection dates	5–6 July 2011
Reporting inspector	Geoffrey Yates

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	323
Appropriate authority	The governing body
Chair	Mrs Cynthia Dawson
Headteacher	Mrs Dawn Horton
Date of previous school inspection	Not previously inspected
School address	Headfield Road Newsome, Huddersfield West Yorkshire HD4 6LU
Telephone number	01484 226834
Fax number	01484 226835
Email address	office.hillside@edukirklees.net

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Royal Exchange Buildings
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M2 7LA

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Introduction

This inspection was carried out by three additional inspectors. Seventeen lessons were observed, taught by eleven teachers. The inspectors held meetings with governors, staff and groups of pupils. They observed the school's work and looked at the tracking of pupils' progress, the school's monitoring, self-evaluation and planning for improvement, and safeguarding. Inspectors considered the 48 questionnaires completed by parents and carers as well as those from pupils and staff.

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

- Whether pupils' learning and progress are at least satisfactory or not.
- How well the Early Years Foundation Stage is planned and organised to meet children's needs.
- How well staff are using marking and other aspects of assessment.
- How effective the leadership team is in ensuring this new school meets the needs of its pupils.
- Whether pupils' behaviour is good and other outcomes relating to pupils' well-being are good or better.

Information about the school

This primary school is larger than other primary schools. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of pupils from minority ethnic groups is above average. The percentage of pupils with special educational needs and/or disabilities is well above average. The proportion of pupils who speak English as an additional language is in line with the national average. The school opened in the autumn term 2009 as a result of the amalgamation of two schools and, after a period of working as a school on different sites, moved to a new building later that year. The school has gained many awards including the Eco School award. There is on-site children's centre provision not managed by the school. This provision did not form part of this inspection.

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?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. It is emerging from a period of instability following the bringing together of two schools and relocation to a new site. Good partnerships within the school and local community contribute well to the welcoming atmosphere. Pupils are appreciative of the outstanding level of care shown to them by staff and feel very safe and secure as a result of the school's outstanding safeguarding arrangements. These aspects of school life are important factors in the development of this new school along with its success in ensuring pupils behave well, have positive attitudes and that relationships are also good. Parents and carers think highly of the school. Pupils at an early stage of learning English receive good support.

From very low starting points in the Nursery children make good progress through the Early Years Foundation Stage. However, progress is not as strong in the rest of the school because of variability in teaching and in the use made of assessment information. It is satisfactory overall, leading to achievement being satisfactory rather than good. The short time the school has been open means that data about pupils' attainment are limited. However, current pupils' work confirms that overall attainment is low, especially in mathematics. The school accounts for this because of the difficulties in tracking pupils' progress accurately during the amalgamation. But this is not the whole picture. Pupils are not making fast enough progress, especially in mathematics, to reach average attainment levels. High-quality support for the significant number of pupils with special educational needs and/or disabilities leads to these pupils making good progress.

Teaching is of satisfactory quality overall but there are examples of good and outstanding teaching. Where teaching is less than good the pace of lessons is slow and the use of questioning and marking is not effective in ensuring all groups of pupils make good progress. Curriculum provision is satisfactory overall despite good enrichment activities because not enough attention is given to pupils developing their mathematical skills or for them to use their writing skills in subjects across the curriculum.

The headteacher's determined leadership has ensured the successful amalgamation of two schools. Under her leadership, with the support of the senior leadership team, there is a shared drive to promote improvement and at this early stage the school demonstrates a satisfactory capacity for sustained improvement. Systems to monitor what goes on in classrooms have been quickly established but the observations made by senior staff are not well focused on pupils' learning. While it is too early to judge the full impact of leadership and management, it is clear things are moving in the right direction. For example, the school's new assessment tracking systems provide accurate information which is increasingly being used to boost pupils' progress.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may

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receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Accelerate rates of pupils' progress, especially in mathematics, so that levels of attainment are at least average by:
 - ensuring information about pupils' progress is used to set challenging work for all pupils
 - providing a greater focus on developing pupils' numeracy skills and their application in solving challenging problems
 - providing more opportunities for pupils to use their writing and numeracy skills in subjects across the curriculum
 - ensuring monitoring of teaching and learning in classrooms by senior staff has a clear focus on the quality of learning and how it might be improved.
 - Ensure teaching is consistently good or better by:
 - improving the quality and use of questioning
 - making sure lessons move at a brisk pace
 - making effective use of marking.

Outcomes for individuals and groups of pupils

3

Pupils' achievement is satisfactory as is the progress they make. Pupils with special educational needs and/or disabilities make good progress. Pupils enjoy school and enjoy their learning. For example, around 25 pupils were observed proudly playing brass instruments in preparation for a concert. In one upper Key Stage 2 lesson pupils worked on laptops to word process their ideas about a character they were studying. The lively atmosphere and good concentration bore witness to pupils' enjoyment of learning. Younger pupils were keen and happy to work together to put toys away in readiness for a group session, with one child politely asking the inspector to 'join in tidy up time!' In all parts of the school pupils show positive attitudes to learning and are keen to talk about what they are doing.

When they enter the Nursery children's skills are well below the expectations for their age. They make good progress in the Early Years Foundation Stage. By the end of Reception their attainment is just below the expected level but above what is expected in their personal development, reflecting the high emphasis given to this area of learning by the staff. Progress is satisfactory overall in Key Stages 1 and 2. Reading and writing are given good attention and an increasing number of pupils are making good progress. For example, the Year 5 'reading friends' initiative has impacted well on the rate of pupils' progress. Progress in mathematics varies, largely because pupils are not given enough challenging opportunities to develop their numeracy skills to solve problems that make them think. Pupils from minority ethnic groups make at least satisfactory progress because of the good quality support they receive.

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Many aspects of pupils' personal development are good and promoted well by the outstanding quality of care provided by the school. Pupils are thoughtful and polite. They make a good contribution to the school community. For example, eco councillors ensure that environment issues remain high on the school's agenda. Pupils' views are represented in the decision-making process, and dinner time help given to younger pupils by Year 6 pupils is taken very seriously. Pupils' contribution to the local community is well regarded. Pupils are keen to succeed and are soundly prepared for their future education. Their good understanding of healthy lifestyles is demonstrated through participation in a wide range of sports and fitness activities. Pupils show good spiritual, moral and social awareness. Pupils mix easily with others and there are very few disputes which they cannot resolve themselves. They show great respect to all their classmates and to those from backgrounds different from their own.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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?

Where teaching is good or better pupils show good levels of interest and teachers use questioning well to probe pupils' understanding. In these lessons recent developments in assessment procedures are beginning to show that the better quality and more accurate information gathered is used well in tailoring work more precisely to pupils' needs. Where teaching is not as strong lessons do not move at a good pace and when questions are asked by the teachers not enough is done to engage pupils. There is also inconsistency in

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marking, leading to pupils in some classes not being clear about how they might improve their work. Throughout the school teaching assistants, including bilingual staff, support pupils very well.

Curriculum provision is satisfactory with some strong elements. The curriculum provides some imaginative opportunities for learning and an appropriate range of experiences which contribute effectively to the good promotion of pupils' personal development and well-being. It is adjusted effectively to meet pupils' needs, especially those pupils at an early stage of learning English and for the well-above average number of pupils with special educational needs and /or disabilities. Cross-curricular provision is at an early stage of development with pupils not being given enough opportunities to use their writing and mathematical skills in subjects across the curriculum. There are, however, some good examples of pupils using their information and communication technology skills well. The curriculum is enriched greatly by a varied range of opportunities, including environmental work and music making, well supported and enjoyed by the pupils.

Extremely well-prepared support staff, including those employed by the children's centre working in partnership with the school, ensure the personal and social needs of pupils are met outstandingly well and parents and carers get the support they need. The school's inclusion manager leaves no stone unturned in ensuring pupils' personal needs are met. Learning mentors play a very valuable part in supporting the most vulnerable pupils. Pupils are secure in the knowledge that adults always listen to them. Highly effective links with other schools and external agencies ease transition between different schools. The school works hard to encourage good attendance but, overall, attendance is average.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The steps taken to establish this new school have been very ably led by the headteacher. In a short period of time she has created an environment, with the support of the deputy headteacher and the governing body, where ambition is gradually being embedded well. The school's priorities for success indicate a strong focus on raising achievement in English, however this is less so in mathematics. Middle leaders are becoming more accountable for the progress made by pupils in their care. An improved tracking system is allowing leaders to identify where progress is not as strong, so that remedial action can be swiftly taken, but some of the actions taken have yet to impact fully. Monitoring of teaching and learning in classrooms by senior staff, with a clear focus on the quality of learning and how it might be improved, is at an early stage of development.

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The new governing body discharges its statutory duties well and is increasingly effective but recognises that there is still much to do. The headteacher and governing body have ensured that safeguarding procedures fully meet requirements and those procedures and policies are of an exceptional quality. This is reflected in the school's excellent measures to ensure staff and pupils are safeguarded. Pupils take a lively interest in their own safety and that of others. Child protection training is fully up-to-date and procedures and policies follow very best practice, evident in all aspects of the school's work. The school's actions to eliminate discrimination are very strong, which manifests itself in the harmonious community of over 20 different nationalities in the school community. The school prides itself on treating all pupils equally but is still working on resolving the disparity in pupils' progress; as a result, the overall judgement on equality of opportunity is satisfactory rather than good. Community cohesion is promoted satisfactorily. The school has close links within the local community and with a school in a different area but links further afield are at an early stage of development.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the Nursery with skills that are well below those expected for their age. They settle quickly because of a warm welcome, an effective partnership with parents and carers, and enjoyable activities. They are taught and supported well, which enables them to make good progress in all areas of their learning, especially in their personal development. However, despite good progress they leave the Reception class with skills that are just below those expected for this age group but above those expected in personal and social development. Children quickly develop the ability to share and to behave well towards each other. They play happily together. For example, they say they enjoy using the investigation trolley outside or playing in the tepee. The 'pirate adventures' theme really captured the children's imagination and also that of the staff! A

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well-organised range of practical activities, including the search for hidden treasure, was enjoyed by all. The Early Years Foundation Stage works very well together as a unit and enables children to move between activities both indoors and outside. The very well-resourced indoor and outdoor areas are used effectively to support children's learning. Adults constantly model language well and engage children in conversation. Adults carefully observe and record children's development and use this knowledge to plan effectively. Good leadership and management ensure that children's outcomes are positive and that all health and welfare requirements are met.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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 of the Early Years Foundation Stage	2

Views of parents and carers

There was a well-below average percentage of questionnaires returned. The school carries out its own surveys of parents' and carers' views and this may have impacted adversely on the number of returns completed. Parents and carers hold mostly very positive views of the school. A very few parents and carers expressed concerns about different aspects of the school's work. Concerns raised were discussed by the inspection team, especially in relation to how the school deals with incidents of unacceptable behaviour. The team judges, on the evidence presented, that all possible steps are taken by the school to eliminate unacceptable behaviour.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hillside 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 48 completed questionnaires by the end of the on-site inspection. In total, there are 323 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	54	20	42	1	2	1	2
The school keeps my child safe	33	69	13	27	1	2	1	2
My school informs me about my child's progress	25	52	18	38	4	8	0	0
My child is making enough progress at this school	27	56	16	33	4	8	1	2
The teaching is good at this school	32	67	13	27	2	4	1	2
The school helps me to support my child's learning	25	52	19	40	4	8	0	0
The school helps my child to have a healthy lifestyle	25	52	21	44	0	0	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)	26	54	18	38	1	2	1	2
The school meets my child's particular needs	27	56	19	40	1	2	1	2
The school deals effectively with unacceptable behaviour	20	42	22	46	2	4	3	6
The school takes account of my suggestions and concerns	25	52	18	38	3	6	2	4
The school is led and managed effectively	29	60	16	33	1	2	2	4
Overall, I am happy with my child's experience at this school	33	69	11	23	3	6	1	2

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and 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.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



9 July 2011

Dear Pupils

Inspection of Hillside Primary School, Huddersfield, HD4 6LU

What a wonderful new school building - it was lovely to see it and also the outside areas. Thank you for the warm welcome you gave my colleagues and me when we visited your school. We thoroughly enjoyed our time with you and appreciated all the help you gave us. The pupils who talked to the inspectors were true ambassadors for your school. It was wonderful to hear the brass group play and to see the pirates enjoying themselves!

Your school is very new but is already providing you with a satisfactory quality of education, with some aspects better than that. You get on well together and take great care of each other. You are a credit to your families and your teachers. I think the members of the school council, eco warriors and those of you with other responsibilities do a wonderful job in helping to run the school. You are keen to learn and you behave well. The quality of care you receive and the steps taken to keep you safe are outstanding.

To make your school even better we have asked that everything is done to make the teaching you all receive good or better. At the moment some of it is good but some of it is satisfactory and we want you all to receive the best teaching. Also, we have asked that the school does all it can to improve the progress you make, especially in mathematics. If you do, by the time you get to Year 6 your school's overall results will be more in line with the national averages or even better. You can help by continuing to work hard and making sure that when teachers mark your work you take notice of the comments to help you improve.

Please accept my best wishes for the future. I hope you continue to enjoy school.

Yours sincerely

Geoffrey Yates

Lead inspector

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