

Hillside Primary School

Lords Lane, Bradwell, Great Yarmouth, NR31 8PA

Inspection dates 5–6 June 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children in Reception make good progress and are well prepared for Year 1.
- Effective teaching ensures that older pupils are making good progress throughout the school in reading, writing and mathematics.
- Pupils in the special resource base make good progress in developing their communication, literacy and numeracy skills because teaching is good.
- Teachers have high expectations for pupils' learning, maintain good relationships and manage their behaviour well.
- Teaching assistants provide good support for learning.
- Pupils feel safe in school and have good attitudes to learning. Their behaviour in lessons and around the school is usually good.
- Good leadership, with effective support from the governing body, has led to good improvements in the quality of teaching and pupils' achievement this year. This shows that the school has the capacity to further improve.

It is not yet an outstanding school because

- A few weaknesses remain in teaching. Occasionally some pupils are given tasks which they find too difficult or too easy, limiting their learning.
- Pupils are not always shown clearly how to improve their literacy or numeracy skills through marking in different subjects.
- Leaders do not rigorously check the impact of teaching on the learning of different groups of pupils.
- A significant number of parents expressed concerns, particularly about communication and leadership. They say they do not feel listened to, and their opinions are not valued.

Information about this inspection

- Inspectors observed 12 lessons, including two in the specialist resource base. Six of these observations were carried out jointly with senior leaders, and all teachers were seen.
- Inspectors looked at pupils' work jointly with subject and phase leaders. They heard pupils read in Years 1 and 2 and examined their reading records. They also looked at a few individual case studies of vulnerable pupils with senior leaders.
- Meetings were held with different groups of pupils, senior leaders, subject and phase leaders, including the Early Years Foundation Stage leader and the leader of the specialist resource base. Separate meetings were also held with four members of the governing body and a local authority representative.
- Inspectors took account of 47 responses to Parent View (the online questionnaire) and correspondence sent in by a few parents. They met with a few parents who accompanied their children to school. Inspectors also looked at 12 responses to the staff questionnaire.
- Inspectors observed the school's work and looked at a range of school documentation including safeguarding policies and procedures, records of behaviour and bullying, attendance figures, the school's summary evaluation of its work, the school improvement plan and the school's recorded information about pupils' progress over time.

Inspection team

Declan McCarthy, Lead inspector

Additional Inspector

Janet Tomkins

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school. Nearly all pupils are of White British heritage.
- The proportion of pupils for whom the school receives the pupil premium is below average. This is additional funding for pupils who are known to be eligible for free school meals or in the care of the local authority.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is above average. The proportion of these pupils who are supported at school action plus or with a statement of special educational needs is high.
- The school manages specially resourced provision for pupils with special educational needs. It is in the form of a special resource base for 10 pupils in Key Stage 2 with learning and cognition difficulties. All have a statement of special educational needs and most are registered at the school. Most attend full-time and a small number, who are registered at other primary schools, attend four days per week.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- An independent nursery shares the school site, but it is managed and inspected separately.
- Since the previous inspection a new headteacher has joined, the accommodation has been refurbished. The number of pupils has changed in line with local reorganisation.

What does the school need to do to improve further?

- Improve teaching and raise achievement by making sure that:
 - leaders rigorously monitor the impact of teaching on pupils' learning over time, and use the results to precisely identify and tackle any weaknesses among different groups
 - pupils are shown clearly how to improve their literacy and numeracy skills in all subjects when their books are marked
 - all groups of pupils, including the least and most able, are given challenging but achievable tasks in lessons, which extend their thinking.
- Address parental concerns, particularly regarding communication and the effectiveness of leadership, so that parents feel listened to and have renewed confidence in the work of the school.

Inspection judgements

The achievement of pupils is good

- Children enter the Reception Year with skills and understanding at broadly the levels expected for their age. They make good progress in each area of learning and are well prepared for entry into Year 1.
- In Year 1 pupils continue to make good progress. In 2013 their performance in the Year 1 phonics check was slightly above average, and the school's accurate data show that more pupils are on course to reach the expected levels this year.
- Throughout Key Stage 1 pupils are currently making good progress and on course to reach above-average attainment in reading, writing and mathematics. This represents good improvement over the previous two years.
- The school has taken effective action to raise achievement since 2013, such as providing additional support to boost standards in mathematics. Attainment in Year 6 in reading, writing and mathematics has been broadly average for several years. In 2012 and 2013, performance data show that pupils made insufficient progress in all subjects, especially in mathematics where their progress was significantly below average. However, the current standards represent good and improved progress for the pupils now in Year 6, who left Year 2 with attainment that was lower than that of previous year groups and significantly below average.
- Above-average proportions of pupils are now on course to make or exceed nationally expected progress in reading, writing and mathematics. All groups of pupils throughout Key Stage 2, including those in the special resource base, are now making good progress in these subjects.
- Pupils eligible for the pupil premium are making good progress and catching up with their classmates. Those in Year 6 are on average only two terms behind their classmates in reading, writing and mathematics. This is a significant improvement from 2013, when eligible Year 6 pupils were two years behind their classmates.
- The least able pupils and the very few pupils who speak English as an additional language are making good progress because they receive good support for their learning. The more-able pupils are making good progress, with more entering the higher level tests than in 2013. However, a few of these pupils said that occasionally their work was too easy.
- Pupils make good progress in reading because phonics (the sounds letters make) is taught well.
- Pupils stay fit and healthy and a high proportion participate in after-school clubs because primary sports funding has been used well to provide additional coaching. For example, a significant number of pupils were unable to swim 25 metres in Year 6 in 2013, and most are now able to achieve this.

The quality of teaching is good

- Pupils' work, lesson observations and school data show that consistently good teaching in the Early Years Foundation Stage, in Key Stages 1 and 2 and in the special resource base, is leading to good learning and progress.
- Teachers have high expectations for pupils' learning. This is reflected in pupils' work, for

example when weekly mathematics challenges are set and also in the many examples of extended writing seen. This enables pupils to gain new knowledge and skills quickly. Just occasionally, pupils find work too difficult or too easy when tasks are not matched well enough to their different ability levels.

- Teachers maintain good relationships with pupils and manage their behaviour well. This creates a positive atmosphere for learning so that pupils listen attentively, follow instructions and focus on their learning.
- Pupils have a good knowledge of their targets and how well they are doing as a result of good feedback on their learning in lessons and when their books are marked. Pupils confirmed this in discussion during the inspection, and most knew their targets.
- In the special resource base, pupils benefit from effective support in small groups, and adults break tasks down into smaller achievable steps. They focus on developing communication and language skills through use of real-life objects and the use of signing and symbols. This enables all pupils to succeed in learning and make good progress. Other disabled pupils and those who have special educational needs in mainstream classes are supported equally well by teaching assistants to enable them to make good progress.
- Pupils eligible for the pupil premium receive good additional support for their learning from teaching assistants that enables them to catch up quickly with their classmates.
- The teaching of communication, literacy and numeracy skills is generally good and is leading to good achievement. Nevertheless, pupils' books show that occasionally pupils do not know how well they are using their literacy and numeracy skills, or how to improve them, when their work is marked in subjects other than mathematics and English.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Children in the Reception Year and pupils throughout the school behave well in lessons and around the school. Pupils in the special resource base who have difficulty controlling their behaviour make good progress in improving it. Most parents and pupils say they believe that behaviour is usually good.
- Pupils have good attitudes to learning. In lessons they cooperate well in learning and are nearly always attentive. Pupils' books show that sometimes they lose focus when their work is too difficult.
- Pupils and parents say that occasionally bullying takes place. Parents have mixed views on how well this is dealt with by the school; not all agree that bullying is always dealt with effectively. Most pupils do agree and the school's records of behaviour confirm this. Pupils have a good awareness of the different types of bullying.
- The school's work to keep pupils safe and secure is good. Pupils stay safe, learn how to use the internet safely and move safely from one area of the school to another. They play safely in the playground and abide by rules of safety in practical activities such as physical education. Pupils said they felt safe in school and the majority of parents agree. Staff ensure that the well-being of children in the Reception class is protected.
- Pupils' attendance is broadly average and they arrive punctually to lessons, well prepared for learning.

The leadership and management are good

- The headteacher and deputy headteacher are providing good leadership and direction in improving teaching and learning and raising achievement. Subject and key stage leaders, and others including the Early Years Foundation Stage leader and the head of the special resource base, are providing good support.
- The school has an accurate view of the impact of teaching on pupils' learning and progress over time and is using this effectively to identify clear priorities for development. For example, leaders have significantly increased the proportion of pupils reaching the higher levels in mathematics by the end of Year 2 since 2013.
- The arrangements for managing the performance of teachers are good and are supported by good training. Objectives to improve teachers' performance are linked to the national *Teachers' Standards* and in discussion and in their questionnaires, staff praised the good help and support provided. All leaders check the quality of teaching on a regular basis. However, they do not always check the impact of teaching on the learning of different groups of pupils over time rigorously enough to quickly and precisely identify any pupils in danger of falling behind.
- Equality of opportunity is promoted well. Good use is made of additional funding to make sure all pupils progress equally well. The pupil premium is used effectively to provide additional individual or small group support to develop literacy and numeracy skills. Primary sports funding is used well to provide additional coaching in gymnastics and swimming as well as to fund a range of after-school clubs and to enhance physical education teaching skills of class teachers.
- The curriculum has a strong emphasis on developing the basic skills of literacy and numeracy. Pupils' learning is enhanced by a wide range of learning opportunities such as Spanish and French lessons as well as a range of after-school clubs, visits and visitors to the school.
- Pupils' spiritual, moral, social and cultural development is promoted well. They develop an awareness of different cultures, for example through their work on Australia and aboriginal art and learning about world faiths. They have good opportunities for reflection and good opportunities to learn together and take turns. They respond consistently well to the systems of rewards and sanctions and know why it is important to behave well in school and at home.
- Although most parents are happy with most aspects of the school's work, a significant number who completed Parent View expressed a number of concerns that focused particularly on perceived weaknesses in communication and leadership. These parents say they do not feel listened to, and that their opinions are not valued.
- The local authority is providing good support and challenge for the school, through providing training for staff and regular focused monitoring of areas such as the impact of pupils' behaviour on learning. The school also makes good use of an external consultant and benefits from regular and robust reviews to challenge and support its work.
- **The governance of the school:**
 - Governors have recently carried out a review of their own skills. They are regular visitors to the school and are committed to its work. They have a realistic view of teaching and have successfully overseen the management of the headteacher's performance, ensuring that the system for setting objectives is robust and securely based on the priorities for school improvement. They have a good understanding of data on pupils' performance and are using

this to challenge the school in improving teaching and learning. They have a good understanding on how additional funding is used to support pupils eligible for the pupil premium and are holding the school to account for this. They also recently reviewed the use of primary sports funding and rightly found this to be effective. Governors ensure that policies to promote safeguarding are secure and training in safeguarding is up-to-date. They are rigorous in checking suitability of staff to work with children.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	120982
Local authority	Norfolk
Inspection number	442628

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	225
Appropriate authority	The governing body
Chair	Charles Powles
Headteacher	Brigid Smith
Date of previous school inspection	13 July 2010
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