

Hillsborough Primary School

Parkside Road, Sheffield, South Yorkshire, S6 2AA

Inspection dates 4–5 June 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy	
	This inspection:	Good	2
Leadership and management	Good		2
Behaviour and safety of pupils	Good		2
Quality of teaching	Good		2
Achievement of pupils	Good		2
Early years provision	Good		2

Summary of key findings for parents and pupils

This is a good school.

- The executive headteacher and headteacher provide strong leadership. They have successfully led improvements in outcomes and provision for pupils. They provide high aspirations for all members of the school community.
- The early years provides a caring and positive start to school life. Staff encourage children's personal, social and emotional development well.
- Governors have an accurate view of the school's performance and provide a good level of challenge and support to the school.
- Middle leaders responsible for the provision for disabled pupils, those with special educational needs and those who are disadvantaged, check their progress well and use this information to help plan extra support. As a result, these pupils' achievement is improving.
- Teaching of reading, writing and mathematics is now good and, as a result, achievement in these subjects has improved.
- The school provides good care and guidance for pupils' learning. A very large proportion of parents who responded to Parent View, said their child received appropriate homework for their age.
- Staff are enthusiastic and hardworking and there are strong relationships between adults and children that help to foster positive attitudes to learning.
- The school provides well-planned provision for pupils' spiritual, moral, social and cultural development. This effectively enhances pupils' learning and promotes tolerance for others. There is a strong sense of community throughout the school.
- The school is a happy place and pupils feel safe and are proud to attend Hillsborough. They show consideration and respect to others and this results in good behaviour, both in and out of lessons.

It is not yet an outstanding school because

- Teaching does not always provide enough challenge for the most able pupils throughout the school.
- Subject leaders do not always fully evaluate assessment data to ensure all groups of pupils are consistently improving their attainment and progress in their subjects.
- Attainment in writing is not as high as in reading and mathematics. Pupils do not always have enough opportunities to apply their writing skills in other subjects. This restricts the development of depth in their writing.
- Pupils' attendance is not improving fast enough.

Information about this inspection

- The inspectors observed lessons in all year groups. One lesson observation was carried out jointly with the executive headteacher.
- Meetings were held with three members of the governing body, the Chief Executive of Tapton School Academy Trust, a representative of the local authority and senior and middle leaders.
- Inspectors listened to some pupils read, observed break and lunch times and had informal discussions with pupils and a formal discussion with the school council.
- Inspectors examined a range of documentation including; the school’s self-evaluation, school improvement plans, information about pupils’ progress, records relating to behaviour, attendance and safeguarding.
- Inspectors took account of 35 responses to Ofsted’s online questionnaire (Parent View) and spoke with parents at the start of the school day. The inspectors also looked at questionnaires completed by 33 members of staff.

Inspection team

Don Parker, Lead inspector	Additional Inspector
Carol Smith	Additional Inspector
Pamela Hemphill	Additional Inspector

Full report

Information about this school

- This is an above average sized primary school.
- The proportion of disadvantaged pupils, those supported by the pupil premium, is well-above average. The pupil premium is additional government funding for pupils known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of pupils from minority ethnic groups and that of pupils who speak English as an additional language is above average.
- The proportion of disabled pupils and those with special educational needs is above average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Hillsborough Primary School converted to become an academy school on November 2013. When its predecessor school, Hillsborough Primary School, was inspected by Ofsted, it was judged to be satisfactory overall.
- Hillsborough Primary School is a member of Tapton School Academy Trust.
- The Nursery class is part-time and the Reception class is full-time.
- Most pupils are of White British heritage.
- The school has an executive headteacher and a new headteacher was appointed in September 2014.
- Teachers within the school who are specialist leaders in education share their expertise with other schools.

What does the school need to do to improve further?

- Continue to promote the involvement of parents to support raising pupils' attainment and improving attendance.
- Continue to further raise achievement for all groups of pupils by:
 - providing more regular opportunities for pupils to apply their literacy and numeracy in other subjects
 - providing more consistent challenge for the most able pupils throughout the school
 - further developing the role of subject leaders to check the impact of provision on all pupils' rates of progress across the school.

Inspection judgements

The leadership and management are good

- This is a school that enthusiastically welcomes all of its pupils and visitors. Relationships are strong throughout the school. Discrimination is not tolerated and the school endeavours to ensure that all pupils have equal opportunity to succeed.
- The executive headteacher, headteacher and senior leaders have relentlessly focused on improving teaching and learning and this is having a significant impact on raising pupils' achievement, particularly in mathematics and reading. The school very effectively plans actions for improvement with precise timescales and a specific focus on improving pupils' achievement.
- Senior leaders have identified the need to further raise achievement in both Key Stages 1 and 2, particularly for the most able pupils and for those who are disadvantaged. There is a determined commitment to raise expectations for all pupils. The school's leaders are further strengthened by a restructuring of the roles of middle leaders for the next school year. Currently, not all subject leaders are sufficiently skilled in checking the progress of all groups of pupils across the school.
- Performance management systems are well established with targets that include specific outcomes for pupils that are securely linked to teachers' pay progression.
- Staff are enthusiastic, committed and care about their pupils' welfare and academic progress. Morale is high as shown by the very positive responses to the staff questionnaires.
- The pupil premium funding is now used effectively to support disadvantaged pupils' learning. The leader for special educational needs and other middle leaders are further improving its use through more regular monitoring of the impact of provision on individual pupils' rate of progress. This information is being used to help teachers and teaching assistants to plan small group interventions to effectively meet the pupils' needs.
- Strong leadership of teaching and learning is well supported by the school's use of its specialist leaders in education. These practitioners' high-quality teaching inspires other teachers. They also provide mentoring and support for other staff. This is contributing to the increased consistency in the quality of teaching throughout the school. They are also sharing their expertise with other local schools.
- The school effectively promotes British values through its provision for pupils' spiritual, moral, social and cultural development. Classroom activities and displays highlight the importance of rules, mutual respect and tolerance for those with different faiths and beliefs. Pupils have a strong sense of right and wrong. A much-enjoyed assembly about pupils' achievement made good use of 'Trooping the Colour' to emphasise the importance of democratic processes. As a result, pupils throughout the school behave sensibly and are well prepared for life in modern Britain.
- The school has made a good start to introducing the new primary curriculum. Planned units of work ensure specific subject knowledge is taught and assessed, and creative links are made with other subject areas. This is demonstrated through the school's display of vibrant artwork produced from topic work. The school is now beginning to plan mathematics with a greater focus on ensuring pupils deepen their understanding of mathematical concepts.
- Effective leadership of the provision for pupils with special educational needs is ensuring this group of pupils' better achievement. The pastoral support for the more vulnerable pupils is a notable strength of the school.
- Safeguarding is at the heart of the school's work. The school's procedures meet statutory requirements and are regularly reviewed to ensure adults and pupils are safe.
- The primary sports funding has been used very well to provide specialist coaching and further professional development for staff. Teaching sessions and sports clubs are provided by well-established sports partnerships from the local community. The school's sports coordinator very effectively audits provision and identifies children's needs. This has led the school to provide pupils with more opportunities for dance and gymnastics. Funding has had a significant impact on increasing pupils' participation in clubs and competitive sports matches, resulting in the enhancement of their health and well-being.
- The academy trust provides a wide range of professional development for staff throughout the school and this has helped to develop leadership, teaching and learning, and has contributed to the pupils' improved achievement.
- The school also has a strong working partnership with the local authority that is valued by both parties.
- **The governance of the school:**
 - Governors have a good knowledge of the school's performance and effectively analyse the school's data to identify areas for improvement. They are aware that the school needs to continue to raise pupils' attainment and are committed to further raising achievement.

- Governors' monitoring and evaluation is well established and makes good use of checks on the quality of learning, including learning walks and the analysis of pupils' workbooks.
- Governance is very effective and governors consistently hold the school leaders to account by asking challenging questions about the school's performance. Governors compare the school's performance to that of other schools using national data. They are aspirational for all children to achieve their very best.
- Governors receive summary reports of the impact of performance management and they know what is done to tackle any under-performance.
- Governors are committed to the safety of all members of the school community and ensure the school's safeguarding procedures are effective and regularly reviewed.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils are polite, friendly and show consideration for others. They conduct themselves extremely well in corridors, playground, dining hall and assemblies.
- Scrutiny of work from all classes shows that pupils take a pride in their English and mathematics books and in classrooms they show respect for each other's work.
- Pupils are engaged in their lessons and try very hard to do their best and only on rare occasions are they distracted from their work.
- The school's well-planned provision for pupils' spiritual, moral, social and cultural development contributes to the school's calm family atmosphere and very effectively fosters pupils' pleasant and confident manner. When pupils were asked why they liked the school, they replied, 'Because teachers and children are nice and help you.'
- Staff use effective behaviour management systems to check pupils' behaviour and promote good behaviour in all situations throughout the school.

Safety

- The school's work to keep pupils safe and secure is good.
- All pupils who spoke with an inspector said they felt safe in school and talked about ways the school informs them about keeping safe. For example, pupils appreciated the special 'Crucial Crew' safety event that informed them about the support provided by the emergency services and other local agencies.
- Safeguarding arrangements meet statutory requirements and staff regularly check and review the effectiveness of the school's systems.
- Pastoral support for pupils is a key strength of the school. There is very good provision for vulnerable children. This helps to make sure pupils are provided with effective support to ensure they are able to take part in all aspects of school life.
- Pupils who spoke with an inspector think bullying is rare in the school and they are confident that when an issue occurs in school it is tackled quickly and decisively by staff.
- Attendance remains below average, despite the school employing a wide range of strategies. The school has recently commissioned a local authority review of attendance and the results are being used to support a new attendance improvement plan.

The quality of teaching is good

- Lesson observations and analysis of pupils' work confirm the school's view that teaching is typically good over time and on some occasions outstanding.
- The improvements made to the quality of teaching are significantly contributing to higher achievement for all groups of pupils in reading, writing and mathematics throughout the school.
- Teachers use questioning well and this very effectively extends and deepens pupils' learning. For example, a Year 2 class were asked 'Can you think of another way to do this?', and a Year 5 class was asked 'But do you think that sentence makes a picture in your head?'
- Where learning is most successful, teachers plan carefully the sequence of work in order to consolidate, extend and encourage pupils to apply their learning in new situations. For example, in Year 6, pupils discussed the use of different types of sentences in writing and then considered improving their sentences from previous writing. Later a short video about the living world was used as a successful stimulus for a

creative writing activity.

- Teachers regularly and accurately mark pupils' books and, when it is appropriate, pupils respond to advice and complete corrections. Systems for marking and feedback are consistent throughout the school and this is helping to sustain improved rates of pupils' achievement.
- The staff carefully plan the use of the interactive white boards to either reinforce or deepen pupils' learning.
- The teaching of mathematics is good because pupils have regular opportunities to practise and apply key skills.
- The teaching of reading is good. Pupils read well and use their phonics (knowledge of letters and the sounds they make) skills to tackle new words. Pupils enjoy reading and say there is a good range of books in school to support their learning. Writing lessons provide pupils with opportunities to practise their writing skills and pupils are beginning to benefit from the improved teaching of spelling. However, some pupils' writing still does not have enough depth.
- Staff expectations are generally high in classes, but on occasions the work for the most able pupils is not closely enough matched to their needs and, as a result, they do not achieve as well as they could.
- The relationships between teachers and pupils are very positive. Lessons are conducted in a happy and purposeful manner, with pupils actively engaged in their learning. These factors significantly contribute to pupils making good progress.
- The teaching of subjects other than mathematics and English is not as consistently good over time and pupils do not have enough opportunities to apply their skills in English and mathematics in other subjects. The most able pupils particularly do not have enough opportunities to extend and deepen their learning, apply their skills and undertake problem solving in different contexts.
- The provision for disadvantaged pupils, disabled pupils and those with special educational needs has recently improved and is regularly checked for impact on these pupils' achievement. In the best examples of provision, teachers are supported by teaching assistants with good subject knowledge and questioning techniques that reinforce key learning skills and extend pupils' learning.

The achievement of pupils

is good

- The proportion of pupils reaching the expected standard in the national Year 1 phonics screening check was below average in 2014, but the school's current assessment data for Year 1 pupils shows improved reading skills and higher levels of achievement.
- Standards at the end of Key Stage 1 have been below average in all subjects, but teachers' higher expectations and improvements in provision have resulted in improved attainment and progress, and the current Year 2 pupils' attainment is now in line with the expectation for age.
- Attainment at the end of Key Stage 2 in 2014 was broadly average in English and mathematics, but attainment in writing over time has been lower than in mathematics and reading.
- The school's current assessment data and the work analysed by inspectors in pupils' books show the proportion of pupils reaching the expected standard in all subjects at the end of Key Stage 2 is increasing.
- The most able pupils throughout the school are not always challenged to reach the higher levels. The proportion of these pupils reaching above expected standards in all subjects is rising more slowly in both Keys Stage 1 and 2.
- Standards in reading are improving for all groups of pupils throughout Key Stage 2. Pupils are confident readers who enjoy reading out loud to others.
- By the end of Key Stage 2 in 2014, most pupils had made well-above average progress from Year 2 to Year 6 in all subjects. The school's recent improvements in teaching are further increasing pupils' achievement.
- Previously, achievement for disabled pupils and those who have special educational needs was variable, but improved monitoring and provision is resulting in these pupils' more consistent progress throughout the school.
- In Year 6 in 2014, disadvantaged pupils' attainment was on average two terms behind other non-disadvantaged pupils nationally in mathematics, reading and writing. In reading, disadvantaged pupils were less than two terms behind other pupils in the school and were three terms behind other pupils in the school in mathematics and writing. As a result of better teaching and support and the more effective use of pupil premium funding, disadvantaged pupils are now doing much better. Disadvantaged pupils have made similar progress to non-disadvantaged pupils nationally. Their progress has accelerated and the gaps between their attainment and that of others in school and nationally, are closing quickly.

The early years provision**is good**

- Many children enter the early years with skills that are lower than those typically expected for their age, particularly in speaking and listening. The support of enthusiastic staff helps them to settle quickly into school. There is a stimulating and welcoming learning environment that caters well for the wide interests of children.
- Staff know children well and very effectively plan a wide range of indoor and outdoor learning activities to meet children's varying needs, abilities and interests. Adults effectively support children's learning. For example, this was evident when a group of boys were building a lorry from cardboard boxes and staff skilfully intervened to help develop their vocabulary.
- Children catch up quickly from their lower than expected starting points as a result of effective teaching, through the promotion of positive relationships and the establishment of regular routines. They learn to take turns, tidy up and wash hands. Children learn to behave well, including those with challenging behaviour, and, as a result, they make good progress by the end of Reception Year.
- Leadership and management of the early years are effective. Safety systems are well established, meet statutory requirements and are fit for purpose. Leaders have an accurate view of the strengths of provision and areas for improvement. Teachers have high expectations for children to develop well and to be well prepared for the Key Stage 1 curriculum. These expectations are increasingly well met.
- Assessment information is used very effectively to support the planning of children's learning activities and parents increasingly contribute to their child's assessments.
- Leaders ensure children are happy and grow in confidence during the early years and are now further developing their engagement with parents, especially to foster children's reading skills.

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	140310
Local authority	Sheffield
Inspection number	450338

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	396
Appropriate authority	The governing body
Chair	Julie Burkinshaw
Headteacher	Angela Lant (Executive Headteacher), Robert Jackson (Headteacher)
Date of previous school inspection	Not previously inspected
Telephone number	0114 2347898
Fax number	0114 2852006
Email address	headteacher@hillsborough.sheffield.sch.uk

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