

# Hillocks Primary and Nursery School

Unwin Road, Sutton-in-Ashfield, Nottinghamshire NG17 4ND

## Inspection dates

1–2 March 2017

<b>Overall effectiveness</b>	<b>Inadequate</b>
Effectiveness of leadership and management	<b>Inadequate</b>
Quality of teaching, learning and assessment	<b>Requires improvement</b>
Personal development, behaviour and welfare	<b>Requires improvement</b>
Outcomes for pupils	<b>Requires improvement</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is an inadequate school

- Senior leaders have not taken sufficiently rapid action to improve the quality of teaching and outcomes for pupils since the previous inspection.
- Governors do not hold leaders to account closely enough for the improvements that the school requires.
- Leaders' plans for improvement are not closely enough evaluated for leaders and governors to be certain about the impact of actions taken.
- Leadership of subjects other than English and mathematics is underdeveloped. These leaders are not improving the quality of teaching or standards sufficiently in their areas of responsibility.
- Leaders have not checked carefully enough that pupil premium funding and sport funding is having the desired impact on outcomes.
- Too many pupils are late for school in the morning. Leaders have not been successful in improving rates of attendance, which remain below national average.
- Not all teachers step in quickly enough to challenge pupils or ask questions that will improve their grasp of concepts in lessons.
- Not all teachers have high enough expectations of what pupils can achieve or how they should behave. They do not insist that pupils present their work to the best of their ability.
- Not all teachers consistently provide pupils with opportunities to write across a range of subjects to the same standard as they would in an English lesson, nor to practise their reasoning skills in mathematics.
- Teaching assistants do not consistently make effective use of time to promote pupils' learning.

### The school has the following strengths

- Leaders, staff and governors care for the pupils very well.
- In some classes, pupils learn well as a result of clear explanations, strong relationships and carefully targeted work.
- The quality of teaching in the early years is good.
- Pupils behave well around school.

## Full report

In accordance with sections 44(1) and 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

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

- Improve leadership and management by ensuring that:
  - leaders' plans for improvement are fully evaluated so that governors can hold leaders to account and no opportunities for improvement are missed
  - leaders make full use of the information provided by the new assessment system to ensure that pupils of all abilities make the progress of which they are capable across a range of subjects
  - leaders with responsibility for subjects other than English and mathematics fully undertake their roles and responsibilities so that they can improve the quality of teaching and outcomes in their subjects
  - leaders analyse more closely the impact of the pupil premium funding on outcomes for disadvantaged pupils
  - leaders analyse carefully the impact of the primary sport funding
  - all governors are sufficiently skilled to hold leaders to account sharply for the impact of the work that they do.
- Improve the quality of teaching, learning and assessment to improve rapidly outcomes for pupils by ensuring that teachers:
  - plan more closely the next steps in learning for pupils so that pupils of all abilities can excel
  - ensure that teaching assistants' time is well used to improve pupils' progress
  - insist that pupils present their work as neatly as they can
  - provide pupils with opportunities to write at length across the curriculum, insisting that pupils sustain the standard teachers expect in English lessons
  - develop pupils' mathematical reasoning skills more deeply
  - intervene promptly, in a range of subjects, to move pupils on to more challenging work as soon as they are ready to do so.
- Improve pupils' personal development, behaviour and welfare by:
  - taking effective steps to reduce persistent absence and improve pupils' rates of attendance and punctuality
  - ensuring that lessons are sufficiently engaging and challenging so that low-level disruption is eradicated.

An external review of governance should be undertaken in order to assess how this

aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- Leadership and management are inadequate because leaders have not secured sufficient improvements in the quality of teaching and pupil outcomes since the school was found to require improvement in 2013.
- Leaders have not acted quickly or robustly enough to ensure that pupils receive consistently good teaching. As a result, pupils are not making good progress from their starting points. By the time pupils leave the school at the end of Year 6, they are not well prepared to commence the next stage of their education.
- Leaders have been unsuccessful in preventing the decline in the rates of pupils' attendance over the last three years. While leaders have systems and procedures to encourage punctuality, these have been ineffective; too many pupils arrive late for school.
- The school improvement plan addresses several key issues for the leaders to action. Nevertheless, it does not extend to tackling deep-rooted issues. One of the most important areas for improvement found at the time of the previous two inspections remains unresolved: the most able pupils are still not challenged sufficiently well enough so they can make the progress of which they are capable.
- Leadership of subjects other than English and mathematics is not well developed. These leaders do not carry out a full range of monitoring activities in detail and so they do not have a clear overview of the quality of teaching or outcomes in their areas of responsibility.
- Leaders have not made effective use of the additional government funding for primary physical education (PE) and sport. Leaders have not analysed the impact of this funding closely enough to establish whether it has improved the quality of teaching in PE. They do not know, with accuracy, how the funding has improved pupils' participation in a range of sports.
- Leaders have not checked closely enough that the pupil premium funding is accelerating the progress of disadvantaged pupils. They have not allocated the funding specifically enough to match closely the needs of all the pupils, including the most able disadvantaged pupils.
- At the start of this school year, leaders introduced a system to assess and track pupils' attainment and progress. They provided teachers with useful training. Leaders currently use this system to track the proportion of pupils who are working securely within English and mathematics curriculum expectations for their age. However, leaders are not making full use of the information the system can provide.
- The headteacher has become more outward-looking in her approach to school improvement. She has welcomed support from the headteachers of other schools to help to improve the quality of teaching, learning and assessment. There are signs that this is beginning to have an impact. Teachers are making good use of the advice and support they are being offered.
- Over the past year, there has been turbulence in the staffing of Year 3 and Year 4

classes. The headteacher has been unable to recruit high-quality permanent teachers. This has hindered the progress that leaders have been able to make in improving the quality of teaching.

- Leaders with responsibility for English and mathematics have undertaken checks of the quality of teaching and learning in their areas of responsibility. They examine pupils' books to check the progress pupils are making. From their findings, they have implemented some training for staff, for example in teaching grammar and providing work that is at just the right level for pupils. This is beginning to bear fruit. However, they have not included all the areas for improvement that they identify in their development plans.
- The leader with responsibility for pupils who have special educational needs and/or disabilities has formed strong relationships with parents and external agencies for the benefit of the pupils. She ensures that the funding that these pupils receive is spent well. She wastes no time in checking that changes to the provision and interventions for pupils take place and she monitors the progress that pupils make because of the interventions.
- The curriculum is broad and balanced. Each new topic starts with an inspirational event, such as a school trip to fire pupils' interests. Teachers plan learning around books to inspire pupils to read and to improve pupils' vocabulary.
- Homework is well used to promote learning at home. Pupils receive spellings to learn at home. The recent implementation of a reading challenge was introduced to parents and pupils this year. Leaders have recently devised a questionnaire to gain more insight into how many pupils are taking part.
- The headteacher has changed her approach to managing the performance of teachers. She sets clear targets for them and encourages them to be reflective about their performance.
- Leaders promote pupils' spiritual, moral, social and cultural development well. For example, pupils have studied the life of Martin Luther King, learned about Chinese New Year and studied the work of the artist Andy Goldsworthy. Pupils enjoy the opportunity to take responsibility around school. For example, they take registers to class or help younger pupils at lunchtime. Pupils told the inspectors that this is important because 'we can set a good example'.
- Several parents who shared their views with inspectors commented on how well cared for their children are. One parent described the school as having an 'inclusive culture for both pupils and parents'.
- Newly qualified teachers may be appointed.

### **Governance of the school**

- The governors have not focused well enough on making sure that leaders secure the improvements that are needed for pupils to receive a good standard of education at the school.
- Governors are passionate about the school and are ambitious for the pupils to do well. They are rightly proud of the care pupils receive at the school.
- Several governors know the school's strengths and weaknesses well, but they have not

checked closely enough the impact of some of the improvements that leaders are making, for example in attendance, use of the sport premium, use of the pupil premium and the outcomes for pupils.

## Safeguarding

- The arrangements for safeguarding are effective.
- All the appropriate vetting checks are made before a member of staff begins working at Hillocks Primary School.
- Leaders have made sure that staff receive up-to-date training and know how to raise a concern about a child's welfare. The headteacher makes sure that she shares any updates to safeguarding practice with staff quickly.
- The headteacher and deputy headteacher are designated as leaders for safeguarding. Recently, an early years teaching assistant and the assistant headteacher have also received training to be able to undertake this role, so that as many staff as possible are keeping a check on this important aspect of leadership.
- The leaders keep records when a concern about a child's welfare is raised. Where necessary, they make referrals to the appropriate authority in a timely manner.
- Pupils say they are taught how to keep themselves safe. Most pupils were able to explain that if they saw anything inappropriate when they were using the internet, they should inform a trusted adult straight away. Pupils say they feel safe in school.

## Quality of teaching, learning and assessment

## Requires improvement

- The quality of teaching is not consistently good across the school.
- Not all teachers consistently provide pupils with work that is sufficiently challenging. They do not reliably intervene at the earliest opportunity to move pupils' knowledge and understanding to a higher level, particularly for those of middle and high ability.
- In some lessons, teachers do not make effective use of time and occasionally teachers do not have high enough expectations of pupils' engagement. This leads to pupils becoming distracted and low-level disruption occurring.
- Pupils' books show that while most pupils present their work neatly, teachers are not insisting that this is always the case. Books also show that teachers do not provide enough opportunities for pupils to practise the skills they have learned in their English lessons to write at length in a range of subjects.
- Pupils' mathematics books show that teachers plan sequences of lessons to build upon pupils' skills, knowledge and understanding. However, they also show that while pupils apply these skills to problem solving, there are few opportunities for pupils to develop their reasoning skills.
- In most lessons, teaching assistants support pupils, including those who have special educational needs and/or disabilities, well. They use questions effectively and provide clear explanations so that the pupils they are supporting improve their knowledge and understanding. Occasionally, teaching assistants' time is not well used and pupils who would benefit from their support do not receive it.

- Where teaching is most effective, teachers make very successful use of questions throughout the lesson to tackle any misconceptions pupils have and to move pupils' understanding on to a higher level. Teachers make effective use of technical vocabulary to give clear explanations, so that pupils grasp new concepts quickly.
- Relationships between staff and pupils are strong. Teachers promote pupils' understanding of new vocabulary well. In most classes, pupils are keen to answer their teacher's questions, they understand what they are learning and how it links to previous lessons.

## Personal development, behaviour and welfare

**Requires improvement**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Leaders, governors and staff care deeply for the pupils' welfare. Leaders go to great lengths to build strong relationships with pupils and families so that they can provide support if it is required.
- Pupils demonstrated their confidence, engaging with inspectors and cheerfully talking about their school. Most pupils are keen learners. They respond with enthusiasm and interest when teachers provide challenging and engaging work.
- Pupils told inspectors that there is very little bullying in school. They were certain that if it did happen, there was an adult they could speak to and it would be sorted out for them.
- A digital display in the playground promotes healthy lifestyles with messages about healthy eating and physical exercise.

### Behaviour

- The behaviour of pupils requires improvement because their rates of attendance are below the national average and have declined year on year since 2014. The proportion of pupils who were persistently absent from school in 2016 was almost double the national average for primary schools. Too many pupils do not arrive at school on time in the morning. Rates of attendance are showing signs of improvement this year but, despite the efforts of school leaders, punctuality is still an issue for some pupils and attendance remains below the national average.
- When teachers do not have high enough expectations, or provide work that is not sufficiently challenging, pupils become distracted, lose concentration and low-level disruption occurs.
- In other respects, pupils behave well, moving around school in a calm and orderly manner. On the playground, pupils play together sensibly in small or large groups.
- Pupils demonstrate good manners around school. They listen respectfully to each other's ideas during class discussions or paired work.

## Outcomes for pupils

**Requires improvement**

- By the end of Year 6 in 2016, three quarters of pupils did not achieve the expected standard in reading, writing and mathematics combined. This indicates that the majority of pupils were not sufficiently well prepared to start secondary school.
- Published information shows that, in 2016, too few pupils made the progress that might be expected of them in each of reading, writing and mathematics.
- The proportions of pupils achieving the expected level in the Year 1 phonics check has been below national averages for three years and shows little signs of improvement. The proportion of girls reaching this milestone declined between 2014 and 2016.
- In 2016, published information shows that the progress made in writing by pupils who have special educational needs and/or disabilities was significantly below the national average, but was broadly in line for both reading and mathematics.
- Disadvantaged pupils, including the most able disadvantaged, make progress that is broadly in line with other pupils. However, because the pupil premium funding does not accelerate the progress of these pupils sufficiently from their starting points, their overall attainment remains below that of other pupils nationally by the time they leave the school.
- Pupils' books show that the progress pupils, including the most able, currently make in English and mathematics is variable. While pupils in some year groups are making strong gains, this is not consistently so across the school.
- Teachers are using assessment information to plan pupils' next steps in learning more closely. Books show that this is beginning to have an impact on accelerating progress.

### Early years provision

**Good**

- The quality of teaching in the Nursery and Reception classes is good.
- The leader of the early years evaluates the provision for the children in the setting and creates opportunities for staff to communicate information relating to the children's progress. This enables her to adapt her teaching, and the learning opportunities available, so that the activities provided are well matched to the children's next steps in learning.
- Most children start in the Nursery with skills, knowledge and understanding that are lower than those found typically in children of the same age. Teachers make effective use of assessments to plan children's learning so that they make progress. While the proportion of children achieving a good level of development is lower than seen nationally, it has improved year on year for three years. Increasingly, more children are well placed to make a good start in Year 1.
- Phonics is taught well in the early years. Teachers check that pupils enunciate the letter sounds correctly and provide children with a range of strategies to help them read and write letters and words accurately.
- Teachers provide a wide range of learning activities in the classroom and outdoors to capture children's interests and promote learning and development of different skills.
- Teachers engage well with parents and external agencies to provide children with additional support, should they require it. Parents can contribute to their children's



assessments and are encouraged to help their child, for example with reading at home.

- Transition between the settings is effective because staff in the Nursery, Reception class and Year 1 create opportunities to meet at different times throughout the year to share information about the needs of the children.
- While teachers make use of pupil premium funding to support children's development in a variety of ways, the impact of this funding is not evaluated closely enough for leaders to be fully aware of the impact it has on the children it supports.

## School details

Unique reference number	122563
Local authority	Nottinghamshire
Inspection number	10030862

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

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	334
Appropriate authority	The governing body
Chair	Susan Ambler
Headteacher	Louise Regan
Telephone number	01623 408785
Website	<a href="http://www.hillocks.notts.sch.uk">www.hillocks.notts.sch.uk</a>
Email address	<a href="mailto:office@hillocks.notts.sch.uk">office@hillocks.notts.sch.uk</a>
Date of previous inspection	9–10 June 2015

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- This is a larger than average-sized primary school.
- The proportion of pupils supported by the pupil premium is much higher than the national average.
- The majority of pupils are of White British heritage and the proportion of pupils who speak English as an additional language is below the national average.
- The proportion of pupils with special educational needs and/or disabilities is higher than the national average.
- The school met the government's floor standards in 2016, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

## Information about this inspection

- Inspectors observed learning in 21 lessons; some observations were jointly undertaken with the headteacher.
- Inspectors examined pupils' books and documentation relating to pupils' achievement. They also examined documents relating to safeguarding of pupils, minutes of the governors' meetings and reports from local authority monitoring visits.
- Inspectors met with the headteacher, deputy headteacher and assistant headteacher, four governors, including the chair of governors, and the leaders of English, mathematics and the early years. They also met with the language leader, a member of staff with responsibility for the Forest Schools programme, a representative of the local authority and two headteachers of local schools that have been providing support for leadership.
- Inspectors spoke with pupils, both formally and informally, and observed pupils at playtime, lunchtime and during assembly.
- Inspectors spoke with parents as they brought their children to school in the morning and took account of the 32 responses to the online survey, Parent View. There were no responses to the staff or pupils' online surveys.

## Inspection team

Di Mullan, lead inspector	Her Majesty's Inspector
Jane Moore	Ofsted Inspector
Christopher Mansell	Ofsted Inspector

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