

Inspection of a good school: Hill Top Church of England Primary School

Common Road, Low Moor, Bradford, West Yorkshire BD12 0TL

Inspection dates:

18 and 19 April 2023

Outcome

Hill Top Church of England Primary School continues to be a good school.

What is it like to attend this school?

Pupils are proud to belong to this school. They are happy and safe. The school motto, 'Catch the spirit, learning to love, loving to learn, aspiring to serve', guides pupils' daily lives.

Pupils meet the high expectations of their teachers. They know how to make positive choices. Pupils know the three simple rules: to 'be kind, respectful and ready'. As a result, they conduct themselves well in lessons and around school. They are proud to receive awards in celebration assembly on Friday each week.

Pupils welcome visitors to Hill Top politely. They are keen to talk about their school. They describe strong and positive relationships in a school where everyone is valued. Bullying is rare. Pupils are confident that adults will help them if they have a concern. They know that adults deal with problems quickly.

There are opportunities for pupils to develop their leadership skills. Pupils vote for their peers to become their representatives on the school, eco- and faith councils. They take their responsibilities seriously and organise special events, such as the fundraising event to raise awareness of Down's syndrome.

Parents and carers are complimentary about the school. There are regular opportunities for them to see how well their child is learning in school. For instance, parents appreciate 'a cup of tea and read with me' events and the 'shine' assemblies. Leaders encourage close links between the school and the community it serves.

What does the school do well and what does it need to do better?

Leaders are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND), to do well. Teachers in early years quickly identify any children with SEND. Staff attend training linked to SEND regularly. They know how to implement the strategies on pupils' plans. Pupils with SEND access learning with their peers. Pupils with

SEND join in with the life of the school fully and alongside their peers. There is bespoke SEND provision in 'The Hive,' where skilful adults support pupils with the highest needs to complete tasks related to their learning. As a result, these pupils with SEND make pleasing progress in their learning.

Leaders have developed a balanced curriculum. Subject plans clearly identify the knowledge and skills that leaders want pupils to develop over time. For example, children are ready for the demands of key stage 1 due to the strong curriculum in early years. Reading is a priority. Pupils join the local library. Pupils appreciate the time to explore a wide range of books by different authors. They know that it will help them to learn well in all of their subjects.

A new phonics programme has been introduced. Leaders took swift action in response to disappointing outcomes for pupils recently. Children in Reception begin the programme from the get-go. They systematically learn new sounds and use these to read unfamiliar words. Staff who deliver the phonics programme have been trained. However, some of the staff who support older, less confident readers have not completed the training to help these pupils to catch up quickly.

Pupils learn about fundamental British values as part of a well-planned programme. They learn about different faiths and beliefs. Visits to different places of worship help them to appreciate what they have learned. They understand the importance of respect and tolerance.

There is a range of opportunities and experiences for pupils to develop their interests and talents. They take part in clubs and activities in sports, performance and arts. They learn to be physically active during the school day. Regular visits to the theatre promote pupils' interests well. Pupils have seen national ballet companies and Shakespeare plays. They perform their own versions of well-known plays knowledgeably. Pupils have won national art competitions. They have visited the National Gallery to see their work on display to the public. Pupils learn to play a musical instrument. They enjoy learning to sing using signing and communication tools in their assemblies. Leaders value the arts and, as a result, so do pupils.

Leaders make decisions that have a positive impact on staff's workload. Staff's and pupils' well-being is of the highest priority. Staff have had training to highlight the importance of well-being. Governors are knowledgeable about the school. They provide a balance of support and challenge to school leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors have ensured that there is a strong culture of safeguarding in the school. All staff receive the training they need. They identify pupils who are at risk of harm. Leaders take swift action in response to concerns. They are proactive in engaging external services to keep pupils safe. Leaders follow up on referrals. Pupils receive the help they need. Records are well kept and closely checked.

Governors undertake safeguarding training. Leaders know which recruitment checks to make. They only appoint people who are safe to work with children.

Pupils learn how to keep themselves safe in school, in the community and when online. They know what to do if they have a concern and to whom they need to talk.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not ensured that all staff who support older and less confident readers deliver the phonics scheme accurately and confidently. As a result, weaker readers are not well supported to catch up quickly. Leaders should ensure that the staff attend the training they need to support older pupils to become fluent and confident readers.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in January 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	107434
Local authority	Bradford
Inspection number	10255835
Type of school	Primary
School category	Foundation
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	239
Appropriate authority	The governing body
Chair of governing body	Ray Sutcliffe
Headteacher	Julie Ball
Website	www.hilltop.ngfl.ac.uk
Date of previous inspection	28 November 2017, under section 8 of the Education Act 2005

Information about this school

- Since the previous inspection, a new headteacher has been appointed.
- The proportion of disadvantaged pupils is close the national average.
- The school runs a breakfast club.
- The school does not use alternative provision.
- The Hive is a specialist provision where pupils with SEND access additional support.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in the evaluation of the school.
- The inspector reviewed documents provided by the school, including the self-evaluation and school development plans.
- To inspect safeguarding, the inspector reviewed relevant documentation and checked the single central record.

- The inspector met with the headteacher, senior leaders, the special educational needs coordinator and members of the governing body.
- The inspector spoke to a local authority representative and a representative from the diocese about the school.
- The inspector carried out deep dives in reading, mathematics and history. For each deep dive, the inspector discussed curriculum plans with the subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of pupils' work and spoke to some pupils about their learning.
- The inspector heard pupils read to a familiar adult.
- The inspector talked to pupils about their school and reviewed responses to Ofsted's pupil survey.
- The inspector considered the responses received from Ofsted's staff questionnaire and met with staff about their experiences of working at the school.
- The inspector reviewed the responses to the online survey, Ofsted Parent View, which included free-text comments.

Inspection team

Louise Greatrex, lead inspector

Ofsted Inspector

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