



Hillsborough Primary School

Inspection Report

Unique Reference Number 107082
LEA Sheffield
Inspection number 277700
Inspection dates 21 June 2006 to 22 June 2006
Reporting inspector Ms Joan McKenna CfBT Lead Inspector

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

Type of school	Primary	School address	Parkside Road
School category	Community		Sheffield
Age range of pupils	3 to 11		South Yorkshire S6 2AA
Gender of pupils	Mixed	Telephone number	0114 2347898
Number on roll	338	Fax number	0114 2852006
Appropriate authority	The governing body	Chair of governors	Mr P Waldron
Date of previous inspection	20 March 2000	Headteacher	Mr S Bell

Age group 3 to 11	Inspection dates 21 June 2006 - 22 June 2006	Inspection number 277700
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Most pupils in this larger than average school are of White British heritage. Around 13% are from minority ethnic groups, most of whom speak English fluently. The proportion of pupils with learning difficulties and/or disabilities is above average, but very few have a statement of special educational need. The school serves an area of high social and economic need. The proportion of pupils eligible for free school meals is higher than usual.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory and improving school. Standards have been significantly below average until relatively recently, but initiatives to improve them such as closer monitoring of pupils' progress, have resulted in them rising. Standards are now broadly average at the end of Key Stages 1 and 2. Pupils' achievement is improving. It is satisfactory overall but it is not yet consistent for all groups. Higher and lower attaining pupils do not always make the progress they could as work is sometimes too easy or too difficult for them. Teaching is satisfactory overall; some, but not enough, is good. The curriculum is also satisfactory and is well enriched by additional activities, which increase pupils' enjoyment of school. Quality and standards in the Foundation Stage are satisfactory. The school provides pupils with good care and support resulting in pupils' good personal development. Leadership and management are satisfactory. Strengths lie in pastoral aspects and the recent effective action to raise standards. However, the time taken to manage the deficit budget and its impact has taken leadership and management away from other developments. As a result, evaluation and monitoring, and action to promote improvement, are not comprehensive enough. Data about pupils' progress are not analysed and used thoroughly enough, for example, for setting targets for specific groups of pupils. The school has an accurate view of its overall effectiveness but its views of some areas, such as teaching and learning, are too generous. Progress since the last inspection has been mixed but is satisfactory overall. Value for money is satisfactory. Recent progress indicates the capacity for further improvement.

What the school should do to improve further

- Improve pupils' achievement in all core subjects.
- Improve teaching by making sure the needs of all pupils are met, and undertake more rigorous monitoring and evaluation of its effectiveness.
- Analyse and use data about pupils' progress more thoroughly to inform target setting and identify other actions to promote improvement.
- Eliminate the budget deficit.

Achievement and standards

Grade: 3

Pupils' attainment on entry is below average. They make satisfactory progress during the Foundation Stage although, by the end, not all fully meet the goals set nationally for pupils of that age. Standards at Key Stage 1 were significantly below average from 2001 to 2004. Following a specific effort to improve them, they rose in 2005 and were broadly average overall, although they were below average at the higher levels, especially in writing and mathematics. Standards are a little lower in 2006, but higher than in 2004. At Key Stage 2, results were significantly below average until 2003, but following action to raise them they have improved to broadly average. Again, results are less good relatively at the higher level. Predictions for the 2006 test results indicate

that results may be a little higher, although this group of pupils had higher prior attainment than last years. Pupils' achievement across the school is satisfactory overall. The situation is an improving one and pupils are beginning to achieve better than previously as a result of a more focused approach to assessing their work and tracking their progress. However, rates of progress vary across groups. Boys' writing is not as good as girls'. More able pupils do not always do as well as they might because work is sometimes too easy for them. Pupils with learning difficulties and/or disabilities make good progress when they receive specific support, but satisfactory progress overall because work in lessons is not always well matched to their needs. Formal targets are not always challenging enough, but there is evidence of higher expectations being set within the school which are having a positive impact.

Personal development and well-being

Grade: 2

The personal development of pupils, including their spiritual, moral, social and cultural development, is good. The school's efforts to build pupils' confidence and self-esteem to support their learning and help them cope with difficult situations have a positive impact. The majority of the pupils behave well, enjoy school and are keen to learn, but some find this difficult and do not have positive attitudes towards their learning. Pupils feel safe in school and say that any bullying is quickly resolved. Through the school council, pupils participate in decision making, such as forming school rules and promoting healthy eating by selling sensible snacks at break times. Older pupils' knowledge of how to eat healthily was very evident in a confident, dramatic and musical performance put on to inform younger pupils about the issues. Pupils know about the importance of an active lifestyle and participate well in sport and the wide range of other opportunities to engage in physical activity. They report that this is one of their favourite aspects of the school. Pupils are well prepared for life in a multi-cultural world by learning about different religions and cultures. Attendance is broadly average but is affected significantly by holidays being taken in term time.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory overall. Some, but not enough, is good. The most progress is made in lessons where teachers plan carefully to set work at the right level to meet the full range of pupils' needs. Teachers prepare lessons of interest that capture the imagination of pupils and challenge their thinking. For example, in a Key Stage 2 class, pupils researched aspects of mountain environments for a computer aided presentation; this resulted in enthusiastic and effective learning. This is not consistent throughout the school. Pupils report that 'Some lessons are not interesting'. Pupils are often all given identical work, which means that it is sometimes too easy for more able pupils and too hard for lower attaining pupils or those with learning difficulties and/or disabilities. The latter group learn well when they receive

specific, targeted teaching. However, the deficit budget restricts the school's ability to provide classroom support. Teachers generally make good use of information and communication technology and link it well with other subject areas. Marking of pupils' work is inconsistent. Some is good, but it often does not inform them how to improve. Pupils are not always aware of their targets. In the Foundation Stage, pupils make expected progress in basic skills and good use is made of the limited outdoor provision.

Curriculum and other activities

Grade: 3

The curriculum, including in the Foundation Stage, is satisfactory with some good features. Pupils with learning difficulties and/or disabilities are supported well through specific interventions, but not enough has been done to plan for their needs at other times. Not enough has been done to identify and extend pupils who may be gifted or talented or to challenge more able pupils. Positive efforts have been made to broaden the curriculum and make links between subjects. There is a good range of visits and visitors into school and effective activities to enhance and enrich pupils' learning through, for example, the science and art weeks. Considerable emphasis is placed on encouraging pupils to be fit and healthy. A recent 'Health Week' involved the 'Fit Food Five' presentation by older pupils and strategies to help pupils manage stress and relax. The school has ActiveMark status and successfully encourages pupils to engage in a wide range of physical activities. The award of Artsmark Gold is reflected in the enriched arts' curriculum and the good provision in this area.

Care, guidance and support

Grade: 2

Care, guidance and support are good. The care for all pupils, but especially the more vulnerable, is particularly good. There is a high degree of trust between staff and pupils so that pupils always have someone to turn to if they need help. There is good provision, underpinned by clear intervention strategies, for dealing with any emotional problems pupils may have. A good system of rewards and sanctions encourages positive behaviour. Procedures for the safeguarding of pupils, including arrangements for child protection, are good. Every care is taken to ensure pupils are safe, and that they feel secure. Pupils are taught to keep themselves safe, and older pupils act as 'playground friends' for younger ones.

Systems for tracking pupils' progress are good and are having a positive impact. However, resulting information is not yet analysed or used thoroughly enough to promote further progress, for example, by setting targets for different groups of pupils.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall, with some stronger features such as the leadership of the initiative to raise standards by tracking pupils' progress. The improvement in pupil achievement is evidence of its positive impact. Leadership of

pastoral aspects is also strong, with the headteacher setting the tone for the caring ethos. Partnership with parents and others is good. However, the school has had a deficit budget for some years and the time taken for managing and trying to resolve this has reduced that available for other activities. This situation is exacerbated by the constraints caused by the deficit. As a consequence, monitoring of the quality of provision and comprehensive efforts to improve it have suffered. There is insufficient monitoring of teaching, for example, and the focus on improving standards at Key Stage 1 is relatively recent. Governance is satisfactory. Key governors are knowledgeable and involved, but despite considerable effort, governors have not yet been successful in ensuring that the school has a balanced budget or is making consistently good progress. The school has a correct view of its overall effectiveness, but some of its judgements about itself, such as on teaching and learning, the curriculum and leadership and management are too generous. Improvement since the last inspection has been mixed but is satisfactory overall. The recent higher standards indicate the school has the capacity to improve further.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	3	NA
The attendance of learners	3	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for being so friendly and making us feel welcome when we visited your school recently. We enjoyed talking to you and watching you learn.

What we liked most about your school

- Your teachers and other adults care for you well and make sure that you feel safe in school. You also help to take care of each other.
- You enjoy the many extra activities the school organises for you, especially those for sport.
- You know a lot about how to keep healthy. We especially enjoyed seeing the 'Fit Food Five' performance.
- You play a part in helping to improve your school through the school council.

What we have asked the school to do now

- Help all of you do even better in your work in English, mathematics and science.
- Make sure that work in lessons is not too hard or too easy and to check this is happening.
- Check the information about how well you are doing carefully so teachers can help you do even better.

We hope that you continue to be happy at school and that you continue to work hard.