

Hillsborough Primary School

Inspection report

Unique Reference Number	107082
Local Authority	Sheffield
Inspection number	324523
Inspection dates	10–11 February 2009
Reporting inspector	Robert Jones

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	356
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr P Waldron
Headteacher	Mr A Platt
Date of previous school inspection	21 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Parkside Road Sheffield South Yorkshire S6 2AA
Telephone number	0114 2347898
Fax number	0114 2852006

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This larger than average school serves an area of significant economic and social disadvantage. The number of pupils eligible for free school meals is nearly double the national average. The proportion of pupils with learning difficulties and/or disabilities is above average but fewer than average have a statement of special educational needs. The majority of pupils are of White British heritage. The number of pupils from minority ethnic groups and who are at an early stage of learning English is steadily rising and is now slightly below the national average. The Early Years Foundation Stage consists of two Reception classes. The school holds Artsmark Gold, Activemark, Healthy Schools status and the Basic Skills Award.

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 school which has many aspects that are good. The pastoral care given to pupils is first class and has a significant impact on the progress of looked-after children and those with learning difficulties and/or disabilities pupils. One parent's comment summarises the thoughts of many, 'It is a very welcoming, safe and secure school and my child loves it'. The school works exceptionally well with a range of outside partners who have had a significant impact on pupils' personal development and on improving facilities in school.

Standards on entry to Year 1 fluctuate from year to year, but are generally below expected levels. Pupils make satisfactory progress during their time in Key Stage 1 to reach standards that are below average by the end of Year 2. Standards in writing are well behind those in mathematics and reading. Pupils continue to make satisfactory progress in Key Stage 2 leaving in Year 6 with standards that are below average overall. However, standards in English are rising, with far more pupils now reaching the higher levels. This is because a well-placed focus on raising standards in English is now having a positive effect in Key Stage 2. Standards in mathematics are below average but with increasing numbers of pupils reaching the higher levels. Pupils with learning difficulties and/or disabilities consistently make good progress because their needs are well catered for and a very good range of special courses promotes their learning successfully.

The quality of teaching, learning and the guidance given to pupils are satisfactory. Where lessons are good, pupils are challenged through well-paced, varied activities. Pupils are eager to answer questions and when their attention wanes teachers quickly re-engage them to ensure that they make good progress. This is having an impact on higher achievers, especially in English. Where teaching is satisfactory, pupils are sometimes passive and not as well challenged. In these lessons pupils' progress slows. The marking of pupils' work lacks consistency and they are not always sure what they need to do to improve.

The good curriculum is enriched with a wide range of extra-curricular activities. Pupils' personal development and well-being are good. Behaviour in classrooms and around the school is good. Pupils adopt healthy lifestyles and feel safe and secure. There are ample opportunities for them to make good positive contributions, for example through charity work and the very active school council. Pupils are satisfactorily prepared for their future lives. Attendance is satisfactory when compared to schools in similar circumstances, although it is below the national average. In addition, some pupils arrive late in the morning, which results in them missing valuable learning opportunities and slows their progress.

Leadership and management are satisfactory, effectively promoting pupils' personal development. The improved systems for tracking pupils' progress are now giving the leadership team useful information that helps them to identify pockets of underachievement quickly. Governors are using this information to hold the school to account effectively. Teaching and learning, however, is not being monitored often enough or with sufficient rigour to ensure consistency across the school. Additionally, middle leaders are at present not being used effectively enough to monitor teaching in their subjects. Very good links with the local community and overseas schools means that community cohesion is promoted well. Accurate analysis of the school's strengths and weaknesses has led to recent improvements, particularly in raising standards and achievement at Key Stage 2. This indicates that the school has satisfactory capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Provision in the Early Years Foundation Stage is good overall. From well below average starting points children make good progress, generally starting Year 1 at below expected levels. Over the past two years, however, children's starting points have been a little higher. Writing is a key focus and features in many activities. This is particularly successful in helping boys to become more confident writers, but has yet to have an impact on overall standards in writing at Key Stage 1. All children settle well into their new surroundings due to a system of home visits and good links with parents. Indoors, children have a good range of stimulating activities to choose from. Outdoor play-related learning is not as effective due to problems with access to the outside area, although plans are well underway to remedy this. Children's personal, social and emotional development is good. As a result, children from different backgrounds and cultures play happily together. Staff show a secure understanding of the needs of the age group, constantly assessing them to ensure that they make good progress. As a result, children learn well because they are well taught. Staff are very committed to the welfare of children, which is recognised by parents who say, 'They go the extra mile every time'. Leadership and management are good with a strong team approach among staff. The leader has a very clear view of what needs to be done to improve the provision further.

What the school should do to improve further

- Improve achievement and raise standards across the school but particularly in writing at Key Stage 1.
- Improve attendance and punctuality.
- Ensure that middle leaders monitor the quality of teaching more rigorously to ensure that it is consistently good, provides suitable challenge for pupils and gives clear indications on how they can improve their work.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which has areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Standards on entry to Year 1 vary but are generally below national expectations. Pupils achieve satisfactorily, leaving in Year 6 with overall below average standards. Standards in writing at Key Stage 1 are well behind those of reading and mathematics, with no pupils reaching the highest level. Improved tracking of pupils and a whole-school focus on developing writing are starting to have a positive impact on standards of writing in the current Year 2. Results from the 2007 national tests indicated that standards in English at Key Stage 2 were well below average. The picture currently is much improved. Provisional results indicate that although standards remain below average, there have been some significant improvements. Pupils are exceeding their challenging targets, and increasing numbers are reaching the higher levels in both English and mathematics. Looked after children and those pupils with learning difficulties and/or disabilities consistently make good progress due to the outstanding system of support for their emotional and developmental needs.

Personal development and well-being

Grade: 2

The school is justifiably proud of the emphasis it places on developing pupils' personal development. Central to this is the Hillsborough Way', a commonly understood series of principles based around teamwork and kindness resulting in pupils who relate extremely well to each other and to adults. Assemblies celebrate pupils' achievements and prepare them well for life in a multicultural Britain. The Social and Emotional Aspects of Learning scheme (SEAL) has had a major impact on helping pupils understand the values of cooperation and mutual respect. As a result, pupils' social, moral, spiritual and cultural development is outstanding. Pupils are well behaved around the school and in lessons. Pupils say they feel very safe in school and that they always have an adult to turn to should they feel the need. Adult play leaders and Year 6 playground friends ensure that all pupils enjoy activities and always have somebody to play with. There are ample opportunities for pupils to make positive contributions, which pupils grasp with enthusiasm, such as through choir performances, musical productions and the very active student council. Pupils are well aware of the need to stay fit and eat healthily. However, too many pupils are late for school in the mornings, which prevents them making a brisk start to their learning. Below average standards in mathematics and English mean that their economic well-being is satisfactory.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory overall, but inconsistent in quality across the school. Good teaching is characterised by good attitudes to learning, very good behaviour and pupils who are fully engaged in challenging and varied activities. They make good progress in these lessons because the teachers ensure that learning is reviewed throughout the lesson and that learning objectives are clear to all pupils. In good lessons, there are ample opportunities for pupils to discuss issues in groups and solve problems collaboratively building up their speaking and listening skills, such as in one mathematics lesson where pupils had to draw a shape on a mini whiteboard then describe it to their partner. Where teaching is less effective, teachers talk too much and do not inspire pupils well enough. This results in pupils who are quiet and not fully engaged in learning activities. Consequently, in these lessons, pupils fail to make as much progress as they might. Learning is sometimes not summarised effectively enough to enable pupils and the teacher to decide on the next steps in learning. The quality of marking is variable. Where it is most successful, marking includes praise and very clear targets for improvement, enabling pupils to talk confidently about what they need to do to improve. Sometimes, however, marking is superficial and does not give clear guidance to pupils. The use of information and communication technology (ICT) across the school is satisfactory overall, although there are limited opportunities at present for pupils to extend their skills in literacy and numeracy through the use of ICT in the classroom.

Curriculum and other activities

Grade: 2

A broad and balanced curriculum for all, including a rich menu of extra-curricular activities, ensures that the curriculum is good. The curriculum meets well the needs of individuals through a wide range of special courses for pupils with learning difficulties and/or disabilities. This

results in those pupils making good progress. Additionally, the school has excellent links with outside partners, such as a local professional football club and community volunteers who enrich the curriculum for all, including those of higher ability. The school is in the process of trialling a topic-based approach to help pupils make links between subjects and promote English and mathematics skills more effectively across the curriculum.

Care, guidance and support

Grade: 2

The level of pastoral support given to pupils is exemplary. The quality of academic guidance is satisfactory, however, which means that care, guidance and support are good overall. The school faces considerable challenges from the high numbers of pupils with learning difficulties and/or disabilities and looked-after children on roll. The work of a learning mentor, teaching assistants, excellent links with outside agencies, and the school's very caring ethos all contribute to ensure that the care for these pupils and others is first rate. As a result, they are very happy and achieve well. Pupils have appropriate targets which they know and understand. Child protection, safeguarding and health and safety procedures are in place and monitored regularly.

Leadership and management

Grade: 3

This is a school where clearly every child does matter. Under the visionary leadership of the headteacher, everyone subscribes to the very caring ethos of the school. Development plans ensure that the school has identified the right areas for improvement and has strategies in place to address them. The much improved tracking system ensures that any pockets of underachievement are quickly identified and the right support put in place. Until very recently, the school has faced considerable challenges arising from a major budget deficit which has now been addressed. Self-evaluation is satisfactory but lacks sharpness in evaluating the quality of teaching. The monitoring of teaching is infrequent and does not sufficiently involve middle leaders. This means that initiatives and whole-school training are not followed through with sufficient rigour to monitor their impact in the classroom. Good links with overseas schools, the local community and local businesses ensure that the school's contribution to community cohesion is good. Governance is satisfactory. With improved information on the progress of pupils, governors are increasingly holding the school to account and are a supportive influence in the school. Although standards remain below average, there is an improving picture emerging.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	2

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

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Inspection of Hillsborough Primary School, Sheffield, S6 2AA

I really enjoyed meeting you on our recent inspection. This letter is to thank you on behalf of the inspection team for making us feel so welcome and to tell you what we found out about your school. Please thank your parents or carers for returning the questionnaires.

Your school provides you with a satisfactory education and in many ways it is good. Your school is warm and welcoming. The teachers know you really well and take very good care of you. You told us how very safe you feel in school. We found you all very well behaved in lessons. Even though there was still snow on the ground, I was very impressed how you behaved outside. Children in the Early Years Foundation Stage make good progress and in other parts of the school pupils make satisfactory progress in their learning. The pupils who need extra help and support make good progress.

To make your school even better, I have asked Mr Platt and teachers to do three things.

- Help more of you reach higher standards and make more progress, especially in writing in Years 1 and 2.
- Improve attendance and help more of you to arrive at school on time in the mornings. This is really important so you don't miss out on schoolwork and you make faster progress.
- Ensure that school leaders keep a closer eye on the quality of lessons to make sure they are all good, that the work makes you think and marking helps you to know what to do to improve your work.

You can help by continuing to be the mature young people you are, arriving to school on time and attending regularly.

I wish you all the best for the future.