

Hillside Primary School

Headfield Road, Newsome, Huddersfield, West Yorkshire, HD4 6LU

Inspection dates 14–15 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement is good because although their attainment is still below average in mathematics and writing, they are making sustained and rapid progress. By the time pupils leave school, their attainment in reading is average.
- Teaching is usually good and an increasing amount is outstanding. Teachers have high expectations of pupils' behaviour and of what they can achieve.
- Pupils behave well and are polite and courteous. They say they feel safe in school. Pupils have a good understanding of how to keep themselves and others safe. Attendance has increased significantly over the last two years.
- The strong working partnership of the headteacher and deputy headteacher has been central to the school's good improvement since the previous inspection. Leaders and governors have worked together effectively to improve the quality of teaching and accelerate pupils' progress.
- There are good procedures for checking how well the school is doing and for identifying what needs to be done to bring about further improvement.
- The governing body is supportive of the school and fully involved in driving improvement.
- The curriculum provides effective opportunities for learning for all groups of pupils.

It is not yet an outstanding school because:

- There is not enough outstanding teaching and this practice is not shared for the benefit of other staff.
- Pupils do not get enough opportunity to edit, refine and improve their writing. Their mathematical problem-solving skills are not well enough developed.
- There are not enough opportunities for pupils to practise their writing and mathematical skills in different subjects.
- There are too few opportunities for pupils to work things out for themselves and to decide how they might improve.
- Marking is good in English and mathematics but less effective in other subjects in guiding pupils to do better.

Information about this inspection

- The inspectors observed 23 lessons or parts of lessons taught by 12 teachers.
- Discussions were held with the Chair of the Governing Body, other governors, parents, staff, pupils and representatives of the local authority.
- The inspectors observed the school's work and looked at school documentation, including that relating to safeguarding, records of meetings of the governing body, assessment information and curriculum planning. Work in pupils' books and displays around the school were examined. Inspectors listened to groups of pupils read.
- Inspectors took account of the 21 responses to the online questionnaire (Parent View) in carrying out the inspection. Account was also taken of the responses to a recent school questionnaire sent to parents to gain their views about its performance.

Inspection team

Melvyn Hemmings, Lead inspector

Additional Inspector

Marilyn Massey

Additional Inspector

Barbara Martin

Additional Inspector

Full report

Information about this school

- Hillside is much larger than the average-sized primary school.
- A well above average proportion of pupils are eligible for the pupil premium, which provides additional funding for children in local authority care, those whose parents are in the armed forces and pupils known to be eligible for free school meals.
- The proportion of pupils supported through school action is well above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils from ethnic minority groups is well above average, as is the number of pupils whose first language is not English.
- An above average proportion of pupils join or leave school other than at the normal times of the year.
- The school does not meet the current government floor standards, which set minimum expectations for attainment and progress.
- The on-site children's centre is subject to a separate inspection and the report is published on the Ofsted website.
- The school has gained a number of national awards, including the Eco-School award, and holds the Gold Kirklees Inclusion Quality Standard.

What does the school need to do to improve further

- Raise pupils' attainment in writing and mathematics to at least the national average by:
 - increasing opportunities for pupils to refine, edit and improve their writing
 - improving pupils' ability to use their mathematical calculation skills to solve number problems
 - providing more opportunities for pupils to practise their writing and mathematical skills in different subjects.
- Improve the quality of teaching further by:
 - providing more opportunities for pupils to work things out for themselves and decide how they might improve
 - extending the good marking in English and mathematics to other subjects
 - sharing the outstanding teaching evident in school with other staff.

Inspection judgements

The achievement of pupils is good

- Pupils achieve well from their skill level on entering school, which is generally well below that expected for their age and exceptionally low in speech and language development. Although attainment in English and mathematics is below average by the end of Year 6, it is rising at a faster rate than nationally. The proportion of pupils making expected progress is lower than that found nationally but is improving substantially over a sustained period. School data indicate that pupils currently in Year 6 are on track to attain broadly average standards by the time they leave school.
- Attainment in reading is below average at the end of Key Stage 1 and broadly average by the time pupils leave school. This is because they build upon their skills as they pass through the school, particularly their ability to use their knowledge of letters and sounds to read unfamiliar words.
- Children make a good start in the Early Years Foundation Stage, settling in quickly and growing in confidence as they make choices for themselves. They work and play happily together and show much enjoyment in all their activities, especially when using the well-equipped outdoor area.
- In Years 1 to 6, pupils get on with their work well. They show interest and enthusiasm in their activities and persist when faced with difficulty. Pupils are keen to learn and are well prepared for their next stage in education because they are developing knowledge and understanding securely in a wide range of subjects.
- Pupils enjoy writing to express their ideas in a variety of styles, including poetry and narrative writing, and examples of their writing are showing increased fluency, imagination and use of a wider vocabulary. They do not have enough opportunity to edit, refine and improve their writing. In mathematics, their calculation skills, including quick mental recall, are secure but pupils are not as adept at applying them to solve number problems in real-life situations.
- Disabled pupils and those with special educational needs make good progress because their specific needs are identified at an early stage and well-targeted support provided to meet them. Pupils whose first language is not English also make good progress because of the extra support given to them. The progress of pupils who join during the year is good because the work given to them moves them on quickly.
- The funding for pupils eligible for the pupil premium has been used successfully to raise their attainment in English and mathematics. Small group and individual support has effectively narrowed the gap between pupils known to be eligible for free school meals and other pupils in the school. As a result, their attainment in English and mathematics is now similar to that of other groups not supported by the pupil premium.

The quality of teaching is good

- In the Early Years Foundation Stage, adults work well together to meet the needs of children. They provide activities that are stimulating, practical and successful in maintaining children's interest. Good use is made of the outdoor area to build upon learning that has taken place indoors.
- In Years 1 to 6, teaching is consistently effective in motivating pupils to want to learn. Good and imaginative use is made of resources, including new technology, to enhance learning. Teachers have good subject knowledge and use questioning effectively to find out what pupils know and to deepen their understanding.
- Teachers are aware of their pupils' capabilities and of their prior learning, and plan accordingly to build upon these. They check pupils' understanding throughout lessons and intervene, as necessary, to take learning forward. Classroom management is good and ensures that lessons run smoothly.

- There are too few opportunities provided for pupils to work things out for themselves and to decide how they could do better. Teachers do not place enough emphasis on pupils editing, refining and improving their writing. Marking is used effectively to guide pupils to improve in English and mathematics, but less so in other subjects.
- Outstanding teaching is characterised by pupils being given highly motivating activities that capture and maintain their interest and very effectively meet their individual needs. This was evident in a literacy lesson for pupils in Year 6, in which they were developing their understanding of how to select evidence from a text to justify their comments about its content.
- Teaching assistants are deployed well to support all pupils, especially those known to be eligible for the pupil premium. Pupils' spiritual, moral, social and cultural development is promoted well, by opportunities such as learning about other cultures and working collaboratively.

The behaviour and safety of pupils are good

- Behaviour is welcoming and positive and makes a strong contribution to the progress pupils make. They are considerate to others, commenting, 'No one laughs at you if you get an answer wrong.' They say that teachers expect pupils to behave well and they treat everyone fairly.
- Parents, staff and pupils say that behaviour has improved over the last two years and this is confirmed by the school's behaviour logs. There are some pupils who find it difficult to act responsibly at times. However, they respond positively to the behaviour management techniques that are consistently applied by staff.
- Pupils are aware of the different kinds of bullying, such as name-calling and internet bullying. They say bullying seldom happens and are confident that staff would deal with it if it did.
- Pupils say they feel completely safe in school because staff look after them well. They know about the potential dangers relating to roads, railways, water and use of the internet. Pupils know the action to take if approached by a stranger.
- Attendance is average, having improved considerably over the last two years. Pupils enjoy coming to school and arrive on time. They are proud of their school and eager to get on with their work.
- There are many opportunities for pupils to take on responsibility. These include being a school or eco-councillor and working in the school office or library. Pupils are interviewed for these roles and this contributes to their preparation for life after leaving school.

The leadership and management are good

- The headteacher has high ambitions for the school. She is ably supported by the deputy headteacher and other leaders who work well with governors to drive the school forward. They encourage staff to do their best and morale is high.
- Leaders have sharpened the management of how staff perform and this has improved the quality of teaching and learning. Improvements to the training of teachers and other adults mean that it effectively meets the needs of the school and individual staff. There is a clear link between the performance of teachers, pupils' achievement and the salary progression of staff.
- There are good systems for checking the quality of teaching. These have identified outstanding practice but this has not been systematically shared with other staff to improve their expertise.
- There are good procedures for gaining an accurate view of how well the school is doing and what requires further development. Leaders regularly review the action taken to bring about improvement to see if it is proving successful. The school's leadership has shown that it is capable of continuing to make improvements.
- The promotion of equality and tackling of discrimination are good. The much-improved procedures for checking the progress of different groups enable leaders to identify quickly any disparity. This is shown in the way they have taken action to raise successfully the attainment of pupils supported by the pupil premium.

- The local authority provided strong support after the previous inspection to help the school move forward. It has confidence in leaders and the governing body being able to carry on making improvements and now provides light-touch support.
- Links with parents have been strengthened and this is an important factor in pupils' increased attendance.
- The curriculum is exciting, makes pupils interested in learning and effectively promotes their spiritual, moral, social and cultural development. It is enriched by an extensive range of extra-curricular activities, which are well attended, and visits such as a residential stay for Year 6 pupils. There are not enough opportunities for pupils to practise their writing and mathematical skills in different subjects.
- **The governance of the school:**
 - Governance is good. The governing body understands the data relating to the school's performance and is influential in driving improvement. Governors have an accurate view of the quality of teaching and how the management of performance is used to improve staff expertise and reward good teaching. They take part in regular training and ensure that safeguarding requirements are met. Governors manage the budget well and hold the school to account for the way the funding for pupils eligible for the pupil premium is used to raise their achievement.

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	135098
Local authority	Kirklees
Inspection number	406585

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	336
Appropriate authority	The governing body
Chair	Cynthia Dawson
Headteacher	Dawn Horton
Date of previous school inspection	5 July 2011
Telephone number	01484 226834
Fax number	01484 226835
Email address	office.hillside@educirklees.net

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

