

Inspection of Hillside Primary School

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

Inspection dates: 17 and 18 December 2024

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

The principal of this school is Nazmunnisha Ismail. This school is part of the South Pennines Academies trust, which means other people in the trust also have responsibility for running the school. The trust is run by the interim chief executive officer (CEO), Alison Black, and overseen by a board of trustees, chaired by Lisa Fathers.

What is it like to attend this school?

Pupils enjoy attending this welcoming and friendly school. They talk enthusiastically about what they are learning. They think that their lessons are fun and that teachers listen to their problems. One pupil described the views of many when they said, 'This is a place where we love and care for each other.'

The school has high expectations of pupils. Pupils can demonstrate their improving knowledge. Children in early years can use their new vocabulary in conversation. Pupils vary in their ability to connect more complex ideas together in some subjects.

Pupils behave well. They are polite and respectful to staff and visitors. Pupils are calm in lessons and during break times. Pupils feel safe at school.

The school offers a variety of different clubs and activities. For example, pupils participate in netball, street dance, 'Lego' club, mindfulness and yoga. Pupils enjoy a variety of opportunities to enrich their learning. For example, they visit the local fire station to learn about fire safety.

The school ensures that pupils develop a sense of responsibility. For example, pupils in the choir visit local care homes and perform for elderly residents. Pupils who take the role as 'eco-warriors' champion the importance of recycling and help to keep the school environment clean.

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

The school provides a broad curriculum that develops a wide range of knowledge and skills. Pupils benefit from a redeveloped curriculum in most subjects. The school is continuing to work on the curriculum development of some subject areas. Pupils gain the important knowledge that they need to succeed when they transition to secondary education. Children in early years are prepared effectively for future learning.

The school has successfully introduced new approaches to teaching. These help pupils to access lessons and develop their skills. For example, pupils build their confidence through the effective modelling of teachers when learning to problem solve in mathematics. They improve their ability to spell from the precise feedback that is provided by teachers. However, in some subjects, teaching of the curriculum is less consistent. Pupils sometimes do not have opportunity to connect important knowledge together. When this occurs, pupils do not develop a deep level of understanding.

The school has recently introduced improved models to check what pupils know and can do. These are starting to become embedded across the school. In some areas of the curriculum, assessment is not consistently used to identify gaps in knowledge and inform further teaching.

Pupils progress well through the curriculum. They are enthusiastic about learning and enjoy their lessons. For example, pupils talk excitedly about making model blood cells in

science and learning about rivers in geography. Pupils can recall what they have learned and use subject specific vocabulary to express their ideas. Children in early years can describe the links between activities and stories they are learning. The new curriculum is having an improved impact on pupils' knowledge over time. It is too soon to see the full impact of this work on pupils' published outcomes in national assessments.

Pupils with special educational needs and/or disabilities (SEND) are well supported. The school quickly identifies pupils' needs. Teachers adapt their lessons effectively. They ensure that learning is accessible and broken down into small steps. Pupils with more complex needs receive additional tailored support.

The school prioritises reading. Pupils receive expertly planned phonics lessons. The school rapidly identifies weaker readers. Staff monitor pupils' proficiency in great detail. Pupils receive precise and frequent intervention to improve their skills. Pupils enjoy reading. They read age-appropriate texts with increasing fluency.

Leaders have carefully considered the school's approach to behaviour management. Pupils are taught how their brain works and how to manage their emotions. The school monitors behaviour closely. Pupils receive bespoke intervention to prevent minor behavioural issues becoming more serious. The school's approach to managing behaviour has had significant impact. Pupils are polite, and they behave well in and out of lessons. Children in early years learn the routines and behaviours they need to be successful in year one. Most pupils attend school regularly. The school actively promotes the importance of attendance to pupils and parents.

The school provides a thorough programme of personal development. Pupils learn about different relationships, how to keep themselves healthy, and personal safety. Pupils develop a strong sense of morality. They can discuss the importance of school values and protected characteristics. They are aware of the significance and differences between various religious festivals.

Staff are highly positive about the school and enjoy their work. They feel well supported by the school. Staff are well trained. The school actively seeks to engage with the community. For example, a breakfast club provides opportunities for staff to meet informally with parents. Governors and trustees have a thorough understanding of the school. They provide the support and challenge needed to guide school leaders.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the implementation of the curriculum does not provide opportunities for pupils to build connections between important knowledge and ideas. This limits the progress that some pupils make through the curriculum. The school should ensure that pedagogical methods consistently develop pupils' ability to connect knowledge and deepen their understanding across all subjects.
- New models of assessment have recently been introduced. These are not fully embedded across all subjects. This means that gaps in pupils' knowledge, and the progress that pupils make through the curriculum, are not precisely understood across all subjects. The school should ensure that new assessment models are consistently embedded and used to inform teaching and improve the progress that pupils make through the curriculum.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	147629
Local authority	Kirklees
Inspection number	10346736
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	307
Appropriate authority	Board of trustees
Chair of trust	Lisa Fathers
CEO of the trust	Alison Black
Principal	Nazmunnisha Ismail
Website	www.hillsideprimaryschool.co.uk
Dates of previous inspection	7 and 8 November 2023, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- The school provides a breakfast club for pupils and parents.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the principal, other leaders, staff and pupils. They met with members of the local academy board and trustees. They met with the chief executive officer.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history, geography and religious education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- Inspectors visited lessons and considered how the needs of disadvantaged pupils and pupils with SEND are met. They observed pupils at various times of the school day.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; considered the views of parents; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors evaluated responses from parents to Ofsted Parent View. They spoke with some parents. Inspectors also evaluated the responses that staff made to Ofsted's online survey.

Inspection team

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