

# Inspection of Hillside Primary and Nursery School

Roberts Lane, Hucknall, Nottingham, Nottinghamshire NG15 6LW

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Inspection dates: 17 and 18 May 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Leaders are ambitious for pupils at Hillside Primary and Nursery School. They are aspirational that pupils will leave the school with the academic and personal skills they need to succeed. They want pupils to become 'the best version of themselves'.

Pupils are happy at school. They all know the 'Hillside Habits'. They learn to 'be kind, be ready, be wise'. Pupils' behaviour in lessons is good. They work hard, support each other as they learn and listen carefully to their teachers. Pupils feel safe in school. They know that if they are worried about something, for example bullying, they can go to an adult in school who will help them to sort the problem out.

Pupils are provided with a wide range of exciting extra-curricular activities in school. There are lots of clubs for them to attend. Older pupils have the opportunity to perform as part of a choir in front of an audience of thousands. Pupils can apply for positions of responsibility in school. Pupils vote for their representatives on the school council. They feel that their ideas and opinions are valued.

Pupils, staff, parents and governors are proud of the caring learning environment leaders have created.

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

Leaders have ensured that pupils are taught a well-designed curriculum that is ambitious for all based on the school's curriculum principles: 'broadening horizons, values driven, communication opportunities'. From the Nursery Year to Year 6, curriculum plans set out precisely the knowledge that pupils need to know and remember.

Teachers systematically check that pupils remember what they have been taught previously. Pupils understand how the 'reactivate' part of the lesson helps them to remember previous learning. For example, in a Year 5 English lesson, pupils were adding 'hyperbole' and 'rhetorical questions' to persuasive letters. They were able to do this well because they had previously learned how to write persuasive letters and could focus on practising their new learning.

Subject leaders are experts who lead their subjects well. They have regular opportunities for professional development. They have the skills they need to monitor their subject across the school. They offer strong support to their colleagues.

The needs of pupils with special educational needs and/or disabilities (SEND) are identified. When it is needed, their learning is broken down into smaller chunks so that they can learn the same curriculum alongside their peers. Pupil profiles are written for each pupil with SEND. While this information is used well to support their learning, it is not used as successfully to support pupils' wider needs. As a result, some pupils with SEND can become frustrated or agitated. A few parents of pupils

with SEND express their concern that some teachers do not recognise or address their child's emotional needs as well as others.

The teaching of reading is given a high priority. Pupils learn phonics from when they start in the nursery. Phonics lessons are well organised and structured. By the time most pupils reach Year 2, they use their phonics knowledge confidently to read well. Teachers regularly check that pupils remember new sounds. Pupils who are at risk of falling behind are given extra help.

Teachers promote a love of reading. Pupils enjoy the daily 'drop everything and read' session where teachers read to pupils from a wide range of high-quality books. They also use this time to develop pupils' comprehension skills and to extend their vocabulary. For example, in Year 6 while reading 'Pig Heart Boy', pupils discussed the meaning of 'the first day of the rest of your life'.

Pupils' behaviour is good in lessons and around school. However, some pupils do not behave as well at playtimes and lunchtimes. They do not always manage their feelings well. Pupils say that the expectations of behaviour at these times are not the same as it is in lessons.

Leaders want pupils to become well-rounded individuals who make positive contributions to society. Pupils learn about other faiths and cultures. They understand that everyone deserves respect. They know what fundamental British values are. They say, 'They help everyone to stick to the rules.' Pupils understand that it is important to have a healthy lifestyle. One pupil in the nursery class said that she was making a pretend cake with strawberries and blueberries because she knew it was a healthy choice.

The Flying High Trust has provided strong support and challenge for leaders. They have been instrumental in the school's success. They have worked closely with governors. Governors know the school well. They have ensured that the right priorities have been identified for school improvement. Everyone in the school community is positive about what the school has achieved and is determined that it will improve even further.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have ensured that safeguarding is prioritised. All staff receive regular safeguarding training. They know how to identify and report concerns they have about pupils. Detailed records are kept. Leaders take effective action to protect pupils who are at risk. They work closely with families to make sure they get the help they need. External agencies are involved appropriately.

Pupils are taught how to keep themselves safe in a range of everyday situations. They learn about how to keep safe online and have healthy relationships. Pupils know who they would speak to in school if they are worried.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- While pupils with SEND are identified, their wider needs are not always met. As a result, some pupils do not learn as well as they could. Leaders should ensure that provision for these pupils is consistently provided and closely monitored.
- Pupils' behaviour at playtimes and lunchtimes is not as good as it is at other times in the school day. Some pupils are not able to manage their feelings or behave as well as they could. Leaders must ensure that the high expectations of pupils' behaviour in lessons are replicated while pupils play together.

## 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## 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

<b>Unique reference number</b>	140282
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10211551
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	459
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Neil Robinson
<b>Headteacher</b>	Rhian Richardson
<b>Website</b>	<a href="http://www.hillsideprimary.com">www.hillsideprimary.com</a>
<b>Date of previous inspection</b>	27 September 2016, under section 8 of the Education Act 2005

## Information about this school

- The school runs a before- and after-school club that is managed by the governing body.
- The school does not use any alternative provision.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met the headteacher, the deputy headteacher, the leader with responsibility for provision for pupils with SEND and the early years leader.
- The lead inspector held meetings with three representatives from the multi-academy trust and members of the governing body, including the chair of the board of trustees and the chair of governors.

- Inspectors carried out deep dives in these subjects: reading, mathematics, English, science and religious education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and pupils from the lessons visited and looked at pupils' books.
- An inspector also discussed the history curriculum with the subject leader and pupils.
- The lead inspector met with the headteacher, who is also the designated safeguarding lead, and the family support worker to discuss safeguarding and to review a sample of safeguarding records. Inspectors also spoke to staff about the school's arrangements for safeguarding and spoke to pupils about how safe they feel in school. The school's single central record of employment was checked.
- Pupils' behaviour was observed in lessons and at playtimes and lunchtimes.
- Inspectors considered responses to Ofsted's staff survey and Ofsted Parent View, including free-text comments. Inspectors also spoke to parents at the start of the school day.

### **Inspection team**

Caroline Poole, lead inspector

Her Majesty's Inspector

Gayle Bacon

Ofsted Inspector

Luella Manssen

Ofsted Inspector

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Piccadilly Gate  
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