

# Hillside Junior School

## Inspection report

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<b>Unique Reference Number</b>	102435
<b>Local Authority</b>	Hillingdon
<b>Inspection number</b>	355189
<b>Inspection dates</b>	23–24 November 2010
<b>Reporting inspector</b>	Michael Merchant

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

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<b>Type of school</b>	Junior
<b>School category</b>	Foundation
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	193
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sean Boyce
<b>Headteacher</b>	Jenny Greenyer
<b>Date of previous school inspection</b>	11 December 2007
<b>School address</b>	Northwood Way Northwood HA6 1RX
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons and observed nine teachers. They held meetings with the governing body, staff and groups of pupils. They also talked to some parents and carers who were present at the start and finish of the school day. Inspectors observed the school's work, and looked at its improvement plan, minutes of governing body meetings, data on pupils' progress, records of the monitoring of the quality of teaching, and a range of school policies. They also analysed questionnaires received from 108 parents and carers and 103 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- Pupils' attainment and progress in mathematics.
- How well teaching takes account of the needs of different groups of pupils and helps all pupils to improve their attainment and progress.
- The effectiveness of the curriculum in motivating and inspiring all pupils and providing challenge and interest for them.
- The effectiveness of middle leaders and the governing body in monitoring and evaluating achievement and the quality of teaching and learning and in contributing to school improvement.

## Information about the school

This school is similar in size to other primary schools. A high proportion of pupils are from a wide range of minority ethnic backgrounds, the largest group being pupils of White ♦ any other background. The number of pupils who speak English as an additional language is higher than is typically found. The proportion of pupils who are known to be eligible for free school meals is below average. The proportion of pupils who have special educational needs and/or disabilities, including those with a statement of special educational needs, is above average. Their needs relate mainly to behavioural, emotional and social difficulties.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Pupils are right to be proud of this good school and relish all it has to offer. By the time pupils leave in Year 6 they are confident, well-rounded young people, ready to play their full part in the world beyond school. One parent summed up the views of many when saying, 'Hillside is a brilliant school. We could not have made a better choice for our child.'

Pupils join the school with attainment that is broadly as expected for their age. By the end of Year 6, attainment has risen and is above average overall and well above average in English. This represents good progress and achievement from pupils' starting points and the vast majority of pupils meet or exceed their challenging targets. Progress is relatively slower in mathematics, where some pupils find difficulty in solving mathematical problems. Pupils with special educational needs and/or disabilities and those new to learning English make good and often very good progress. A very positive atmosphere permeates the school and relationships are exceptionally strong. Consequently pupils have a high regard for both their classmates and for the adults who work with them. Pupils have an excellent understanding for their age as to how to stay safe. All adults work together extremely well to ensure that all pupils, whatever their difficulties or disabilities, are able to take full advantage of everything the school has to offer. Pupils' joy of school is palpable and is evident in the ever improving attendance rate, which is high.

The relatively new, exciting curriculum ensures that learning is meaningful and fun. It matches pupils' needs very well and links subjects seamlessly to provide opportunities for pupils to practise skills such as literacy, numeracy and information and communication technology (ICT) as well as those of research and enquiry. Teaching is good and makes a significant contribution to pupils' good rates of progress. Teachers have very good subject knowledge, give clear explanations and plan their lessons very well. They use questioning in lessons skilfully to promote learning and to analyse and improve pupils' performance. Teachers mark books carefully and regularly. As a result, the advice teachers give to pupils as to how to improve their work is effective and most pupils are clear as to the next steps in their learning. Staff recognise that there is still room to fine-tune the use of assessment information to ensure that the tasks they set in lessons, particularly in mathematics, provide maximum challenge for the high-flying pupils. Progress is fastest in Years 4 and 6 where teaching is often outstanding. More needs to be done to identify and share this excellent practice across all year groups.

The effective headteacher is very well supported by the assistant headteacher and senior team and encourages all staff to be creative in their own way. The governing body supports the school well and plays a key role in promoting effective safeguarding and good links with parents. However, they have yet to evaluate the work of the school fully and systematically or to play an active part in setting school priorities. School self-evaluation is accurate and most importantly, the school knows exactly what to do further

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to sustain its journey towards excellence. This, together with the successful action leaders have taken to ensure improvement since the last inspection, means the capacity to improve further is good.

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

- Increase the rate of progress that pupils make in mathematics so that it matches their progress in English by:
  - giving more opportunities for pupils to practise their problem solving skills
  - ensuring that teachers specifically plan for and extend the learning of the highest attainers in all mathematics lessons.
- Extend the core of outstanding teaching by disseminating and sharing excellent practice.
- Ensure that all governors have the skills, expertise and confidence to enable them to play a robust and strong role in shaping the strategic direction of the school and in holding the school to account for its work.

## Outcomes for individuals and groups of pupils

**2**

Pupils achieve well, academically and personally, because learning is so greatly enjoyable and because they feel so secure in the school's highly supportive and encouraging atmosphere. Relationships are outstanding in all respects. Pupils' behaviour is excellent, in lessons and in the lovely school grounds that pupils and parents appreciate greatly. Pupils have a very well-developed understanding of right and wrong and a deep appreciation and enjoyment of the wonders of life around them. Pupils readily explain the value of adopting healthy lifestyles, the need for exercise and have an excellent understanding for their age of how to be safe in school and the wider community. They take advantage of the many opportunities to participate in the community and are well informed about other people's needs. Pupils develop good social and interpersonal skills and relish working collaboratively. This, together with above average standards in the key skills in English and mathematics, means that they are well prepared for the next stages of their lives.

Learning in lessons is good because topics are so well planned and because most teaching encourages pupils to be creative and to explore and exchange ideas. Pupils work hard, are attentive, and only occasionally does their concentration drift. The work seen by inspectors in lessons confirms the overall picture of good and improving progress. Since the last inspection, improvements in provision have ensured that attainment in English, mathematics and science, but especially in English, has risen considerably. The school is working hard to ensure the progress pupils make in mathematics catches up with the often, outstanding progress they make in English. In an excellent Year 6 mathematics lesson for instance, pupils were captivated by the teacher's imaginative approach to fractions. As a consequence all groups of pupils made rapid progress in developing their problem solving skills and really enjoyed the challenge of the task. Learning is sometimes held back in other mathematics lessons, however, because high-attaining pupils are not always given work ♦ that challenges their thinking.

Because ICT is used frequently and effectively in learning right across the curriculum, standards in this subject are also above average. The specific interventions available for

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pupils with special educational needs and/or disabilities, the high number of pupils who are new to learning English and for those at risk of falling behind with their work, are particularly successful in enabling these pupils to make good and often outstanding progress.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Care, guidance and support are exemplary in this school. School leaders work inordinately hard to recognise and overcome barriers to learning that a pupil might have and these efforts are highly praised by parents. The school's systems for rewarding good work, behaviour and attitudes are successful in that pupils respond very positively to them. The school works very well to promote regular attendance and punctuality. Child protection procedures are rigorous and the care for pupils whose circumstances make them more vulnerable is thorough and effective. Excellent links with specialists help pupils with their learning, social skills and emotional development. Support for pupils with special educational needs and/or disabilities and those who are new to learning English is strong and helps them to make similar progress to their peers. The carefully structured curriculum contributes strongly to pupils' learning because the interests and capabilities of most pupils are well catered for. Carefully and imaginatively planned themes with strong links between subjects have successfully motivated and enthused pupils and have done much to increase their confidence as learners.

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Teaching includes much good and outstanding practice but it is sometimes satisfactory. High quality teaching, such as that seen in an English lesson on descriptive writing, captivates and enthuses pupils and keeps them alert with provocative questioning and challenging tasks. Effective use of 'talking partners', drama and role play help pupils make good progress in their speaking and writing. ♦ In the most effective lessons, teaching is lively, tasks and concepts are clearly explained, and activities provide very effective challenge so that all pupils learn at a swift pace. The school has set up thorough systems to check on pupils' progress and these are used well to ensure that none is in danger of falling behind and to enable teachers to consistently set the next steps for each pupil's learning. Pupils have a good understanding of how well they are doing and what they need to do next in order to move forward. However, not all teachers, especially in some mathematics lessons, are explicit in sharing their expectations for high-level attainment in lessons until group work begins and this is a missed opportunity to promote better progress in the earlier part of lessons for this group of pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Clear-sighted leaders and managers are at the heart of the school's success. The headteacher works tenaciously to improve pupils' educational opportunities. She communicates her high expectations clearly to staff so that all have a shared sense of direction and feel part of a successful team. The senior team and subject leaders check the school's performance rigorously and offer constructive advice and training. As a result of this, the quality of teaching and learning is steadily improving. A climate has been created where everyone is trying hard to make the school even better. Consequently, teamwork is strong, staff morale is high and pupils' progress is accelerating. Members of the senior leadership team and the subject leaders fulfil their responsibilities well. Through this strategic approach, the school promotes equality of opportunity for all pupils and tackles discrimination. Consequently, there is very little difference in the progress made by pupils of different heritages.

The effectiveness of the governing body is satisfactory. It fulfils all legal requirements and gives good attention to the welfare of pupils and staff. All safeguarding arrangements were found to be effective at the time of the inspection. Good practice in safeguarding and child protection is evident in all areas of the school's work. The governing body has a range of experience which assists the school. They are very supportive but have not been sufficiently involved in prioritising plans for improving the school. Their approach to

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evaluating the effectiveness of some policies and procedures and the progress made by pupils is not yet rigorous enough.

In this highly inclusive school, every child matters and individual needs are considered very specifically. The school works extremely well in partnership with external agencies to secure extra support for those pupils who need it. Community cohesion is good. The school develops pupils' understanding of their religious, ethnic and socio-economic community well. Leaders have ensured that pupils are developing into caring citizens who respect and value the views of others and that a set of common, shared values is embedded in every pupil.

Given the outcomes for pupils, the school achieves good value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

The school and its headteacher clearly enjoy the confidence and support of those parents and carers who returned the questionnaire. A number of individual comments reflected the high quality care, support and guidance given to pupils, particularly to those with special educational needs and/or disabilities, and the high academic standards reached by pupils. The inspectors agree with these views. The number of parental criticisms was very few and these were followed up as inspection trails during the visit. For instance, a small minority of parents and carers raised concerns regarding the extent to which the school deals with unacceptable behaviour. Inspectors found, through discussion with a wide range of pupils, through lesson observations and through observation of pupils at break time and lunchtime, that their behaviour overall was impeccable. The views of the parents interviewed informally at the beginning and end of the school day confirm the positive responses in the questionnaires.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hillside Junior School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 108 completed questionnaires by the end of the on-site inspection. In total, there are 193 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	45	56	52	2	2	1	1
The school keeps my child safe	51	47	56	52	0	0	1	1
My school informs me about my child's progress	52	48	51	47	3	3	1	1
My child is making enough progress at this school	42	39	62	57	4	4	0	0
The teaching is good at this school	53	49	54	50	0	0	0	0
The school helps me to support my child's learning	38	35	65	60	2	2	0	0
The school helps my child to have a healthy lifestyle	45	42	61	56	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	43	40	56	52	6	6	0	0
The school meets my child's particular needs	40	37	62	57	4	4	0	0
The school deals effectively with unacceptable behaviour	40	37	55	51	8	7	0	0
The school takes account of my suggestions and concerns	34	31	65	60	6	6	0	0
The school is led and managed effectively	39	36	57	53	8	7	1	1
Overall, I am happy with my child's experience at this school	50	46	53	49	4	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



25 November 2010

Dear Pupils

Hillside Junior School, Northwood HA6 1RX

Thank you so much for the very warm welcome you gave us when we came to visit your school recently. A special thank you goes to those pupils who talked to us about their work. You go to a good school and it is getting better all the time. Here are some of the good things we found out about it.

- Your headteacher and the staff work very hard to provide you with the best education possible. They take excellent care of you and want to see you all achieve the best that you possibly can.
- You behave exceptionally well around the school and in your classes and you look after each other well. You relish working in groups and helping each other to learn and you readily help your classmates when they find things difficult.
- You make good progress as you pass through the school. By the time you leave at the end of Year 6, you reach levels of attainment in most of your subjects that are higher than those of pupils in most other schools.

To help you to do even better, we have asked your school to do the following:

- Make sure that you make the same very good progress in mathematics that you do in English.
- Encourage your very best teachers to share their skills with everyone else.
- Make sure that governors are in a good position to monitor the impact of school policies and help the school plan for the future.

The inspection team wishes you all every success in the future.

Yours sincerely

Michael Merchant

Lead inspector

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