

# Hillside Infant School

## Inspection report

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<b>Unique Reference Number</b>	102434
<b>Local Authority</b>	Hillingdon
<b>Inspection number</b>	355188
<b>Inspection dates</b>	18–19 January 2011
<b>Reporting inspector</b>	David Shepherd

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>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	233
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Zulfi Habibulla
<b>Headteacher</b>	Chris Drake
<b>Date of previous school inspection</b>	19 January 2011
<b>School address</b>	Northwood Way Middlesex HA6 1RX
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 14 lessons and 9 teachers were seen. Meetings were held with senior staff, Key Stage 1 teachers, all staff in the Early Years Foundation Stage, a group of pupils and the Chair and Vice Chair of the Governing Body. A telephone conversation was also held with the former Chair of the Governing Body. Inspectors observed the school's work, looked at safeguarding documentation and the school's analysis of its data. Questionnaires from 90 parents and carers and 19 staff were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Is the teaching of more able pupils better in reading than in writing and mathematics?
- Why do girls not achieve as highly in mathematics as they do in reading and writing?
- How effectively is information and communication technology (ICT) being used to support teaching and learning?
- What is the impact of the senior and middle leaders on accelerating progress and on raising levels of attainment?

## Information about the school

This is an average sized school compared with all primary schools that draws its children from a diverse range of cultural and social backgrounds. Approximately half of the pupils come from minority ethnic groups. Thirty per cent are from 'other White backgrounds', mainly Portuguese, and 9% are from an Indian heritage. Twenty-nine different languages are spoken. About one quarter of pupils are at the early stages of learning to speak English as an additional language. About one quarter of pupils have special educational needs and/or disabilities which is above average. Their main needs are speech, language and communication difficulties and specific learning difficulties. An average proportion of pupils have a statement of special educational needs. The proportion of pupils known to be eligible for free school meals is below average. The Early Years Foundation Stage is made up of two Reception classes and a Nursery class. The school has gained a Healthy Schools award and Activemark.

**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

In this good school the care, guidance and support pupils receive are outstanding. As a result, pupils feel safe, behave well, get on well together, lead healthy lifestyles, make good progress in their learning and play a significant part in enabling the school to run smoothly. Their knowledge and understanding of a wide variety of cultures are good for their age. This is because of the excellent links the school has established with parents and carers and partners in the wider community.

The quality of the provision for the youngest children is outstanding. Children start in the Nursery and Reception classes with skills and abilities that are below those expected for their age, particularly in communication, language and literacy. They make excellent progress and exceed expected levels in all areas when they start in Year 1. However, the 2010 cohort of pupils in Year 2 did not attain such high levels when they started in Year 1, especially in writing and shape, space and measures. These pupils made good progress in Years 1 and 2, especially in reading and writing. Although more-able girls make good progress in writing and reading, (the result of the school having overcome previous underachievement of more able pupils), they do not always reach the levels they are capable of in mathematics. This is because some activities set for them are not matched appropriately enough to their abilities and the pace of learning is not quick enough. Pupils with special educational needs and/or disabilities, and the many learning to speak English as an additional language, make good progress. Overall, pupils' attainment is rising steadily; it has been above average at the end of Year 2 for the past three years.

Teaching is generally good because teachers take into account pupils' interests. This enables pupils to grow in confidence and make good progress helped by the way teachers and teaching assistants monitor pupils' work well during lessons. ICT is being used effectively as a resource to aid teaching and learning. However, marking does not always provide enough guidance for pupils about the next steps in their learning, especially in mathematics. Where next steps are indicated, pupils are not given enough time to respond to the suggestions made. The curriculum is enriched by a wide variety of visitors to the school and visits to places of interest.

The headteacher has a clear vision for the school, which is shared by the deputy headteacher and senior staff. Together, they form a strong team. Subject co-ordinators have not, as yet, had a full impact on pupils learning because they have only recently been established, but they have made a good start to their roles in monitoring the work of the school. The governing body makes a good contribution to the school. Self-evaluation is accurate and effective although some plans have not been fully costed in terms of staff time and do not focus enough on pupil outcomes. In spite of this, self-evaluation, good teaching and the good progress that pupils make show there is good capacity to sustain further improvement. As one parent wrote, 'We are very pleased with the school. There is

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a lovely friendly atmosphere, the staff are amazing, the leadership is very caring and approachable.' This view was typical of other comments made by parents and carers.

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

- Raise attainment of more-able girls in mathematics to the levels reached in reading and writing by:
  - consistently setting activities that are matched appropriately to their abilities
  - accelerating the pace of their learning
  - including the next steps of learning when marking work and giving them time to act on these suggestions.
- Ensure the monitoring and evaluation by senior leaders and subject co-ordinators leads to accelerating progress and improved attainment by:
  - extending the programme of monitoring and evaluation to include lesson observations in foundation subjects
  - producing and implementing action plans that are fully costed and include outcomes for pupils.

## Outcomes for individuals and groups of pupils

2

Pupils make good progress and respond readily to their teachers and teaching assistants. They settle down quickly to their work. For example, pupils in Year 1 were enthusiastic and fully committed to discussing their ideas before they began writing sentences about events in their lives. They enjoyed learning and discussing with each other and adults what they were planning to do. They took care to include time connectives, such as first, next and finally, so that their writing followed a logical sequence. Pupils in Year 2 worked eagerly and methodically when identifying lines of symmetry in the letters of the alphabet and numbers from 0 to 9. There are no significant differences between the achievements of different minority ethnic groups. However, more-able girls do not always make the progress of which they are capable in mathematics. Nevertheless, with attainment being above average overall and progress good, pupils' achievement is good.

Pupils know about healthy foods and of the harmful effects of too much salt and sugar in diets. Excellent responses such as these indicate why the school was granted a Healthy Schools award. Pupils are provided with good play opportunities and enjoy physical activities in lessons as well as at playtimes and lunchtimes. This is reflective of the school being awarded the Activemark. Pupils make an extremely strong contribution to the school as a community. For example, those attending the school council have made some useful suggestions for improvements to the playground, such as purchasing a slide and swings. The eco committee has suggested ways of making the school more environmentally friendly, including placing bins around the school to recycle different forms of waste. Pupils raise money for a range of different charities, including in Nairobi and South Africa. They learn about aspects of other cultures and different religious beliefs and this helps them to understand the world around them.

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*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>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</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>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</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?

Strong relationships and respect between pupils and adults are significant features in all classes and these help to create a busy and positive learning environment. A strength of teaching is the use of practical apparatus and equipment, such as computers, to enable pupils to understand what is being taught. Teachers and teaching assistants guide and support individual pupils to clarify their understanding on particular aspects of their work. This additional teaching helps these pupils to make good progress, especially in reading, which is much improved, and writing. Pupils work industriously and share their ideas with each other enthusiastically in pairs. Teachers ask searching questions that identify what pupils already know and what they need to do next to improve. Support from teaching assistants encourages pupils to think for themselves and become independent. Teaching is more focused on learning in reading and writing than it is in mathematics. On occasions, the pace of teaching and learning in mathematics, especially for more-able pupils, is too slow with pupils carrying out activities at the same level of difficulty for too long. In marking pupils' work, teachers sometimes include a comment about what pupils could do to improve although they are not always given enough time to practise what they need to do and this sometimes restricts progress.

A strength of the curriculum is the good opportunities provided for pupils to consolidate their writing skills in subjects such as science and topic work. This explains in part why progress in writing is good and attainment slightly above average. Provision to promote

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pupils' personal development is included effectively throughout the curriculum. Enrichment activities are varied and include a wide variety of visits and visitors to the school.

Pupils joining the school settle smoothly because their needs are quickly identified. As one parent wrote, 'We feel extremely fortunate that our children have had the very best from Hillside in terms of emotional, social and academic support. A warm, very caring school is all any parent could want.' Pupils with special educational needs and/or disabilities and those who speak English as an additional language receive well-targeted support in class or in separate lessons and achieve well. Procedures for maintaining attendance are effective. Transition arrangements between Reception and Year 1 and Year 2 and the junior school are good.

*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?**

Senior leaders are an effective team who work well together. They are supported by an enthusiastic team of subject coordinators who share the drive and ambition of the senior leaders. Morale is very high. The school places the partnership with parents and carers and the local community at the heart of all its work. As one parent wrote, 'We are very happy with everything, including the parent council where we feel we get heard.' This strong partnership results in children settling in quickly and making good progress in their learning. Teaching in reading, writing and mathematics is monitored and evaluated regularly and appropriate steps taken to improve provision further. This has led to better teaching and raised attainment. Monitoring and evaluation of foundation subjects have begun since the appointment last term of subject co-ordinators. However, plans produced as a result of monitoring do not focus enough on pupils' learning and staff time has not been calculated and this limits their effectiveness. Data are analysed well and implications included in school planning for improvement.

The governing body is very supportive and shows high levels of commitment to the school. It provides a good level of challenge that contributes effectively to improvements. Safeguarding procedures are good. The site is safe and secure. Staff are appropriately vetted and pupils are very well cared for. The outstanding relationships with parents and carers include annual parents' questionnaires, half-termly parent council meetings and weekly newsletters. Parents and carers are kept informed very effectively about what their children are learning. Excellent links with the local authority, social services, various health professionals and local schools bring in expertise that supports the personal development and well-being of pupils effectively.

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The school tackles discrimination well. No incidents of racist behaviour were noted last year. Tolerance and consideration are strengths throughout the school. Staff use their knowledge of each child's individual needs to meet them effectively. However, more-able girls are not always helped to reach the higher levels of attainment of which they are capable in mathematics. This is why equality of opportunity is judged to be satisfactory as opposed to good. Community cohesion is good. The excellent links with parents and carers and the local community promote pupils' knowledge and understanding of their local, national and international communities effectively.

*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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</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>3</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>

## Early Years Foundation Stage

Children receive an excellent start to their schooling. In 2010, they left Reception with attainment in all areas above those levels expected for their age. Children are looked after very well although on a very few occasions they are sometimes left for too long during child-initiated activities and lose concentration. Overall, they are given excellent opportunities to chat to adults about what they are doing, practise the sounds letters make, read, write, count, sing nursery rhymes and play with toys and other equipment. They develop their keyboard skills very well on computers. Behaviour is outstanding and children get on well with each other and adults. The learning environment is very well organised indoors and outdoors. It provides children with an enjoyable range of activities. The Early Years Foundation Stage leader is working extremely well with her team and ensuring that all staff are developing their skills. Staff plan together very effectively to provide an excellent balance between the different areas of learning. Links with parents and carers are outstanding. They have regular opportunities to contribute to their children's Foundation Stage Profiles. Induction procedures are extremely effective and children quickly settle into school routines.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	1
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

The response rate from parents and carers to the questionnaire was above average. About one in ten of the questionnaires returned included written comments, most of which were very supportive of the school. In these comments, parents and carers pointed out that their children are very happy at school and that teachers care about them. One parent wrote, 'The school is well managed and the teaching staff are very good.'

The concerns parents and carers expressed were individual. There was not a particular issue that caused more concern than any other. Inspectors find that the school's links with parents and carers are outstanding and that the school is quick to deal with any concerns.

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

Ofsted invited all the registered parents and carers of pupils registered at Hillside Infant 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 90 completed questionnaires by the end of the on-site inspection. In total, there are 233 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	57	63	29	32	2	2	2	2
The school keeps my child safe	50	56	37	41	0	0	3	3
My school informs me about my child's progress	33	37	46	51	6	7	1	1
My child is making enough progress at this school	39	43	45	50	4	4	1	1
The teaching is good at this school	48	53	40	44	1	1	1	1
The school helps me to support my child's learning	37	41	50	56	1	1	1	1
The school helps my child to have a healthy lifestyle	33	37	49	54	5	6	1	1
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)	32	36	50	56	1	1	1	1
The school meets my child's particular needs	29	32	55	61	2	2	1	1
The school deals effectively with unacceptable behaviour	22	24	56	62	8	9	1	1
The school takes account of my suggestions and concerns	28	31	57	63	4	4	1	1
The school is led and managed effectively	42	47	47	52	0	0	1	1
Overall, I am happy with my child's experience at this school	49	54	38	42	1	1	1	1

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.**



20 January 2011

Dear Pupils

**Inspection of Hillside Infant School, Northwood HA6 1RX**

Thank you for making the inspectors so welcome when we visited your school recently. We enjoyed meeting and talking to you about how you feel the school is preparing you for the future. You go to a good school. Here are some of the good things we found.

- You enjoy school and get on well with each other.
- You are working hard and making good progress.
- Those of you in the Nursery and Reception classes get off to an excellent start.
- You like your teachers and teaching assistants and try your best to please them. They teach you well.
- You know what foods to eat and to take exercise to keep healthy.
- You are well behaved and have lots of very good ideas to improve your school environment.
- Your teachers and teaching assistants look after you very well.

We have asked your headteacher, teachers and the governing body to do two things to make your school even better. These are to:

- help the girls do even better in mathematics by letting them know how to improve it and give them more time to carry out their corrections
- help all the leaders in the school check on the progress you are making in all lessons.

All of you can help by continuing to work hard and keeping your work tidy.

Yours sincerely

David Shepherd

Lead inspector

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