

# Hermitage Primary School

## Inspection report

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<b>Unique Reference Number</b>	102405
<b>Local Authority</b>	Hillingdon
<b>Inspection number</b>	355182
<b>Inspection dates</b>	27–28 June 2011
<b>Reporting inspector</b>	Alison Cartlidge

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>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	236
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kieran Dineen
<b>Headteacher</b>	Andrea Fricker
<b>Date of previous school inspection</b>	8 May 2008
<b>School address</b>	Belmont Road Uxbridge UB8 1RB
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## Introduction

This inspection was carried out by three additional inspectors. The inspection team observed 16 lessons taught by eight teachers. Meetings were held with members of the governing body, staff and pupils. The inspection team observed the school's work, and looked at pupils' books, information on pupils' progress, safeguarding policies and other documents. Questionnaires from 123 parents and carers, 17 members of staff and 109 pupils were scrutinised.

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

- The way teaching and the curriculum are increasing the progress of pupils, especially in investigative mathematics and science.
- How well pupils with special educational needs and/or disabilities are supported.
- The impact of subject leaders and governors in driving improvement in teaching, learning and pupils' progress.
- How care, guidance and support help pupils, including the potentially vulnerable and those with special educational needs and/or disabilities, to access learning and to enjoy school. How care, guidance and support help pupils, including the potentially vulnerable and those with special educational needs and/or disabilities, to access learning and to enjoy school.

## Information about the school

This is an average-sized primary school. The majority of pupils are of White British heritage, with other pupils coming from a wide range of backgrounds. The proportion of pupils known to be eligible for free school meals is low. The school has an average percentage of pupils with special educational needs and/or disabilities. These pupils have a range of needs, including specific learning difficulties. There is an above-average proportion of pupils speaking English as an additional language, with about a quarter of these pupils being at the early stages of speaking English. The main home languages of these pupils are Punjabi and Bengali. The school has received several awards including the Activemark. There have been several changes in senior management and the governing body this year. Children in the Early Years Foundation Stage are taught in a Nursery and in a Reception class.

A private after-school club operates in the school but was not part of this inspection.

**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?**

**3**

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

**3**

## Main findings

Pupils from differing backgrounds are enthusiastic about attending this satisfactory and improving school. Caring members of staff help all pupils, including those with special educational needs and or/disabilities, to enjoy learning. Good partnerships with parents, carers and external agencies support the good care provided. One parent spoke for others by saying, 'Members of staff at the school are always welcoming and pleased to help.'

Children make a satisfactory start to their education in the Early Years Foundation Stage. They respond positively to good questioning from members of staff, but tasks that they choose for themselves are not always purposeful or sufficiently engaging to move learning forward quickly. This is because children's interests are not sufficiently used to plan motivating activities and there are sometimes insufficient resources to ensure challenge and this also slows their progress. Most pupils make satisfactory progress between Years 1 and 6, leading to broadly average attainment by the end of Year 6. Progress is uneven between year groups and subjects, because teachers do not always explain clearly enough what pupils are expected to learn in lessons or provide enough challenge, especially in investigative mathematics and science. Time is lost because they do not always know exactly what they need to do and this also slows learning. Pupils behave well and are good at taking responsibility for tasks around the school and within the local community. They are proud of their healthy tuck shop and their involvement with the governing body in school development planning. They support each other well in class and on the playground and are aware of how to stay healthy by, for example, drinking plenty of water, especially during hot weather.

The senior leadership team has been restructured this year and there is a renewed enthusiasm to bring about positive change. Teachers are responsive towards advice on how they can improve. There are satisfactory procedures for self-evaluation which support the leaders' planning for improvement. Leaders have developed a wealth of information about provision and pupils' progress, although this is not fully evaluated so that areas for development can be sharply focused on the main priorities, and previous developments can be monitored for impact on provision and progress. Satisfactory improvements have been made, however. Teachers' marking has developed since the last inspection and their frequent and encouraging comments are appreciated by the pupils. Recent developments in the curriculum and in pupils' progress in literacy demonstrate that leaders have a satisfactory capacity to improve.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Extend the children's progress in the Early Years Foundation Stage by ensuring that activities are based on their interests and have sufficient resources to engage and challenge their thinking so that their learning moves forward swiftly.
- Increase the proportion of good or better teaching and learning by:
  - ensuring expectations about what pupils are going to learn in each lesson are sharply focused and made clear to the pupils
  - making sure that work is consistently challenging especially in investigative mathematics and science
  - ensuring that tasks are explained clearly so that pupils can get on with their work straight away. ensuring that tasks are explained clearly so that pupils can get on with their work straight away.
- Strengthen leadership by ensuring that information about provision and progress is analysed fully and used to demonstrate the impact of developments on pupils' progress and to plan more specific next steps.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Most children are working within the levels expected for their age when they start school in the Early Years Foundation Stage. Pupils enjoy school and especially appreciate that 'teachers are understanding and helpful' and that they can take part in a wide range of sports. Pupils, including those speaking English as an additional language, do best in literacy because these skills are promoted well across the school. For example, in a good literacy lesson in Year 5, the teacher provided a clear structure for writing persuasive letters that supported their learning well. In most lessons, pupils have good opportunities to rehearse answers to questions with their talk partners. Pupils do less well in mathematics and science because their investigative skills are not fully developed. For example, pupils do not always give scientific reasons for their predictions and findings or apply what they have learnt in mathematics when solving problems.

Pupils' achievement is satisfactory, although progress varies slightly between classes. Pupils with special educational needs and/or disabilities make satisfactory progress over time, but in some lessons they are given too much support, limiting their independence. Pupils' sound progress in developing basic skills, along with good aspects of personal development, prepares them satisfactorily for the next stage of education and later life. Rates of attendance are above average and improving, with high attendance recorded so far this year following a tougher stance taken on those taking holidays during the term.

Pupils work with each other well. For example, in a good lesson in Year 2, pupils collaborated to make their sentences more interesting, while in another good lesson in Year 4, pupils enjoyed investigating how many games were to be played in a football division. Most pupils are happy at school and attend very regularly. They say that their worries are tackled swiftly and frequently state with confidence, 'We don't bully here.' They have a good understanding about how to stay safe, including when using the internet. Pupils are good at helping others and are especially proud of the part they play in devising and implementing the school rules. As one pupil reminded another, 'We don't say shut up at this school.' They raise funds for charities and develop good spiritual, moral,

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social and cultural awareness. They make sensitive reflections such as, 'In our world I would like to see happier people and people who recycle their rubbish.' They are developing a greater awareness of cultural diversity through their links with other schools. The school's Activemark reflects the pupils' enthusiasm to take part in the various sporting activities on offer.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<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>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>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<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?

Teachers use a range of methods to make learning interesting for all pupils, including those with special educational needs and/or disabilities. They involve pupils well in assessing their own learning with the 'thumbs up' system and opportunities to review each other's work. This process is increasing in rigour, although occasionally, pupils put their thumbs up when they have not fully understood. The good relationships between members of staff and the pupils help them to manage behaviour well. In some lessons, teachers do not ensure that all pupils are challenged consistently well. For example, in one science lesson the more able pupils were not encouraged to extend their ideas about how sounds are heard, and in a mathematics lesson, some pupils found the work on equivalent fractions too easy.

The curriculum has been developed well and the focused topic work is greatly appreciated by the pupils and provides good opportunities for cross-curricular work. The creative arts are promoted extensively and close links with other schools and external agencies enable

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the school to provide a wide range of well-attended activities including music and sport. The school has increased opportunities for pupils to make use of their investigative skills in mathematics and science and this is starting to benefit progress in these subjects.

Members of staff know the pupils well and keep track of their progress. There is good support for pupils who are finding life difficult, enabling them to take a full part in what the school has to offer. Senior leaders are tightening up procedures for supporting pupils with special educational needs and/or disabilities, making them more relevant to individual needs. The monitoring of attendance is rigorous and successful.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<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>2</b>

## How effective are leadership and management?

Leaders embed ambition and drive improvement satisfactorily because there is a shared understanding of what needs to be done to improve the school so that it can become good in the future. They promote equal opportunities and tackle discrimination satisfactorily and pupils from different backgrounds are supported and encouraged equally. All pupils are included well socially, and the school is working to eliminate unevenness in learning and progress between year groups and subjects.

The school's safeguarding arrangements are thorough. Members of staff are effectively trained, with the result that procedures are carried out robustly. Leaders and governors are diligent in ensuring safe recruitment and the school site is secure. Good quality documentation is kept up to date and supports pupils in feeling safe and in ensuring that there is very little oppressive behaviour.

Governance is satisfactory. The new governing body is trained well and knowledgeable about the school. It is starting to have an impact on improving provision and pupils' progress. The school provides good opportunities for pupils to be involved in the local community and to learn about cultures other than their own. For example, pupils recently enjoyed a visit to a school in Northampton. The school is developing community cohesion further by helping pupils to develop non-stereotypical views about people from various cultures.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>2</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>3</b>

## Early Years Foundation Stage

Leaders embed ambition and drive improvement satisfactorily because there is a shared understanding of what needs to be done to improve the school so that it can become good in the future. They promote equal opportunities and tackle discrimination satisfactorily and pupils from different backgrounds are supported and encouraged equally. All pupils are included well socially, and the school is working to eliminate unevenness in learning and progress between year groups and subjects.

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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>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

There was a high return rate of questionnaires from parents and carers. Most are positive about the school and are particularly pleased with the way their children are kept safe and happy. The inspection team also found this to be the case. A small minority of parents and carers expressed concerns over the progress that their children make and the support they receive to help their children at home. The inspection team found that pupils make satisfactory progress but that this is uneven between year groups and subjects. The school provides satisfactory support for parents. The school has recently reviewed the type of homework given to pupils so that it is more open-ended and has provided further guidance through workshops. The school subscribes to a website that provides interactive games for mathematics homework that are linked to the mathematics taught in class.

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

Ofsted invited all the registered parents and carers of pupils registered at Hermitage Primary 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 123 completed questionnaires by the end of the on-site inspection. In total, there are 236 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	64	52	55	45	3	2	1	1
The school keeps my child safe	59	48	55	45	3	2	5	4
My school informs me about my child's progress	31	25	76	62	13	11	2	2
My child is making enough progress at this school	35	28	62	50	21	17	3	2
The teaching is good at this school	40	33	70	57	7	6	2	2
The school helps me to support my child's learning	34	28	65	53	18	15	6	5
The school helps my child to have a healthy lifestyle	40	33	70	57	9	7	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	26	62	50	14	11	3	2
The school meets my child's particular needs	29	24	73	59	15	12	2	2
The school deals effectively with unacceptable behaviour	30	24	74	60	10	8	6	5
The school takes account of my suggestions and concerns	27	22	72	59	14	11	6	5
The school is led and managed effectively	36	29	64	52	7	6	6	5
Overall, I am happy with my child's experience at this school	43	35	63	51	11	9	5	4

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.**



29 June 2011

Dear Pupils

**Inspection of Hermitage Primary School, Uxbridge UX8 1RB**

We enjoyed coming to see your friendly school. Thank you for being so helpful during our visit. Your school provides you with a satisfactory education.

These are the best things about your school.

- You make best progress in literacy.
- You behave well and enjoy coming to school.
- Attendance has improved this year and is now good. Well done!
- You are good at helping around the school and in the local area. We are pleased that you help to point out strengths and weaknesses at your school.
- We agree with you when you say that teachers look after you well.
- The headteacher and other leaders know what needs to be done to make the school better.

These are the things we have asked your school to do next to help it improve.

- Make sure that tasks that children in the Nursery and Reception classes choose for themselves are always purposeful and have lots of resources so they enjoy learning and make good progress.
- To help you make better progress by asking teachers to ensure that you know what you are to learn in each lesson, giving you work that is consistently challenging especially in investigative mathematics and science, and explaining what you have to do clearly so that you can get to work straight away.
- Make sure leaders look closely at information about teaching and your progress so that they can identify when things have been successful and plan exactly what needs to be done next.

Thank you once again for telling us about your school and letting us see your work. You could help your teachers by always doing your best work.

Yours sincerely

Alison Cartlidge

Lead Inspector

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