

Hillingdon Primary School

Uxbridge Rd, Hillingdon, Uxbridge, UB10 0PH

Inspection dates

13–14 November 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils make outstanding progress from starting points which are generally below average, especially in mathematics.
- The youngest children have an excellent start in the Early Years Foundation Stage.
- The school is exceptionally good at supporting disabled pupils, those with special educational needs and those entitled to free school meals. All these pupils make outstanding progress.
- Teachers' lesson planning is detailed and pupils are set work that is well matched to their abilities.
- The marking of pupils' work is a significant strength and pupils are given opportunities to respond and correct their work.
- Pupils have overwhelmingly positive attitudes to learning and this contributes to their excellent progress. They behave consistently well around the school and towards each other.
- Senior leaders and the governing body have a very thorough understanding of the strengths and weaknesses of the school. Together they form a very strong force for continued improvement. Their rigorous evaluation of the quality of teaching, followed by well-planned, professional training, has led to a significant increase in the number of outstanding teachers.

Information about this inspection

- Inspectors observed 21 lessons or parts of lessons, some of which were observed jointly with the headteacher, a head of school and the leader of the Early Years Foundation Stage.
- Inspectors looked at a range of evidence including documents relating to self-evaluation, school improvement planning, safeguarding and the work of the governing body. They also looked at pupils' books, examined the tracking of pupils' progress and listened to pupils read.
- Inspectors held meetings with the headteacher, senior leaders, staff, pupils, parents and carers, members of the governing body and spoke on the telephone with a representative from the local authority.
- The inspectors took into account the responses to the school's own surveys of parents and carers and the 37 responses to the online questionnaire (Parent View). They also took account of the staff survey.

Inspection team

Penny Spencer, Lead inspector

Additional Inspector

Richard Boswell

Additional Inspector

Anna Majcher

Additional Inspector

Full report

Information about this school

- Hillingdon Primary is larger than the average primary school. It has opened a third class in the Reception year as part of its move to become a school with three forms in every year.
- The proportion of pupils from minority ethnic backgrounds who speak English as an additional language is much higher than average. The majority of these pupils are of Asian heritage.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for children in the care of the local authority and for pupils known to be eligible for free school meals, is above average.
- The proportion of disabled pupils and those who have special educational needs is broadly in line with national averages as is the proportion supported by school action or with a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has a breakfast club which is managed by the school and was included in this inspection.
- From September 2012 the leadership team has been restructured. The headteacher has been designated as executive headteacher and is currently working part time. The deputy headteachers have become heads of school and two assistant headteachers have been appointed.

What does the school need to do to improve further?

- Ensure that all teachers and support staff in the Early Years Foundation Stage build on the existing outstanding practice to make the most of every learning opportunity when talking to children, especially in the outside area.
- Encourage pupils to apply their learning independently and give them all even more opportunities to respond to marking and correct their work.

Inspection judgements

The achievement of pupils is outstanding

- Almost all pupils achieve or exceed the standards expected nationally in English and mathematics by the end of Year 6. This represents excellent progress from starting points that are generally below age-related expectations. In mathematics pupils' progress is particularly impressive.
- The achievement of pupils with special educational needs has improved significantly, helped by the detailed tracking of their progress and subsequent, high-quality intervention. Their progress is outstanding in every respect.
- All children in the Nursery and Reception classes make at least good progress and many make outstanding progress, especially in language and communication. Children who enter school with poor spoken English move into Year 1 ready and able to move forward with their peers.
- The number of pupils who reach the required level in the Year 1 reading assessment is above the national average. Recent focused action to improve the quality of pupils' reading has had an immediate impact with pupils making rapid progress.
- Pupils are confident readers and keen to discuss the books they are reading and explain how they have improved. All pupils used a wide range of methods to help them understand unfamiliar words. The love of reading is strongly promoted by all adults in the school.
- As well as making outstanding progress in English and mathematics, pupils show high levels of achievement in music, art and sport, winning many competitions and performing to a very high standard.

The quality of teaching is outstanding

- Teaching is of high quality in every lesson, every day, across all key stages. This was recognised by inspectors, commented on by parents and carers and evident in the school's monitoring records.
- Excellent relationships and a culture of cooperation and support make a good contribution to pupils' spiritual, moral and cultural development. Pupils are thoughtful and reflective and even very young pupils can assess how they feel about their learning.
- Teachers have excellent subject knowledge and make lessons engaging and exciting. They question pupils effectively making them think carefully about their learning. Work is planned thoroughly and set at appropriate levels.
- Teachers mark pupils' work regularly and in detail and set out clearly what they need to do to improve. A few pupils are not given the chance to respond to marking or to correct their work and this can sometimes slow their progress.
- Very good use is made of paired talk by pupils to extend their learning and to share their knowledge. This was seen in an outstanding Year 1 mathematics lesson where pupils used their partners to check that number sentences were correct and write additional examples.
- In the Nursery the teaching of communication skills is extremely effective and adults are skilled at making pupils develop their answers from single words to sentences. This was observed during a discussion on Diwali where the teacher gently kept probing pupils to add more detail to their answers.
- Teaching in the Reception classes allows children to make progress across all areas of learning. Teachers plan interesting activities and detailed, teacher-led sessions. Teachers and support staff do not always engage sufficiently with children when they are working and learning independently, particularly in the outside area, and opportunities are then missed to advance children's communication skills.
- Reading is taught effectively and pupils confidently link letters to sounds to understand how to

read unfamiliar words. This was seen in a Reception class lesson where the quality of teaching was outstanding and children were able to sound out a wide range of unfamiliar words and then read and spell them correctly.

- Disabled pupils and those with special educational needs, and pupils supported by the pupil premium, are taught extremely well because teachers and support assistants have an excellent understanding of their needs, backed up by detailed assessment information. This knowledge allows them to create activities that are specific and effective. Excellent use is made of specialist programmes and external agencies to provide additional support.
- In all classes teaching assistants provide excellent support for pupils and this is a key factor in the outstanding progress pupils make.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour in all areas of school life is excellent. Pupils are lively and enthusiastic about their learning and take a pride in everything they do. They enjoy coming to school and, as a result, their attendance is above average.
- All staff, in all areas of the school, have high expectations and a consistent approach to behaviour that is fully accepted by pupils.
- Pupils say there is no bullying in the school and this view is supported by parents and carers and by school records. Pupils are very well informed about different types of bullying, including cyber bullying.
- Pupils love taking on responsibilities, such as those of playground friends, and representing their class on the school council.
- Pupils are frequently asked to give their views on teaching, learning and school improvement. They enjoy this opportunity to be fully involved in improving their school and their responses are highly valued. Recent increases in the amount of time allocated for reading were a direct response to the pupils' views.
- Parents and carers said that their children are safe and happy. This view is supported by the pupils themselves. Pupils told inspectors that, 'Everyone gets along well and we help each other.' Regular visits from outside agencies make sure pupils are aware of how to keep safe on the roads and near railways.
- Pupils who attend the breakfast club start the day off well. A healthy breakfast, a safe environment and interesting activities mean they begin the day ready and eager to learn.
- Parents, carers and pupils value the excellent support they receive from the pastoral care officer, who deals with many aspects of behaviour, special educational needs and personal matters. Her work is seen as a crucial element in ensuring the continued success of all pupils, especially those who may be vulnerable.

The leadership and management are outstanding

- The executive headteacher and senior staff provide outstanding leadership in all areas of school life. Their unwavering commitment to continuous improvement is clearly communicated to the wider school community. They have an excellent understanding of the strengths and weaknesses of the school and action plans are detailed and constantly evaluated.
- The use of assessment data to analyse pupil achievement is a strength. This, coupled with highly effective meetings with teachers to discuss pupils' progress, means leaders can quickly intervene if any group of pupils appears to be underachieving.
- The leadership of teaching is excellent and has led to an increase in the proportion of teaching judged to be outstanding. Performance management is used very effectively to identify where teachers would benefit from specific training or experience in a different key stage. Excellent use

is made of external consultants to provide bespoke training for groups of teachers.

- Newly qualified teachers are supported effectively so that they develop their practice and quickly become excellent practitioners.
 - Partnerships with other schools are effective and the school is part of a cluster of schools that share expertise and good practice.
 - The curriculum provides pupils with a rich variety of interesting and exciting experiences. Topics are used well to promote literacy and numeracy across the curriculum. The development of the whole child is very important and there are many opportunities for pupils to excel in sporting, artistic and musical activities.
 - Pupil premium funding has been used outstandingly well to employ extra teaching staff and provide specialist interventions. Those pupils who benefit from these resources make progress at least as good as, and often better than, that of pupils nationally. The school promotes equality of opportunity outstandingly well and ensures there is no discrimination or exclusion of any pupils from school activities.
 - The local authority offers an appropriately light touch approach to this outstanding school.
 - **The governance of the school:**
 - Governance is outstanding. Governors are passionate and ambitious for the school's continued success. The expertise of individual governors is used very effectively to lead relevant committees, such as finance and personnel. The involvement of all governors in the annual planning day enables them to take an active role in the setting of priorities and targets and ensures that their profile is high. They make sure the pupil premium is well spent and that the reports to the governing body from the school are suitably detailed, including those related to the salary progression of staff and promotion. This enables the governors to make informed decisions based on clearly presented evidence. Governors very effectively oversee teachers' staff salary progression. They play an integral part in monitoring performance management, especially that of the headteacher and the heads of school and successfully monitor the work of the school through visits and joint observations with senior staff.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	131152
Local authority	Hillingdon
Inspection number	403624

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	506
Appropriate authority	The governing body
Chair	Janet Bramwell
Headteacher	Ann Bowen-Breslin
Date of previous school inspection	10–11 October 2007
Telephone number	01895 671970
Fax number	01895 460027
Email address	hillprimary@hillingdongrid.org

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