

# Hermitage Primary School

Belmont Road, Uxbridge, UB8 1RB

**Inspection dates** 2–3 July 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires Improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress and achieve well throughout the school.
- By the end of Year 6, pupils' standards in English and mathematics are generally above average.
- Teaching is good. Pupils find activities interesting. This helps them to concentrate and learn well.
- Pupils who receive additional support generally make good progress because this is effective.
- Behaviour is good. Pupils behave very well in lessons and around the school. They show enthusiasm for their learning and try hard. The school is a calm place for them to learn in.
- Pupils say they feel safe and secure and learn how to keep themselves safe.
- Pupils' spiritual, moral, social and cultural development is well promoted in all aspects of school life. Pupils take on responsibilities willingly and are extremely polite and welcoming.
- The school is well led and managed. Senior leaders, including governors, have an accurate view of the school's strengths and where further development is needed. This has ensured that teaching and achievement have improved.
- The governing body is effective and members use their skills and expertise well to provide appropriate challenge and support to the school leaders.
- Almost all parents are complimentary about the school. They say their children are happy at school and achieve well.

### It is not yet an outstanding school because

- Pupils do not have enough opportunities to practise and improve their writing and mathematical skills in a range of subjects.
- Teachers do not consistently make full use of marking to ensure that pupils know how to improve their own work.
- While the school's plans for improvement identify appropriate actions, they do not include outcomes that are focused precisely on the progress that pupils should make.

## Information about this inspection

- Inspectors observed 20 lessons or parts of lessons, two of which were jointly observed with the headteacher and assistant headteacher.
- Meetings took place with school leaders and members of the governing body, including the chair. Inspectors also met with a representative of the local authority and had a telephone conversation with the school improvement partner.
- Inspectors looked at pupils' work in their books. They held a formal discussion with pupils and spoke to others informally in lessons, at break and lunchtime about their work and play in school.
- Inspectors listened to pupils from Years 2, 5 and 6 read and talked to them about their enjoyment of reading.
- Inspectors analysed a range of school documentation. This included safeguarding records, information about pupils' behaviour and attendance, minutes of meetings of the governing body, records of monitoring teaching and pupils' learning and the school's review of its work and improvement plans.
- Inspectors looked in particular at how successfully the school spends additional pupil premium funds it receives on pupils' learning and progress. They also examined the impact of funds used specifically to increase pupils' participation in sport.
- Inspectors took account of 40 responses to the online questionnaire (Parent View) and 16 written responses by staff to their questionnaire. In addition, they spoke to parents when they dropped pupils off at school.

## Inspection team

Susan Payne, Lead inspector	Additional Inspector
Fatiha Maitland	Additional Inspector
David Wolfson	Additional Inspector

## Full report

### Information about this school

- This school is an average-sized primary school. The school has a nursery, which 30 children attend.
- The school is expanding from a one-form entry to a two-form entry primary. There is an extensive building programme on the school site to provide a brand-new building for the school. Staff and pupils have recently moved into a new teaching block that has been completed.
- The proportion of pupils known to be eligible for pupil premium funding is below average. This is additional funding provided by the government for pupils who are eligible for free school meals or who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below the national average, as is the proportion supported at school action plus or with a statement of special educational needs.
- The proportion of pupils from minority ethnic backgrounds is above average.
- The proportion of pupils who speak English as an additional language is higher than the national average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- Breakfast and after-school clubs are provided by the school.

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

- Improve the quality of teaching to outstanding and raise pupils' achievement further, by:
  - making better links between subjects, so that pupils are able to use and apply their writing and mathematical skills in a wide range of subjects
  - ensuring that pupils are always provided with clear guidance in teachers' marking as to how to improve their work, and respond to it.
- Ensure that the school improvement plan priorities include expectations of how well pupils in different year groups should achieve.

## Inspection judgements

### The achievement of pupils is good

- Children join the school with skills and abilities that are typical for their age. From their individual starting points, pupils make good progress overall during their time in school.
- Children in the nursery and Reception classes do well. Good teaching, caring staff and the detailed knowledge that all adults have of each child's needs mean that children get off to a good start.
- There is a consistent approach to the teaching of phonics (the sounds that letters make). As a result, the proportion of pupils reaching the required standard in the Year 1 national phonics check, is above average.
- Pupils continue to make good progress across Key Stage 1. In 2013, standards by the end of Year 2 were above the national average in reading, writing and mathematics. Recent checking by the school shows that these standards have improved further for the current Year 2, with an increasing proportion of the most able pupils attaining the higher levels.
- Results for Year 6 pupils in English and mathematics are above the national average and improving year on year.
- Good teaching and rigorous checks by senior leaders have helped to ensure that pupils make good progress in Key Stage 2 in all subjects. The most able pupils achieve well. The school's assessments and pupils' work show that the proportion of those currently in Year 6 who are on course to reach the higher levels in reading, writing and mathematics has risen this year.
- Pupils respond well to programmes to help develop their reading skills. Pupils spoke enthusiastically about their reading and demonstrated a secure knowledge of strategies to work out new and difficult words. They read confidently, fluently and with a good level of understanding.
- Pupils' mathematical skills and understanding are good. They develop a sound understanding of basic numeracy skills early in their school life and teachers systematically build on these through their time in school. For example, Year 2 pupils used their knowledge of the five times table to work out minutes past the hour when learning to tell the time on an analogue clock.
- The proportion of pupils who are eligible for pupil premium in each year group is low. As a result, published data is not a reliable indicator of their achievement compared with their class mates. However, the school's own information is used effectively to ensure that these pupils are supported well and make good progress in reading, writing and mathematics.
- Disabled pupils and those with special educational needs make progress that is generally similar to that of others. This is because their needs are correctly identified and their progress is checked regularly in order to make sure that carefully planned support helps them to succeed.
- As a result of effective language support, pupils with English as an additional language make good progress. Groups of pupils from different ethnic backgrounds achieve well.

### The quality of teaching is good

- Good teaching enables most pupils, including the most able, to learn well and make good progress. Teaching is good across different subjects, including in English and mathematics. Strong relationships within the classroom ensure that pupils have positive attitudes to their work. This helps them to learn new skills and knowledge with confidence.
- Children in the Early Years Foundation Stage learn well because of the interesting indoor and outdoor activities that cover all required areas of learning. Teachers pay good attention to developing children's speaking and listening skills, which prepares them well for future learning.
- Pupils respond well to skilful questioning and work cooperatively when talking about their learning. During a Year 5 literacy activity, pupils enthusiastically discussed the feelings of different characters from a book. They shared ideas with each other and explained their thinking clearly to their teacher. Pupils developed their speaking and listening skills and gained an

understanding of how to write about characters.

- Pupils enjoy mastering mathematical skills and understanding. Year 4 pupils enthusiastically demonstrated and applied their new understanding of how to measure, identify and draw angles by using a protractor accurately. Throughout their learning, they received appropriate support from the teacher.
- Teachers mark pupils' work diligently across the school. However, pupils do not always make the progress they could because the guidance as to how to improve their work is not clear enough. Occasionally, pupils do not reflect on their learning or respond to the marking.
- Learning in a range of subjects across the school is well planned; activities engage pupils and keep them involved. However, teachers miss opportunities to make meaningful links between subjects. As a result, there are too few opportunities for pupils to practise and apply their writing and mathematical skills in a range of subjects.
- Teaching assistants make a valuable contribution to pupils' learning by providing effective support in one-to-one and small group sessions, as well as in lessons. This is especially helpful for disabled pupils and those with special educational needs.
- The vast majority of parents agree that teaching is good and that their children make good progress.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good. Pupils are welcoming and friendly; they treat each other well.
- The school has an effective system for encouraging pupils to behave well, which pupils understand. This is based on clear expectations of how pupils should behave. It fosters very positive relationships and mutual respect, ensuring there is no discrimination. As a result, pupils behave well in and out of lessons.
- Pupils come to school keen to learn and work hard. On the very few occasions when pupils become restless, they respond quickly to the teacher's request to improve their behaviour.
- Inspectors analysed the school's records of behaviour, which showed that it is consistently good over time. Pupils conducted themselves well during the inspection, both indoors and outdoors, despite extensive building work taking place. Pupils say that this good behaviour is typical.
- Pupils enjoy taking on responsibilities, for example being a member of the junior leadership team or school council. Older pupils also enjoy helping the pupils in younger years. For example, at the school fair, the older children looked after the younger children as they visited the different stalls.
- There have been no recent exclusions or racist incidents.
- The school's work to keep pupils safe and secure is good. Pupils know how to keep themselves safe and have a good understanding of how to manage risks in a range of situations, including on the internet.
- The building site manager has talked to pupils about the dangers of the site during the building programme. In addition, pupils have had the opportunity to visit the building site to see the work taking place. The headteacher uses assemblies to remind the pupils about risks about the building and how to stay safe.
- Pupils have a good understanding of different forms of bullying, such as name-calling, and say that such incidents are not common in school. If pupils do fall out or experience unkindness, they know who to go to and they are confident that teachers or other staff will help them to resolve it.
- Parents are positive about the school and agree their children are happy, feel safe and are well looked after.
- Attendance is improving and current school data indicates that it is now just above average. The school works hard to encourage pupils to attend regularly and on time. The school is working with parents to improve this further.
- The breakfast club gives those pupils who attend it a calm start to their day, ensuring that they

are on time and ready to learn.

## **The leadership and management** are good

- The headteacher, well supported by the assistant headteacher, has created a welcoming and purposeful environment, where everyone is focused on learning. All staff and governors are committed to doing their best for the benefit of the pupils in school.
- Since the previous inspection, there have been significant improvements in both the achievement of pupils and the quality of teaching. This is as a result of the school's partnership work with outstanding schools to learn from their successful practice.
- Leaders, including governors, have an accurate picture of the school's strengths and areas for improvement and produce plans with actions to address these. However, the plans lack clear expectations that are focused precisely on how well pupils in different year groups should do as a result of actions that are taken.
- Senior leaders carry out regular checks on teaching that give them an accurate view of its quality. Where improvements are needed, teachers are able to improve their skills through effective professional development. For example, middle leaders have participated in a national programme to enhance their leadership skills.
- Middle leaders with responsibility for subjects or other specific areas have a clear understanding of their roles and accountability. They lead their areas of responsibility effectively, both by example and in working collaboratively with colleagues.
- The arrangements for checking teachers' performance are clear. These are linked to the national Teachers' Standards and arrangements for pay and the promotion of staff are clear. The objectives set out for each teacher include how success will be measured against pupils' achievement. This has led to improvements in teaching.
- The school knows and cares for its pupils as individuals and successfully makes sure that all pupils are able to learn. Consequently, all pupils have an equal opportunity to do well and the gaps in performance between different groups of pupils are narrowing.
- The range of subjects taught provides a variety of experiences which make learning fun and increase the pupils' understanding of the world in which they live. Year 6 pupils are given the opportunity to participate in a residential visit to France and use their language skills in real situations. Music is a strong feature of the school; pupils can become members of the choir or school orchestra. The school has already started to plan for the new National Curriculum that will be introduced later this year.
- Assemblies and a wide range of enrichment activities contribute well to pupils' spiritual, moral, social and cultural development. Pupils from Years 4, 5 and 6 confidently performed their version of 'Robin Hood' to parents and children from the Nursery and Reception classes.
- Primary sports funding is being used to improve the teaching of physical education through further staff training, for example in dance and gymnastics. In addition, new activities, such as circuit training, are motivating pupils to be more active and take part more frequently in physical activity.
- The breakfast and after-school clubs, which meet each day, provide good quality care and are greatly appreciated by the families. They give pupils a calm start and end to each day and contribute to the positive attitudes and well-being of the pupils that attend.
- Safeguarding and child protection procedures are effective and meet statutory requirements.
- The local authority has provided valuable challenge and support, which are appreciated by the school.
- **The governance of the school:**
  - Governance is good and has improved since the last inspection. Governors are closely involved in promoting and monitoring school improvement and hold school leaders to account for pupils' achievement.
  - Governors have a good understanding of the school's current performance, the quality of

teaching and how staff are taking actions to raise pupils' progress and attainment.

- They ensure that the school meets all statutory safeguarding requirements and they effectively support the pupils who are most in need.
- Governors check that policies are up to date and that finances are managed effectively. For example, they understand and review the impact of pupil premium funding and sports funding, in order to ensure that the money is used effectively to improve pupils' progress and physical well-being.
- Governors use their skills to challenge and support the headteacher and senior team because they are ambitious for the school and the pupils' achievements.
- Governors are well informed about teachers' performance management, including that of the headteacher, and they review teachers' pay accordingly. They are aware of what is being done to reward good teaching and where underperformance has been addressed in the past.

## 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

<b>Unique reference number</b>	102405
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	442154

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

<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>	282
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Seona Barrow
<b>Headteacher</b>	Andrea Fricker
<b>Date of previous school inspection</b>	12–13 November 2012
<b>Telephone number</b>	01895 234871
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