

Hildene Primary School

Grange Road, Romford, Essex, RM3 7DU

Inspection dates 11–12 December 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement is in line with the national average. In 2014, more pupils at the end of Year 2 attained the expected standards of Level 2 in reading, writing and mathematics than in 2013. More pupils attained the higher Level 3 in reading, writing and mathematics.
- A greater number of pupils attained Level 4 at the end of Year 6 in reading and mathematics than in 2013. There was no change in the number of pupils attaining Level 4 in writing.
- There was a small drop in the number of more-able pupils attaining the higher Level 5 in writing.
- More pupils than the national average made expected progress, and more than expected progress, in reading and mathematics. But fewer did so in writing.
- Though in small measures, over the last five years pupils have made steady and consistent progress at a faster rate than the national average in reading and mathematics. Average progress has been made in writing.
- Current pupils are making good progress and are on track to achieve well in 2015.
- Teaching is mostly good and some of it is outstanding. This enables pupils to continue to make steady progress, especially in reading and mathematics.
- Senior and middle leaders and governors monitor teaching and learning regularly and effectively. As a result the quality of teaching is improving fast. It needs to improve more rapidly in writing.
- Pupils' behaviour in and around school is good. Pupils are particularly courteous towards visitors.
- Pupils are safe in this school because managers have good systems in place to make sure that pupils stay safe while on school premises.
- Governors, school leaders and staff care deeply about the welfare of the children in this school. The pastoral care they provide is unique. As a result, the large number of pupils with special educational needs thrive here and do well.
- Education in Nursery and Reception is good. Pupils develop rapidly here and are well prepared to move to Year 1 at the end of Reception.

It is not yet an outstanding school because:

- Pupils' achievement in writing is not good as it is in reading and mathematics because the teaching of writing is less effective. All ability groups need to improve the quality of their written work.
- Teachers do not have as high expectations of pupils' work in writing as they do in reading and mathematics.
- Written feedback to pupils about their work is inconsistent. Pupils do not always get clear enough guidance on how to improve their work.

Information about this inspection

- Inspectors visited 26 classes where they observed pupils at work. Thirteen classes were observed jointly with members of the senior leadership team.
- Inspectors made short visits to several classes to look at pupils' work, to see how well pupils present their work and how much progress they make in their learning over a period of time.
- Inspectors talked to pupils to see how they feel about their school, what they think of the teaching, whether they feel safe and what they think about behaviour and the way staff manage it.
- A number of teachers also talked to inspectors and they too expressed their views about the quality of education in this school and how well they feel they are supported to do their job effectively.
- Inspectors met with the Chair of the Governing Body, the vice chair and the chairs of two sub-committees for finance and curriculum. They also met with a representative of the local authority.
- Inspectors scrutinised important documents, including those relating to safeguarding children in school, policies on behaviour and anti-bullying, programmes of study and assessment, and the minutes of meetings of the whole governing body.
- Inspectors considered the views expressed by 125 parents and carers in response to the online questionnaire, Parent View.
- In addition inspectors considered the opinions expressed by 64 members of staff in response to the anonymous staff questionnaire.

Inspection team

Mina Drever, Lead inspector	Additional Inspector
Stephen Mellors	Additional Inspector
Peter Lacey-Hastings	Additional Inspector
Judith Olivier	Additional Inspector

Full report

Information about this school

- This is a much larger than average-sized primary school, with a similar number of boys and girls.
- Pupils can join the school at age three in the Nursery or at age four in Reception. If there are places available, the school also admits children into the Nursery when they are 'rising' three's, that is when they will be three years of age in the preceding term to starting school. In January, 12 'rising threes' joined the school, so they were in their third term in Nursery at the time of this inspection.
- The Nursery runs two half-day sessions, one in the morning and one in the afternoon. Children are enrolled on one or the other session.
- Pupils represent 18 ethnic groups, the largest of which is the White British, which makes up over two thirds of pupils on roll. Other White pupils represent about one tenth of the roll and Africans about one twentieth. Other groups are very small.
- One fifth of pupils speak English as an additional language. This is below the national average for similar schools.
- Nearly half of the pupils are in receipt of the government's pupil premium grant. This proportion is much larger than the national average. In this school the funding is used to provide support for disadvantaged pupils, those in receipt of free school meals and children looked after by the local authority.
- The number of disabled pupils and those with special educational needs is above average.
- Mobility is quite high. In 2013/14, 10 pupils joined the school for the first time during Year 6.
- The school meets the government's floor standards which set the minimum expectations for pupils' attainment and progress in mathematics, reading and writing.
- The Havering Learning Support Group for children is based at Hilldene Primary School. It is a local authority resource for primary pupils in Havering with behavioural, emotional and social needs. It is managed as an integral part of the school provision and is line managed by the school's leadership team. The aim is to enable a successful transition to secondary school.
- The school is also a member of the Harold Hill Cluster of primary and secondary schools who work in partnership to provide joint curriculum events including those for the more able, for example the annual Spelling Bee competition. In addition, the cluster provides training opportunities for Newly Qualified Teachers and holds joint staff and leadership training events.
- The headteacher position is shared by two co-headteachers: the previous full-time headteacher now working part time and the former deputy headteacher. This co-headship arrangement was secured by the governing body in September 2013 to respond to an emergency situation. The governing body is actively seeking to recruit a substantive headteacher to assume the full-time position from April/September 2015.

What does the school need to do to improve further?

- Raise standards from good to outstanding by:
 - improving the quality of teaching writing
 - giving more consistent written feedback so that pupils know how to improve their written work
 - having higher expectations of the quality of writing produced in all subjects as well as in English.
- Giving pupils in all ability groups opportunities to try harder work that will challenge them further in all areas of learning, but especially in writing.

Inspection judgements

The leadership and management are good

- Governors, senior leaders, year group leaders, all teachers and support staff are united in wanting to give their community's children the best education. They work as one to achieve this. Parents and carers are very supportive. All of those who replied to the online Parent View questionnaire would recommend this school.
- The co-headteachers have played a significant role in building a strong succession team since the emergency situation that arose in September 2013. The middle leadership is strong and highly committed to raising standards.
- Since September 2013 leaders have put in place rigorous systems to track the learning of pupils. Detailed analyses of pupils' on-going progress allow teachers to adjust teaching and support programmes to ensure that pupils make continuous progress. Leaders know that progress has been slower in writing and this is the central priority for improvement in this year's school development plan. Actions include closer checks on assessment, and the training of teachers to develop their skills in teaching writing across the curriculum.
- The monitoring of teaching is rigorous. Lesson observations are used to identify where teachers need to improve to secure continuing progress. As a result, pupils have made faster progress than the national average in reading and mathematics. The aim is to reach similar levels in writing in 2015.
- Year group leaders, subject leaders and teachers feel extremely well supported. Teachers are particularly appreciative of opportunities to reflect on their own practice and identify their own developmental needs. One strategy available to them is to film themselves teaching and then self-analyse what works and what does not work in a particular lesson. They are able to discuss this with colleagues for peer support.
- Unique in this school is the pastoral care of the large number of disadvantaged and vulnerable pupils. Many of these pupils have multiple needs, which are correctly identified. Support in the Havering Learning Support Group is very sympathetic and it allows pupils to succeed and to be well prepared for secondary school at the end of Year 6. Many pupils throughout the key stages have severe language impairment needs. A highly tailored programme allows them to make good progress.
- The curriculum provides rich opportunities to develop scholarly study. The new National Curriculum has started and a new assessment system is being developed. The curriculum is used well to develop pupils' understanding of life in modern democratic Britain. Activities are well tailored to promote mutual respect and tolerance. Social and cultural awareness are raised through the study of different cultures and religions. Opportunities for equal access to learning are part and parcel of everyday life in this school.
- The pupil premium grant is very well spent. It is used to meet the differing educational and emotional needs of each individual pupil so that each is able to make good progress. Support programmes include participation in drama to develop confidence in expressing themselves and opportunities in the holidays to join clubs and pursue individual interests. Raised levels of confidence are noticeable for many disadvantaged pupils in lessons.
- The primary school sports funding is used to improve the skills of teachers in teaching physical education and in funding greater pupil participation in competitive sport.
- Working with the local authority has helped the school in developing strong middle leadership and tightening the use of systems to monitor learning and progress.
- Arrangements for keeping children safe are secure. Processes are followed through rigorously in the event of any concerns. Procedures are in place for the safeguarding of vulnerable children.
- **The governance of the school:**
Governors have a good set of skills collectively. They know their school very well and their pupils' needs. They ensure that disadvantaged pupils receive appropriate educational programmes so that they have the same opportunities as other pupils to do well. They are well trained in analysing achievement data. They challenge teaching and learning and demand to know, for example, why marking is not consistent across the whole school. They know that the teaching of writing needs improving. However, they are also very supportive of the leaders. They participate in the school's self-evaluation and the school's development plan. They secured continuity in the leadership of the school by creating the co-headship position while actively seeking to recruit a high-calibre headteacher. They approve promotional salary increases only if merited and linked to pupils' achievement. They monitor the headteachers' performance rigorously. They manage the budget well. They are particularly pleased with the impact the sports premium grant is having on pupils' participation in sports activities. Safeguarding is well monitored.

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

- The behaviour of pupils is good. Pupils behave responsibly in and around school because good behaviour is promoted by using positive systems to ensure consistent discipline. These systems are tracked by different leaders at all levels to check for any behavioural issues or concerns. Behaviour is good too in the Havering Learning Support Group.
- Pupils' attitudes to learning are good. Occasionally pupils lose concentration but they do not disrupt other pupils' learning. There is an atmosphere of learning and studious activities as one walks along corridors and pops into classrooms. Adults and pupils are intensely at work in small support groups. Teachers and pupils can be heard having interesting conversations about many topics, for example deciding what different phrases might mean in poetry.
- The school has put in place rigorous systems to improve attendance, though it remains a little below average.
- Incidents of bullying are very rare. No extremist behaviour is tolerated in this school. Pupils know the boundaries of disrespectful conduct and they are well educated in how to treat one another and how to show respect towards everybody.
- Parents, carers and staff feel that incidents of poor behaviour, including bullying, are very rare and that staff tackle any misdemeanour very quickly and effectively.

Safety

- The school's work to keep pupils safe and secure is good. Staff members are well trained to keep vulnerable pupils safe. Systems are monitored carefully. Staff members are proactive in supporting pupils and families with a variety of issues and concerns.
- Pastoral support is particularly effective and provides good support for vulnerable pupils. Pupils in the Havering Learning Support Group thrive under the sensitive care of adults who are well trained in channelling these pupils' energies towards purposeful learning.
- Pupils feel safe and supported. They say that teachers help them learn. Any problems are sorted out by adults. Pupils understand different forms of safety, including e-safety.

The quality of teaching is good

- Teaching is good over time and a small proportion is outstanding. It is well planned with different learning activities tailored to the learning of specific groups. This enables pupils to make good progress during lessons, especially where teachers help learning along with probing questions that help pupils think carefully about what they are doing and learning.
- Pupils make better progress in reading and mathematics lessons than in writing and literacy lessons because teachers have higher expectations of what pupils should be capable of doing in reading and mathematics. This is also the case with work in pupils' books. Books show that writing across different subject areas is minimal, except for the most able pupils who demonstrate a greater ability to write more extensively and with greater grammatical care.
- Oral feedback in lessons is good, from teachers and other adults. Pupils in general know what they need to do to improve their understanding. Adults are very helpful to pupils with special educational needs, who make good progress in lessons. Their books also show that they make good progress over a period of time.
- Written feedback in books is inconsistent. When applied well, teachers give clear, precise information as to what is good work and what needs improving and why; and pupils show that they do carry out corrections. However this is not evenly applied across all subject areas nor across all year groups.
- In most lessons disadvantaged and vulnerable pupils participate with similar confidence and enthusiasm as other children. This is because teachers are very sensitive in the way they phrase questions to appeal to the varied ranges of understanding.
- Teachers have very good knowledge of their subjects. This is particularly evident in the knowledge that pupils demonstrate in their contributions to whole-class discussions. Their knowledge is evidence of good teaching over time from expert teachers.

The achievement of pupils is good

- From their different starting points pupils' achieve well, in line with the national average. Children join the Nursery or Reception at well below the levels of development typical for their ages. A substantial number come to Nursery and/or Reception speaking no English at all. They make rapid progress and are well prepared to join Year 1.
- A high proportion of pupils join the school throughout Key Stage 1 and Key Stage 2. Some arrive without a record of progress and are in the early stages of learning English as an additional language. These pupils make good progress, including those who have only a short time in the school.
- A few pupils come from different schools in the borough to join the Havering Learning Support Group for children with behavioural, emotional and social needs. They thrive here because of the sensitive care they receive and make good progress from their individual starting points.
- Attainment has been in line with the average over the last five years. A greater number of more-able pupils in Year 2 attained the higher Level 3 in 2014 than the year before in reading, writing and mathematics.
- At the end of Year 6 more pupils attained the expected levels in reading and mathematics. Attainment in writing was less strong, especially at the higher Level 5. Performance in the spelling, punctuation and grammar test was below average.
- Since 2013, more pupils make progress which is close to or above the national average in reading and mathematics. Fewer than average made good progress in writing. Pupils currently in school are making at least expected progress in reading and mathematics in all year groups, though progress is slower in writing.
- Disabled pupils and those with special educational needs achieve well. Their attainment in 2014 was above the national average in mathematics and reading, but average in writing. Current pupils are on track to make good progress over the coming year. Many receive specific language support with an excellent program which tracks their progress very carefully. A good proportion of these pupils are in receipt of the pupil premium.
- The attainment of disadvantaged pupils improved in 2014 and is now close to the attainment of other pupils nationally. The attainment gap between them and other pupils in school, which was about one term in reading, writing and mathematics, began to close in 2014. Though a very small gap remained in reading, it closed completely between them and other pupils in school in writing and mathematics. Current disadvantaged pupils in Year 6 are on track to attain standards equal to those of other pupils in school.
- The gap in progress between these disadvantaged pupils and other pupils nationally closed completely in mathematics in 2014, and it was almost closed in reading and writing. In reading, a greater number of pupils made more than expected progress than other pupils nationally, and equalled them in writing.
- The attainment of pupils who speak English as an additional language is in line with the national average in reading and mathematics, but below in writing as indicated in the related spelling, grammar and punctuation tests. However, these pupils make good progress from their starting points. They make particularly good progress in mathematics and reading, but only average progress in writing.
- The most able pupils made particularly good progress in mathematics, especially in Year 6 where all of them made more than expected progress. Most of them did so in reading. They made slower progress in writing.

The early years provision is good

- Children enter both Nursery and Reception at levels of development below those typical of their ages across all areas of learning. By the end of Reception they reach a good level of development and are well prepared for Year 1.
- The school places special emphasis on communication and language and creates rich opportunities for children to develop their expressive use of language and understanding.
- Behaviour is outstanding. Children are keen to learn and show high levels of concentration and engagement, particularly when they choose activities by themselves. They play well together and are able to negotiate minor differences. They are well supported by consistent expectations from all staff and by well-established classroom routines.
- Assessment is on-going and it involves parents and carers at all times. Evidence of children's progress is recorded in learning journals that parents and carers can look through at any time and to which they can

contribute. All staff members are involved in assessing children through on-going observations.

- The learning environment is well resourced. There is an outside area where children can engage well in active and practical learning that supports their physical, social and verbal skills while playing.
- Teaching is good. It promotes good development in all areas of learning, though less well in teaching writing skills. Often adults will write for the children before they have had enough time to have a go at formulating their own shapes and letters, so children miss opportunities to think about their writing and practise improvements.
- Leaders monitor well strengths and weaknesses across Nursery and Reception classes. Writing skills have also been identified as an area for development within the whole-school development plan.

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	102325
Local authority	Havering
Inspection number	444247

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

Type of school	Primary
School category	Maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	724
Appropriate authority	The governing body
Chair	Mr Brian Davy
Headteacher	Mrs Jane Davenport
Date of previous school inspection	21–22 October 2009
Telephone number	01708 342453
Fax number	01708 340126
Email address	jdavenport@hildene.havering.sch.uk

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