

Highfield Primary School

Charville Lane West, Hillingdon, Uxbridge, UB10 0DB

Inspection dates 1–2 July 2015

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.

- The new headteacher, with the support of new senior leaders and the governing body, has led the school very effectively through a time of high staff turbulence.
- They have established a culture of high expectations around teaching, pupils' achievement and behaviour.
- As a result, teaching is good. From low starting points, pupils now make good progress across the school.
- The governing body has been instrumental in ensuring that high quality teachers and leaders have been appointed. Governors have a clear vision for the school and an astute understanding of what needs to be done to achieve this.
- The school is a diverse and harmonious community. Pupils mix well together and have very positive relationships with school staff.
- Pupils' behaviour across the school is good. Pupils are keen to learn, work hard and show respect and tolerance towards each other.
- The large school site provides a secure and enriching learning environment. Pupils say that they enjoy coming to school and feel safe.
- The school works hard to promote pupils' social, moral, spiritual and cultural development, both in lessons and during the many opportunities available to pupils.

It is not yet an outstanding school because

- Some middle leaders are new in their posts and have only just begun to drive new initiatives in their phase or subject areas.
- Occasionally, some pupils do not make as much progress as they could because the support they are given is not focused enough or tasks set are too easy.

Information about this inspection

- The inspectors observed teaching and learning in 19 lessons, of which one was jointly observed with a senior leader. They also made a number of shorter visits to lessons, watched a parents' information session and met with parents at the start and finish of the day.
- Inspectors talked to pupils across the school during break and lunchtimes and in more formal meetings.
- Meetings were held with a range of senior leaders, middle leaders and other staff, governors, and a representative of the local authority.
- The inspection team observed the school's work and scrutinised a range of school documents including the school's own self-evaluation and information on students' performance. Inspectors scrutinised and examined the school's policies and procedures for safeguarding, child protection, behaviour and attendance.
- The 35 responses to the online questionnaire (Parent View) were considered by the inspectors.
- Inspectors analysed questionnaires from 43 members of staff.

Inspection team

Helen Matthews, Lead inspector	Additional inspector
Asif Mahmood Sharif	Additional Inspector
Karen Jaeggi	Additional Inspector

Full report

Information about this school

- Highfield Primary School is a larger-than-average-sized primary school.
- The proportion of disadvantaged pupils known to be eligible for the pupil premium (additional funding for children who are looked after and pupils known to be eligible for free school meals) is average.
- The majority of pupils are from minority ethnic backgrounds, including Any Other White background, Any Other Mixed background and Indian.
- Reception pupils attend school full-time. In the nursery provision, children attend part time.
- The school is growing in size. There are now two classes per year group up to Year 3.
- The proportion of pupils who speak English as an additional language is above average.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.
- A local leader of education supports the school with professional guidance.

What does the school need to do to improve further?

- Utilise the effective senior leaders to ensure that those teachers with new responsibilities are supported to drive up standards in their own areas.
- Accelerate the progress of pupils by:
 - ensuring that teaching assistants are deployed appropriately so that they offer effective support
 - consistently using available information on pupils' abilities to set tasks that are suitably challenging, particularly for the most able and those in early years.

Inspection judgements

The leadership and management are good

- The new headteacher has been in post for two years. Her arrival coincided with a time of very high staff turbulence. A number of teachers and key middle and senior leaders had left to join a local academy chain. The headteacher, fully supported by her new deputy headteacher and the governing body, has successfully recruited and retained high quality staff. This cohesive group of staff has focused on improving teaching and, as a result, pupils across the school are now making good progress.
- School leaders check the quality of marking and feedback given to pupils weekly. They visit lessons to ensure that teaching is of the highest quality and they monitor the progress of pupils and groups. Teachers welcome this as they have opportunities to reflect on their practice and share their ideas with others.
- The new leadership group, including governors, have a good understanding of the school's strengths and areas for further development. There is a detailed school development plan that focuses on key areas. Initiatives that have had a very positive impact on progress in certain areas of the school, for instance Years 5 and 6 are being extended to other stages.
- School leaders, including governors, carefully track the spending of additional government funding for disadvantaged pupils. It provides specialist, small group literacy and numeracy teaching, support for families and a range of activities to help pupils with their learning. As a result, these pupils make similar progress to others in the school.
- The school has high expectations around pupils' conduct and attitudes to learning. School leaders have instigated clear systems to positively reward good behaviour and, consequently, there are now few incidences of poor conduct around the school site. The school works hard to foster good relations between staff and pupils. The site is large, well maintained and with excellent outside equipment which encourages pupils to be both active and imaginative. Pupils play well together during break and lunchtimes and enjoy the new equipment.
- Middle leaders receive time and appropriate training to instigate new ideas and check on the quality of teaching and learning. They value the support offered by senior leaders to reflect on their practice and try out new things. Some, however, are less experienced or lack confidence and have yet to benefit from further support to ensure that they drive appropriate improvements in their own subjects and areas.
- School leaders work hard to prepare pupils for life in modern Britain and the next stage of their education. The school's themed curriculum covers many aspects of living in a diverse community and pupils are encouraged to reflect on current news stories and events. All pupils have equal opportunities, and discrimination of any sort is not tolerated. The pupils come from a range of different backgrounds and this is celebrated. Both in lessons and during school trips and outings, pupils are encouraged to reflect on their social, moral, spiritual and cultural understanding of the wider world, for instance when participating in a junior citizenship day.
- Additional sports funding is providing a specialist teacher to develop teachers' skills and provide a range of activities throughout the school day. The school has achieved the Gold Kite Award for its sports provision and there are currently 100 places available for afterschool sports activities. Physical education is well led and pupils' participation in activities is tracked. Play equipment, sports resources, football/basketball courts and the large playing field all encourage pupils to be physically active during free time.
- All staff receive regular training around safeguarding and child protection. The large site is secure and school leaders ensure that procedures meet all the statutory requirements around protecting pupils. There are clear systems in place to ensure that pupils are well looked after. Pupils say they feel safe.
- The local authority has offered the school good support. Following two external reviews, they have a thorough understanding of the school's strengths and areas for development. They have organised for a local leader of education to offer further professional guidance to school leaders and consultant support for specific areas.
- The majority of parents who returned the questionnaires or who spoke to inspectors are supportive of the school and believe that it is well led.
- **The governance of the school:**
 - The Chair and Vice-Chair of the Governing Body have worked relentlessly to ensure that pupils' progress was not affected during the time of very high staff turbulence. Governors have an astute understanding of the strengths of the school, have very high expectations and know what they need to do to make it outstanding. They have been instrumental in ensuring that decisions are made for the good of the pupils and are quick to challenge school leaders should this not be the case. Governors have recruited and retained a number of very effective teachers and leaders and ensured that pupils' achievement has

continued to rise throughout all of the changes. The number of staff changes means that the governing body has a very good understanding of the performance of individual teachers and initiatives to support them. They regularly check on the progress of particular groups within the school and check on the impact of additional funding on pupils' progress. The Chair of the Governing Body, with an external school improvement partner, rigorously manages the performance of the headteacher. The school is financially stable and meets all statutory safeguarding requirements.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils work and play harmoniously together. They are keen to learn and in class they work very hard, listening carefully to each other and attempting tasks set with enthusiasm.
- During breaktimes, they play well together, sharing the extensive range of outdoor equipment and resources in a mature and helpful way. Older pupils enjoy their added responsibilities, for instance supervising in the dining hall, which they do quietly and calmly.
- Relationships between staff and pupils are very good. Staff are keen to involve themselves in all activities both in the classroom and outside. Pupils enjoy this warm interaction and are keen to participate.
- Pupils have welcomed new initiatives this year, such as 'golden time', 'class rewards' and 'reflection time'. They believe that these have helped them to think about the way they behave around the school and towards each other. Consequently, behaviour has improved and pupils were keen to talk about how they manage their own behaviour.
- Attendance has been below average. However, school leaders are working very hard with families to encourage regular attendance. They carefully track attendance and intervene quickly should a pupil's attendance become a concern. Consequently, attendance overall is improving.

Safety

- The school's work to keep pupils safe and secure is good.
- The large school site is well maintained, clean and very secure. As a result, pupils enjoy playing and learning in a safe and well-resourced environment. Pupils say that they feel safe and know how to keep themselves safe outside of school, for instance on the roads.
- Bullying is extremely rare. Pupils are clear about the different types of bullying including racist, sexist, homophobic and cyber-bullying. Pupils value the advice they receive from the school through assemblies and classwork. They are clear about whom to tell should they be worried about a friend and know that any issues are dealt with quickly and effectively. The school takes any reports of bullying very seriously and monitors closely any reported incidences.
- School leaders, including the governing body, have ensured that safeguarding procedures are in place and are effective. Child protection systems have recently been reviewed to ensure that they more than meet statutory requirements.
- Parents know that any concerns they have regarding safety will be taken seriously, for instance traffic around the school site. They are confident that their children are safe while at school.

The quality of teaching is good

- Teaching across the school continues to improve and is at least good over time. New teachers, under the school's leadership, feel supported to try out new things and reflect on their practice.
- The effective teaching of reading, writing and mathematics is a high priority for the school and is well led by the deputy headteacher.
- This year, the school has focused on improving pupils' literacy levels, particularly their reading. Phonics (the sounds that letters make) is systematically taught throughout early years and Key Stage 1. The school quickly identifies and provides additional support for those that need it. Daily guided reading sessions and class texts all encourage pupils to read challenging books. The teaching of reading is effective because pupils receive numerous opportunities to read for pleasure as well as in class.
- Writing is taught well not only in literacy lessons but also across the range of subjects. Opportunities for pupils to practise extended writing are mapped across the school day. Pupils are encouraged to reflect on their own writing and that of other pupils. Spelling, punctuation and grammar is taught across all subjects.

- Several key staff have received training in Mathematics Mastery and this has enhanced the teaching of mathematics and supported the improved progress that pupils make.
- Teachers have very positive relationships with pupils. They know what pupils can do and plan lessons to accelerate pupils' progress. Activities are interesting and usually active. Consequently, pupils are eager to participate and work well together. They are encouraged to solve problems for themselves, support each other and use a range of skills.
- School leaders have introduced a new system for marking pupils' work. This is used consistently across the school. Pupils all said they understood the different stages of the marking process and valued the comments and extra challenges set by their teachers. As a result, pupils' books showed good progress across the year and examples of pupils acting on their teacher's advice and guidance.
- The most able, particularly in Years 5 and 6, are given challenging activities that allow them to gain the highest levels and make more than expected progress. However, this is not consistent across the rest of the school, including in the early years. Sometimes, the level of work is too easy and does not build on pupils' prior knowledge and skills.
- On occasions, pupils are all given the same task. Sometimes, the work is too difficult and consequently, some pupils make less progress than they could.
- Occasionally, teaching assistants are not offering as much support as they could. This is sometimes due to their deployment and sometimes due to the tasks they have been asked to do with pupils.

The achievement of pupils

is good

- Pupils enter Reception with skills and abilities that are below those typical for their age. By the end of Year 6, the number of pupils who have achieved expected levels of attainment is above average.
- Attainment at the end of Year 2 has risen significantly over the past three years in reading, writing and mathematics and is above the national average.
- School leaders' relentless focus on improving teaching and learning has ensured that pupils make good progress across the school from low starting points.
- The proportion of pupils who reached the expected standard in the Year 1 phonics screening check in 2014 was well below average. However, the school this year focused intensively on improving the teaching of phonics and pupils' reading skills. As a result, the number of pupils reaching the expected standard this year has improved dramatically and is now just below average.
- In 2014, disadvantaged pupils made similar progress in reading, writing and mathematics to their classmates. They made better progress than other pupils nationally in writing and mathematics and were just below in reading.
- In reading, writing and mathematics, disadvantaged pupils achieved slightly higher in 2014 than their classmates. They were in line with other pupils nationally in mathematics and writing, but a term behind them in reading.
- In 2014, the small number of most able pupils made good progress compared to their peers and pupils nationally. Information provided by the school indicates that this will rise again this year.
- In 2014, disabled students and those with special educational needs made better progress than this group nationally in reading, writing and mathematics. Work in books and information provided by the school show that this is likely to continue this year. The new inclusion leader carefully tracks and monitors this small group of pupils to ensure that their needs are met and they continue to make good progress.
- The well-stocked library areas and activities to encourage independent reading ensure that pupils read widely and often. As a result, there have been significant improvements to pupils' reading ability across all year groups this year.

The early years provision

is good

- Leadership and management of the early years provision is good. School leaders have, this year, focused on improving provision in the early years. In 2014, the proportion of children entering Year 1 with a good level of development was below average. School leaders were quick to address the situation. They provided support for the early years leader, have appointed a new teacher and accessed advice and guidance from the local authority. As a result, the proportion of children with a good level of development in 2015 has almost doubled and is now above the national average.
- Children arrive with differing abilities, some at an early stage of speaking English. Their progress is

carefully tracked and, where necessary, children are given extra support. This has led to the improvements in children's progress this year.

- Children's behaviour is good. They mix well in class and with the rest of the school. They are keen to learn and are inquisitive. They share well and support each other. At lunchtimes, they eat in the main hall and do so calmly and independently. Older 'supervisor' pupils are on hand to help them eat their lunch if necessary. They know how to listen to instructions and each other, to tidy away and to sit quietly during storytime.
- Safeguarding procedures are effective and adults ensure that children are kept safe.
- Teaching in the early years is good, particularly in the inside areas. Teachers and teaching assistants know the children well and plan engaging activities that help them to make good progress. They use themes such as travel, to help the children explore the wider world through role-play and learn new skills. Resources and equipment in the outside area are good. However, at times, leadership of this area does not enable the creative activities undertaken inside to seamlessly happen outside.
- Occasionally, some of the most able children are not challenged enough and this prevents them from practising some of the skills they acquire at a higher level.

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	102407
Local authority	Hillingdon
Inspection number	448714

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	353
Appropriate authority	The governing body
Chair	Mark Haley
Headteacher	Lisa Corrigan
Date of previous school inspection	2–3 December 2009
Telephone number	01895 230843
Fax number	01895 258338
Email address	highfield@hgfl.org.uk

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