

Inspection of Hillingdon Primary School

Uxbridge Road, Hillingdon, Uxbridge UB10 0PH

Inspection dates: 29 February and 1 March 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Good

Previous inspection grade

Not previously inspected under section 5
of the Education Act 2005

The principals of this school are Sabrina Kelly and Samina Saidiya. This school is part of the Elliot Foundation Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Hugh Greenway, and overseen by a board of trustees, chaired by Tim Coulson.

What is it like to attend this school?

Pupils flourish at Hillingdon Primary School. They benefit from highly positive experiences and achieve exceptionally well. This is because the school has the highest expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils are very well prepared for the next stage of their education. Children in the early years enjoy a welcoming and stimulating learning environment.

Pupils enjoy numerous opportunities to celebrate who they are and to be successful. They have trusting relationships with each other and with staff. Pupils say they feel safe. Bullying is never tolerated, and if it happens, pupils are confident that staff will deal with it quickly and fairly. Behaviour is exemplary. Pupils respond well to clear and consistently applied routines. They particularly enjoy the many rewards they receive for their hard work and achievements.

Pupils learn to identify emotions and adopt a positive mindset. This results in them seeing challenges or setbacks as an important part of learning. Staff encourage pupils to take on responsibilities, for example as sports leaders or digital ambassadors. Pupils appreciate the huge range of extra activities they can choose to attend. These include many music and sports clubs.

What does the school do well and what does it need to do better?

The school has a broad and ambitious curriculum. It is well sequenced, enabling pupils to build up their knowledge as they move through the school. For example, in mathematics, older pupils enjoy grappling with more complex problem-solving activities. In art, the quality of pupils' work in their sketchbooks is exceptional. In science, leaders have included practical activities in their curriculum. This results in pupils being highly engaged with their learning and enthusiastic to experiment and learn more. Teachers ensure that activities are adapted to meet individual pupils' needs. The curriculum in early years is well structured, with a strong focus on building relationships. However, sometimes children need more support to regulate their emotions in the early years.

Reading is at the heart of the school's curriculum. Phonics lessons begin in Reception, and over time, pupils learn to read fluently and confidently. Staff are very well trained in the teaching of reading. They ensure that the phonics programme is delivered consistently. Pupils who need help to catch up get swift and carefully planned support from knowledgeable staff. This results in pupils, including those with SEND or who are new to English, becoming confident and enthusiastic readers. This love of reading continues throughout the school. The school exposes pupils to a diverse range of high-quality texts and authors.

Teachers use their expertise and subject knowledge to deliver the ambitious curriculum very effectively. They present information carefully. Pupils appreciate how teachers break down learning. For example, in physical education, pupils are

able to explain how they get better at using a tennis racquet. Staff check that pupils have learned and remembered what they have been taught. For example, in history, pupils can make connections between the different periods and civilisations they study, such as ancient Rome and Egypt and the Stone Age. Staff ensure that any misconceptions are corrected quickly and effectively.

The school identifies the needs of pupils with SEND with precision. Leaders are ambitious for these pupils and ensure that they follow the same curriculum as their peers, with adaptations to teaching if needed. As a result, these pupils achieve exceptionally well.

The school has established a well-planned and age-appropriate programme to support pupils' personal development. Teachers explain sensitive topics, such as healthy relationships, with care. Staff encourage pupils to debate a wide range of topics and consider other points of view. Pupils are taught how to keep safe, including online. Leaders ensure that all pupils can take part in clubs and visit places that enrich their understanding of the curriculum, for example a trip to see a war bunker in history and local parks in geography. Leaders recognise such opportunities as important for building character.

Leaders have effective systems for ensuring that pupils attend school regularly and on time. They work with families and other agencies to ensure that pupils' welfare is carefully monitored. This means that action can be taken if there are any patterns of concern.

Staff are exceptionally positive about working at Hillingdon Primary School. They are proud to work in a school that cares for them as individuals. They appreciate the many professional development opportunities on offer. The trust fulfils its statutory responsibilities well. Trustees hold leaders to account for the quality of education at the school and also consider staff welfare. Parents and carers are very positive about their child's experiences at school.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

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| Unique reference number | 141055 |
| Local authority | Hillingdon |
| Inspection number | 10296650 |
| Type of school | Primary |
| School category | Academy converter |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 695 |
| Appropriate authority | Board of trustees |
| Chair of trust | Tim Coulson |
| CEO of the trust | Hugh Greenway |
| Principals | Sabrina Kelly and Samina Saidiya (co-principals) |
| Website | www.hillingdon.hillingdon.sch.uk |
| Date of previous inspection | Not previously inspected |

Information about this school

- Hillingdon Primary School converted to become an academy in July 2014. When its predecessor school, also Hillingdon Primary School, was last inspected by Ofsted, it was judged to be outstanding overall.
- Hillingdon Primary School is part of the Elliot Foundation Academies Trust.
- Hillingdon Primary School is larger than the average primary school.
- The school runs a breakfast club and an after-school club.
- The school does not currently use alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held discussions with the principals and other members of the school leadership team. Inspectors met with the chair and other members of the trust board, including the chief executive officer and regional director.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history, physical education and art. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record, took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors spoke to a range of pupils and staff members and reviewed the responses to Ofsted's online pupil and staff surveys. They also considered the views of parents and carers who responded to the online survey, Ofsted Parent View.

Inspection team

| | |
|-------------------------------|-------------------------|
| Susan Maguire, lead inspector | His Majesty's Inspector |
| David Bryant | Ofsted Inspector |
| Joel Sager | Ofsted Inspector |
| Curtis Sweetingham | Ofsted Inspector |

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