



# Hillingdon Primary

## Inspection Report

**Unique Reference Number** 131152  
**LEA** Hillingdon LEA  
**Inspection number** 282173  
**Inspection dates** 20 June 2006 to 21 June 2006  
**Reporting inspector** Sue Vale AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Uxbridge Road
<b>School category</b>	Community		Hillingdon
<b>Age range of pupils</b>	3 to 11		Uxbridge UB10 0PH
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01895460026
<b>Number on roll</b>	434	<b>Fax number</b>	01895460027
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Paul Stringer
<b>Date of previous inspection</b>	10 January 2000	<b>Headteacher</b>	Mrs Ann Bowen-Breslin

Age group	Inspection dates	Inspection number
3 to 11	20 June 2006 - 21 June 2006	282173

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Hillingdon Primary School is larger than the majority of primary schools. It is situated in a diverse and changing community. The proportion of pupils with learning difficulties and disabilities is average. The proportion of pupils from minority ethnic backgrounds has risen to about one third, and a similar proportion do not have English as their home language. Approximately one fifth of the pupils leave and enter the school during the course of the year. Attainment on entry to the school is close to the national average. Staff changes have been high in the two years up to September 2005.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 4

Though parents and pupils like the school, pupils in Years 3 to 6 make inadequate progress and standards have fluctuated too much over the last three years. Inspectors do not agree with the school's own judgement that it is a satisfactory school. The overall effectiveness of the school is inadequate and it provides unsatisfactory value for money. In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to the progress the pupils make in Years 3 to 6 and the standards they achieve.

Provision for children in the Foundation Stage is satisfactory. The progress they make is satisfactory. Pupils also make satisfactory progress in Years 1 and 2, but in Years 3 to 5 it is inconsistent, and it is inadequate in Year 6. Pupils are now reaching average standards by the end of Year 2. Standards in English, mathematics and science have fluctuated over the last three years in Years 3 to 6 and are currently low by the end of Year 6. Teaching and learning is now satisfactory, with some good lessons seen. There are signs of recent improvement as a result of changes in staff and a better awareness of what makes a good lesson. Scrutiny of pupils' work shows that in a number of classes not enough has been done, until recently, to help pupils make at least satisfactory and consistent progress in their learning. In a number of lessons there was a lack of challenge for more able pupils and the work was not always well matched to pupils' needs. Assessment and target setting in subjects other than writing and the monitoring of pupils' progress is not good enough. This is because of a lack of accurate assessment information.

Pupils' personal development is satisfactory with some good elements. Pupils behave well and are eager to learn. Attendance is satisfactory. A strength of the school is the good care that pupils receive. Guidance and support are satisfactory. The curriculum is satisfactory overall but there are some gaps in the science curriculum which slow progress in this subject.

Leadership and management are satisfactory overall. The headteacher and leadership team are aware of what needs to be done to improve the school. There is clear evidence of recent progress in areas identified for improvement, such as teaching, and this is why the school has the capacity to improve. The governors, whilst supportive, do not have a strategic overview of the work of the school.

### What the school should do to improve further

- Continue to raise standards in English, mathematics and science in Years 3 to 6.
- Improve the quality of teaching and ensure that the work is more closely matched to the range of pupils' needs.
- Monitor and track pupils' progress more effectively, and set clear improvement targets.

- Ensure that governors have a more strategic view of what they need to do to help the school to improve.

## **Achievement and standards**

### **Grade: 4**

Standards in Year 6 are low. Though pupils' achievement from Nursery to Year 2, is satisfactory, their achievement in Years 3 to 6 is inadequate.

Children in the Foundation Stage make satisfactory progress. The results in Year 2 national tests in 2005 in reading, writing and mathematics showed some improvement and were just below the national average. Provisional test results for pupils in Year 2 in 2006 show a rise and are at the national average. Pupils' achievement in Year 2 is better than last year and is now satisfactory. The analysis of assessment data for pupils in Year 6 indicates that their progress since Year 2 has been inconsistent. Their progress has been too slow and their achievements are unsatisfactory overall.

Though standards in Year 6 in 2005 were an improvement on 2004, they are still below average. The teacher assessments and the analysis of pupils' work of the current Year 6 show standards have declined in English, mathematics and science. The assessments reveal particularly low standards in science. While the pupils' achievement in Years 3 to 6 is inadequate overall, there are signs of improvement in the older year groups.

Throughout the school, pupils with learning difficulties and disabilities, and those learning English as an additional language make adequate progress due to the extra and appropriate support which they receive. Standards in information and communication technology have improved since the last inspection and adequate progress is being made in this subject.

The school has only recently begun to analyse pupils' progress by looking at data from assessments. This information is used inconsistently, and is not used effectively to set targets to raise standards, other than in writing. It is not consistently used to help pupils to make progress, including the more able, to enable them to achieve the higher levels of which they are capable.

## **Personal development and well-being**

### **Grade: 3**

Pupils' personal development is satisfactory. Pupils enjoy school and talk in positive terms about their lessons and the clubs and other activities on offer. Attendance is satisfactory. Teachers have high expectations of behaviour and pupils behave well in lessons and at playtimes. Pupils work hard and cooperate well with each other and with adults. They are confident, helpful and are keen to take on responsibility. Playground buddies ensure that pupils are not left out of games and problems are dealt with swiftly. Younger pupils say that this helps them to feel safe and secure at playtimes. Pupils work as playground helpers to organise parachute games and other activities with younger pupils, helping them to play happily and safely. In the recently constituted school council members represent their classmates effectively. They have

been influential in providing playground games and they follow up suggestions from other pupils. They feel that their views are valued. Pupils are aware of the need for a healthy lifestyle and take regular exercise. Pupils' spiritual, moral, social and cultural development is satisfactory. The school is aware that preparing the pupils' for future economic well being needs further development. Although pupils are developing good team working skills, they are not making enough progress in their basic skills in reading, writing and mathematics.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Overall, teaching and learning are satisfactory, but with some inconsistent practices in assessment. The head teacher has rightly identified the need to improve teaching, and the induction programme plays an important role in supporting new and recently recruited staff. Poor teaching in the past has resulted in low achievement, though improvements in teachers' understanding of what makes a good lesson means that teaching is now better. These improvements, whilst starting to have a positive impact on learning, have not had time to show in the standards of pupils' work.

Relationships are good; pupils work productively as a result. In the best lessons observed, pupils knew what they are expected to learn and activities were well matched to their needs. In a good lesson in Year 1, pupils were enthused by the interesting practical activities set for them. A child evaluating learning in this lesson, commented, 'I have learnt that water is a liquid'. By adopting a wide range of methods and using interactive whiteboards judiciously, some teachers enable pupils to apply different styles of learning that suit them best. Teaching assistants, provide good support that enables learners to achieve well. In the less effective lessons seen in Years 3 to 6, there was insufficient challenge for the more able, and the work was not well matched to all of the pupils' needs. The assessment of pupils' work is underdeveloped; the information from assessments is not consistently used to match tasks to pupils' needs. Target setting to improve pupils' learning is not consistently used, particularly for subjects such as science in Years 3 to 6, where the greatest improvement is needed.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory overall, including the Foundation Stage. There are very limited links between subjects because opportunities are not sufficiently well planned by teachers. Provision for information and communication technology (ICT) has improved since the last inspection and satisfactorily supports work across the curriculum. Pupils are underachieving in science because planning in science does not show clearly enough how pupils can progress. Teachers are not building sufficiently well on pupils' previous learning. Also, there is not enough extension work to provide challenge for the more able pupils.

Many pupils take advantage of the wide range of lunchtime and after school activities offered by the school. These add greatly to their enjoyment of school. A good programme of visits and visitors effectively enhances the curriculum and broadens pupils' experiences. A visit by Year 4 pupils to the zoo resulted in some good discussion work in English. There is an effective programme to support pupils' personal, social and emotional development which is having a positive impact on behaviour and increasing pupils' sense of social responsibility. Through it, pupils are learning to stay safe and lead healthy lives.

## **Care, guidance and support**

### **Grade: 3**

Care guidance and support are satisfactory overall. Good care by the school enables pupils to gain confidence and self esteem, as their needs are considered and respected by all staff. Parents are particularly pleased with this aspect of the school's work. The school is committed to supporting pupils in a secure environment. Health and safety routines, risk assessments and child protection procedures are fully in place.

Guidance and support, however, are still underdeveloped except for pupils with learning difficulties and for pupils learning English as an additional language.. Pupils' individual targets for improvement are currently only set in writing. They are accurately employed and used effectively in Year 2 where pupils' progress , is much better. However, they are inconsistently applied throughout Years 3 to 6. There are no individual targets set to improve progress and support the raising of standards in mathematics, science or personal social and emotional development, though these were identified as areas of development by the school.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The headteacher and leadership team are developing a clearer understanding of what is needed to improve the school. Self-evaluation is satisfactory. There is evidence of recent progress in areas identified for improvement and this is why the school has the capacity to improve further. The headteacher has rightly concentrated on improving teaching in order to raise standards and has instigated a number of staffing changes, some of which are very recent. The induction of five newly qualified teachers, along with relevant professional development, is starting to have a positive impact. Teaching and learning have improved, but the pupil's progress is inconsistent and recent initiatives have not had time to be consistently embedded throughout the school.

The governors, although committed to do their best for the school are not providing strategic direction, nor are they sufficiently aware of their role in monitoring and raising standards. Whilst staff and pupils' views are sought, a number of parents do not feel that their views are sought or acted upon. The headteacher and governors have made themselves available to parents at open evenings but have not sought their views more directly through canvassing opinions or questionnaires.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	4	NA
The standards <sup>1</sup> reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	4	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Children

Following our visit to inspect your school we would like to tell you how much we enjoyed seeing you at work and at playtimes. Thank you especially to those children who spent time talking with us and telling us their views and ideas.

Some of the things we like at your school are: \* Your school is friendly and welcoming. You behave well and get on well with each other. \* You listen carefully to what your teachers have to say and try hard in your lessons.

But there are some things that need to be done to make your school better. We are giving the school something called a Notice to Improve to make sure these things happen. \* Standards in English, mathematics and science need to be higher. \* Teachers need to set you work at the right level and some of you need the challenge of harder work. \* Teachers need to keep a closer watch on how well you are doing to see that you are making at least satisfactory progress\* The governing body needs to ask more challenging questions about what the school is doing so that it gets better. Thank you for welcoming us to your school.

Yours sincerely,

Sue Vale

Lead Inspector