



Hillyfield Primary School

Inspection Report

Unique Reference Number 134215
Local Authority Waltham Forest
Inspection number 282492
Inspection dates 9–10 November 2006
Reporting inspector Daniel Kilborn

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

Type of school	Primary	School address	Higham Hill Road
School category	Community		London
Age range of pupils	3–11		E17 6ED
Gender of pupils	Mixed	Telephone number	02085277934
Number on roll (school)	485	Fax number	02085273868
Appropriate authority	The governing body	Chair	Mr. Roger Pryce
		Headteacher	Mr Steve Lancashire
Date of previous school inspection	Not previously inspected		

Age group	Inspection dates	Inspection number
3–11	9–10 November 2006	282492

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This large primary school serves a deprived area and a wide variety of ethnic groups. Eight out of ten pupils are from minority ethnic backgrounds mainly from Pakistan, Black African and Caribbean heritage. Over half the pupils have English as an additional language with twenty percent at the early stages of learning English. It opened in 2003 following the amalgamation of an infant and junior school. The proportion of pupils eligible for free school meals is well above average. The proportion of pupils who have learning difficulties is above average but lower than average numbers of pupils have a statement of special need. Attainment on entry is well below average. The proportion of pupils joining or leaving the school at other than the usual times is very high. The school is linked in an informal arrangement with another local primary school and the headteacher is currently leading both schools.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

The school has improved significantly since amalgamation and now provides an outstanding quality of education with excellent capacity for further improvement. The school is at the heart of the community and is highly regarded by the vast majority of parents. As one commented, 'I am very proud that my children attend this school, it more than meets their needs.'

Pupils' achievement is good. They achieve well in reading, mathematics and science and satisfactorily in writing. Children make a good start to their school life in the nursery. Despite the good provision in the Foundation Stage, the low attainment on entry means that many do not reach the goals expected nationally by the time they enter Year 1. By the end of Year 2, standards are below average and but are improving well as a result of good teaching. Pupils make good progress by the end of Key Stage 2. This is because of consistently good and often inspirational teaching and high levels of personal support. Standards have risen well over the past three years and are broadly average by the end of Year 6. Whilst standards in reading are above average, they are not as high in writing. There is good additional support for pupils with learning difficulties and disabilities and those who are at the early stages of learning English. This ensures they make good progress.

Teaching is good and in many lessons it is outstanding. It is improving rapidly because of a strong commitment to personal development by all staff and high quality and rigorous monitoring by the headteacher and senior managers. Systems to track pupils' progress are outstanding and information gained is used very well to focus and challenge pupils to improve their work. This is one of the key factors contributing to rising standards. Computers are used well by staff to support work across a range of subjects.

The personal development of pupils and care, guidance and support is outstanding. Pupils greatly enjoy school, although attendance is average as a result of a small number of pupils taking extended holidays in school time. Behaviour is excellent and relationships throughout the school are outstanding. This contributes well to the good progress pupils make and their exemplary attitudes to work. Spiritual, moral, cultural development is very well promoted and racial harmony is outstanding. Pupils have good understanding of how to lead a healthy lifestyle and how to keep safe.

Leadership and management are outstanding. The headteacher, ably supported by the deputies, senior managers and a very knowledgeable governing body has moved the school forward in all areas of its work in a very short time. This is as a result of an unrelenting drive for excellence and the headteacher's ability to inspire and motivate both pupils and adults. Self-evaluation is outstanding and as a result there is accurate knowledge of where improvement is needed.

What the school should do to improve further

- Raise standards in writing so that they are as high as reading

Achievement and standards

Grade: 2

Pupils' achievement is good by Year 6 and pupils do well to reach average standards. Children enter the Nursery with skills well below expectations. They make good progress in the Foundation Stage but due to their low attainment on entry, many do not reach the goals expected in literacy and numeracy by the time they enter Year 1. Pupils make good progress in Years 1 and 2 and do well to reach standards that are closer to national average, considering the significant number of pupils who are admitted during Years 1 and 2 with little English. Pupils' progress increases rapidly between Year 3 and 6 due to consistently good and often inspirational teaching. Their achievements in Years 3 to 6 are good and most pupils reach average standards. In English standards in reading are above average but are not so high in writing. There has been an upward trend in standards over the past three years and the school meets and often exceeds its challenging targets. Pupils with learning difficulties and those who speak English as an additional language make good progress. Additional lessons at weekends and after school make a significant contribution to the levels of attainment reached. As one pupil commented, 'I can't wait for Saturday school to come.'

Personal development and well-being

Grade: 1

Pupils' behaviour is outstanding. There have been no exclusions. Pupils look after one another very well and form excellent relationships with their teachers and each other. Pupils thoroughly enjoy school although attendance is average. This as a result of a small minority of pupils who take extended holidays in school time. Pupils are very interested in their work and take their learning very seriously. They know how to keep themselves safe and have a good understanding of healthy life styles. Pupils enjoy the wide range of extra-curricular activities including much sport. Their spiritual, moral, social and cultural development is very good. Pupils are very aware of the wider world and contribute well to charities. Their excellent artwork makes a significant contribution to their cultural understanding and they have a highly developed awareness that people express their beliefs in different ways. The class and whole school responsibilities, which pupils' conscientiously undertake, contribute well to their very good social development. The use of 'talking partners' is highly effective, develops speaking skills well and is good preparation for future economic well being.

Quality of provision

Teaching and learning

Grade: 2

Where lessons are especially effective they have a crisp start, fast pace, clear learning objectives, good questioning and good use of Information and Communication Technology (ICT). In a very small minority of lessons introductions are too long and

this limits the time pupils are engaged upon individual tasks. Highly effective relationships between the teachers and pupils, gives pupils the confidence to take risks in their learning and try different ways to develop their own ideas. Teaching is very well matched to need as a result of the rigorous and highly effective assessment strategies, which are used consistently well across the school. Pupils have a clear understanding of their individual targets and this increases their ability to evaluate their own work and progress. Teachers and support staff work very well together and teaching assistants are deployed well to support pupils' learning. A key strength is the support provided by bilingual staff in home languages for the pupils at a very early stage of learning English.

Curriculum and other activities

Grade: 1

The curriculum is outstanding with a strong creative focus. It helps pupils of all abilities to make good progress. Provision for art and ICT is outstanding. Every classroom has an interactive whiteboard and ICT is used well across the curriculum to engage pupils and support their learning. The use of specialist teaching in art, music, physical education and ICT, is highly effective and contributes well to pupils' love of school and their good progress. Highly effective intervention strategies ensure that the needs of all pupils are met very well. Pupils participate in a wide range of outstanding extra curricular activities such as the gardening club, philosophy club, art therapy and many sports clubs. The school provides outstanding enrichment for pupils. The foundation stage curriculum is good and based securely on the areas of learning and the early learning goals.

Care, guidance and support

Grade: 1

Pupils are cared for very well and say that there is always an adult to take care of them if they have any concerns or problems. This makes them feel safe and happy. Parents trust the school to take care of their children. Vulnerable pupils receive highly effective support from a number of 'in school specialists' and a wide range of outside agencies. Support for pupils with learning difficulties and those at the early stages of learning English are good and include all pupils. There are excellent systems to modify any poor behaviour. Pupils arriving from other schools say they were made to feel very welcome and soon made new friends. The school takes the health, safety and protection of children very seriously and ensures that robust measures are in place to achieve this. Academic progress is tracked very well and performance information is used effectively to target support where it is needed most. There are effective partnerships with other schools to ensure the smooth transfer of pupils both in and out of the school.

Leadership and management

Grade: 1

The headteacher is an inspirational leader who leads by example in his commitment and drive to improve all aspects of pupils' learning. He has been highly successful in raising expectations of what might be achieved. All the staff and governors support him well and share his determination and vision. The headteacher has empowered the senior leaders and subject coordinators to develop their roles well. Teamwork is very strong with a collective passion to ensuring the best for all pupils. Senior leaders have a very good understanding of what needs to be done to raise standards and excellent school improvement plans point a clear and appropriate way forward. Self-evaluation is outstanding and based securely upon detailed tracking and data analysis. This is helping to raise standards by targeting additional support where it is needed most. The school has rightly identified improving standards in writing as a key priority. A good range of strategies is beginning to impact well on standards. Governance is outstanding and governors have a clear awareness of school strengths and areas for development. They have a high profile in school and have been key players in the many exciting and innovative initiatives introduced since amalgamation. They fulfil their role as a critical friend very well both in supporting and challenging the senior leaders.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

I would like to thank you on behalf of the inspectors for the very friendly and helpful way you welcomed us to your school. You are clearly proud of your school and think that it is excellent. We agree with you and feel the school has improved a lot over the past three years. It provides you with outstanding opportunities to improve in all areas of your work.

We were very impressed with your excellent attitudes to your learning and how hard you work in class. You all get on very well together and the many pupils new to school say how quickly they made lots of friends. You tell us that there is always an adult to help you if you have any problems or concerns. Your teachers and visitors to school teach you about eating healthy foods, keeping safe and the importance of taking regular exercise. We were pleased to see how many of you take part in the outstanding number of clubs and activities available after school. The Saturday school sounds great fun and we expect the school grounds to look wonderful in spring from all the gardening club bulbs.

Your headteacher, teachers and all adults in the school care very much about you and are working extremely hard on your behalf. We have asked them help you to improve your writing so that it is as good as your reading.

We agree with the challenging targets the school has set to improve even more and know you will do your best to help the school meet them.

Good luck for the future

Mr. D Kilborn

Lead Inspector