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Mrs Ann Bowen-Breslin  
The Headteacher  
Hillingdon Primary  
Uxbridge Road  
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Dear Mrs Bowen-Breslin

#### OFSTED MONITORING OF SCHOOLS WITH NOTICE TO IMPROVE

Thank you for the help which you and your staff gave when I inspected your school on 6 February 2007, for the time you gave to our phone discussions and for the information which you provided before and during my visit. I would be pleased if you could pass on my thanks to the pupils, governors and others who met with me.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

As a result of the inspection in June 2006 the school was asked to work on four areas for improvement. The school needed to: raise standards in English, mathematics and science in Key Stage 2; improve teaching and make sure that work is closely matched to the pupils' needs; monitor and track progress more effectively and set targets for improvement; and ensure that governors have a more strategic view of what they need to do to help the school to improve.

Having considered the evidence available to me I am of the opinion that at this time the school is making good progress in addressing the issues for improvement.

The school's results in 2006 confirmed an upward trend. The school is rightly proud that the proportion of pupils who reached the expected level 4 in English was well above that achieved nationally and the proportion reaching a higher level was also above the national figure. Results in mathematics and science were not so strong, but were broadly average. Taken overall, the

progress made by the pupils since the age of seven was above average, but this was bolstered by the English results. The school acknowledges this and is taking a number of steps to increase the proportion of pupils who gain higher levels, as well as increasing the number who reach the expected level, in both mathematics and science. For example, subject coordinators and phase leaders have helped teachers to refine and develop their lesson plans so that objectives are clear, work is accurately matched to what the pupils need to do in order to move on and the pupils know how success will be measured. Pupils are taught in sets for English and mathematics lessons according to their ability and prior attainment, and there is scope to include higher attaining pupils from younger years with the Year 6 classes to make sure they are appropriately challenged by the work. Teachers have been supported in developing their skills and deepening their subject knowledge. Innovative approaches, such as the use of class books to record work in science, have captured the teachers' enthusiasm.

This work has been underpinned by a sharp and unremitting focus on assessing the pupils' levels of attainment and tracking their progress. Systems are now firmly established and used effectively. There are clear expectations for progress from year to year and from the pupils' starting points at the end of Year 2. Teachers are accountable for the progress their pupils make and are involved in regular discussions about individuals and the strategies which they will use to make sure all move forward as they should. Assessment information is analysed, weaknesses pinpointed and appropriate action identified.

Another major thrust of this work has been the setting of targets for groups and individual pupils. Pupils have targets for their attainment in English and mathematics at their fingertips in lessons. They speak confidently about them and are proud of their achievements. Marking is much improved; the teachers mark work with the pupils' targets in mind and give pointers which help them know what to do to improve. The pupils I spoke to said that work was now 'more challenging' and they appreciated this. Pupils are also increasingly involved in evaluating their own learning in lessons and giving feedback to teachers about things they find easy and what they are struggling with.

The improvements mentioned above have contributed to improvements in teaching quality. Observations of lessons carried out by the LA and senior staff show that the proportion of good teaching is increasing, and the school is on track to reach its target. The latest assessments show that many pupils are making swift progress. This is attributable to better teaching. Learning support assistants work well in partnership with teachers and make an important contribution to the pupils' learning.

The governing body has made satisfactory progress in developing a strategic overview. Governors' awareness of the part they play in challenging, as well as supporting the school, has improved. Governors are confident that they ask more probing questions. They have reviewed the targets for pupils in

Year 6 and have increased them. Visits to school have a clearer purpose and are more frequent. Governors are soon to have training in order to develop their work further.

Support and training from LA advisers has been greatly valued by the school. Teachers have appreciated working in partnership with LA staff to bring about improvements. Substantial changes have taken place in a short space of time. Strong and determined leadership and the way the interest and enthusiasm of staff have been captured mean that change has been embraced wholeheartedly.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

Linda McGill  
H M Inspector