

SUPPORTING EDUCATIONAL ASPIRATION FOR DISADVANTAGED CHILDREN

WITNESS SUBMISSION

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Role: Headteacher

Organisation: Hillingdon Primary School

SUMMARY OF THE ROLE OF YOUR SERVICE OR ORGANISATION

Hillingdon Primary School is a large, popular and over-subscribed school in the London Borough of Hillingdon. It is part of the Borough's expanding schools programme and started to admit three forms of entry (90 pupils) in September 2012. In July 2014, a new build was completed to accommodate additional pupils. The new build has significantly enhanced the education of our pupils through improved facilities such as a large sports hall and a new IT room.

Ofsted judged the school as 'Outstanding' in November 2012. The governing body, head teacher and staff have worked hard to maintain this high standard as evidenced by key indicators, such as key stage 1 and key stage 2 test results.

The school serves an aspirational community where the majority of pupils are from minority ethnic groups and English is an additional language. This is significantly above the national average and challenges us constantly to ensure a curriculum that is rich in modelling spoken language.

We are at the national average for eligibility for free school meals (FSM). The levels of deprivation indicator demonstrates that we are above the national average. Eligibility for FSMs is declining; in the past we have been above the national average for FSM. We are monitoring this carefully to determine the reasons and take any necessary action.

We are at the national average for stability. The mobility of pupils has reduced over the last eight years as the popularity of the school has grown. This has minimised the workload associated with high mobility and enabled us to have a more positive impact on a greater number of pupils from nursery/reception through to year 6. Pupils leaving generally move due to relocation to another area.

In July 2014 the school became a converter academy and joined the Elliot Foundation. The decision to become an academy was a pragmatic approach to the changing educational landscape. We chose the Elliot Foundation as it shares our ethos for education.

OUTCOMES ACHIEVED

Outcome at Hillingdon Primary School- Key Stage 1	
Year 1 Attainment in Phonics	<ul style="list-style-type: none"> • Pupil premium pupils achieve above the national average for pupil premium pupils. • Pupil premium pupils are in line with the national average for <i>all</i> pupils. • Pupil premium pupils are broadly in line with the national average for <i>other</i> pupils (all pupils minus pupils eligible for pupil premium).
Attainment / End of Key Stage 1	<ul style="list-style-type: none"> • Pupil premium pupils are above the national average for pupil premium pupils in reading, writing and maths and in the three subjects combined. This success is particularly marked in reading and maths. • These pupils are at or broadly in line with <i>all</i> pupils and other pupils nationally. • There is a minimal in-school gap of less than one average point score for all subjects.
Outcome at Hillingdon Primary School- Key Stage 2	
Attainment / End of Key Stage 2	<ul style="list-style-type: none"> • Pupil premium pupils achieve above or at the national average for pupil premium pupils in all subjects. • In maths, reading and the three subjects combined pupil premium pupils are broadly in line with <i>all</i> pupils nationally. • There is an in-school gap between pupil premium pupils and other pupils in the school. This is more marked because of the high attainment (Sig+) of other pupils in the school, particularly in maths, English grammar, punctuation and spelling and the three subjects combined.
Progress / End of Key Stage 2	<ul style="list-style-type: none"> • The progress of pupil premium pupils in combined maths, reading and writing is significantly higher (Sig+) than the national value added figure for this group. Data demonstrates a three year (Sig+) upward trend. • The progress of pupil premium pupils is in line with <i>all</i> pupils nationally. • For reading, the progress of pupil premium pupils is significantly higher (Sig+) than the national value added figure for this group. Progress <i>is above</i> the national average and above the school value added for <i>other</i> pupils. • In maths and writing progress is <i>above the</i> national value added for this group and in line with the school average for <i>other</i> pupils.

COMMENTS ON PROVISION OF SERVICES E.G ANYTHING THAT YOU THINK COULD BE IMPROVED OR DONE DIFFERENTLY ETC.

Strategies to ensure high performance by disadvantaged pupils

1. A school culture that believes that all pupils can achieve well. High expectations exist for all pupils.
2. Recruitment and retention of high quality staff.
3. A staffing structure that supports the academic and pastoral care needs of pupils eligible for pupil premium and actively seeks to remove barriers to learning.
4. Half-termly tracking of the performance of pupil premium pupils. Rigorous tracking enables swift action to be taken to ensure pupils achieve well.
5. A wide and flexible range of intervention strategies to ensure staff are able to meet individual pupils' needs. This includes one to one booster sessions and Easter and February schools.
6. All pupil premium pupils have end of year targets, approved by the head teacher and shared with parents. Discussions with parents focus on the steps needed to achieve these targets. Pupils know and understand these targets so that they can be actively involved in their own learning and progress.
7. Regular evaluation of data by the head teacher, Elliot Foundation and local governing body to ensure pupils are on track to succeed.
8. A curriculum that seeks to engage pupils, providing extra-curricular activities and opportunities. The attendance and involvement of pupil premium pupils is monitored carefully to ensure they take part in all activities and take advantage of opportunities offered.

Areas of Improvement

1. The school benefits from a range of Council/Local Authority services to support disadvantaged pupils. It would be helpful to have a school's directory of the services offered and an indication of the trigger points for when schools could access the services or sign post to parents experiencing difficulties with family life.
2. At present, schools are not confident that they have accessed all the available pupil premium money as they are dependent on information given by parents. Is it possible for the Council to develop a system to access this information from parents and link it in with admission to primary and secondary schools?
3. Some pupils are temporarily housed near the school. During this time children become established in the school and start to make progress. It is therefore concerning when children are re-housed in another area of the Borough and have to move school and adjust to a new school. Valuable learning time is missed in this period of readjustment. It is appreciated that it is a difficult area and there are lots of factors to be considered. Could more be done to consider the needs of children experiencing several moves?
4. Recruitment of teachers is becoming increasingly difficult. Teachers are leaving the local area due to the high cost of housing. Brunel University provides well trained teachers who are keen to teach in Hillingdon schools. However, when these teachers decide to buy their own homes they often have to move out of the local area and Hillingdon schools lose experienced teachers in whom they have invested a significant amount of training in the early stages of their career.