

# Hill Mead Primary School

Moorland Road, London, SW9 8UE

## Inspection dates

26–27 March 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	<b>Outstanding</b>

## Summary of key findings for parents and pupils

### This is a good school

- Senior leaders have established effective systems to raise standards after a decline in Year 6 outcomes since the previous inspection.
- Pupils in all year groups are now making better progress. Leaders' action plans are addressing areas of weakness successfully. The deputy headteacher's focus on teaching, learning and assessment is ensuring that the curriculum enables pupils to improve.
- Governors are proud of the school. However, they have not had the information needed to ensure that barriers to learning are identified and teaching improves vulnerable pupils' outcomes.
- Pupils with special educational needs and/or disabilities (SEND) do well at this school. They receive an effective level of personalised support which helps them to make good progress from their starting points.
- The quality of teaching and learning, including the teaching of phonics, is good. Teachers and teaching assistants work very well together so that pupils are well supported in their learning.
- Children in the early years are well catered for in their learning. The inside and outside environments are stimulating, and children engage happily and enthusiastically in their learning and play. They make good progress.
- The teaching of writing is very effective. Pupils enjoy writing. The use of story books as a focus enables pupils to extend their ideas. Pupils in all classes are able to edit and improve their work.
- Pupils' attendance has improved. Leaders and staff have placed great importance on coming to school and pupils and families have responded positively.
- Pupils' behaviour is excellent. They show kindness and respect to all in the school community. Leaders have ensured that pupils are well cared for and make provision to meet their individual needs.
- Leaders and governors make sure the curriculum is enriched by purposeful activities. Links with the National Theatre and well-considered excursions enhance pupils' knowledge and experiences.
- Safeguarding is effective. Pupils report that they are happy and safe at school. They speak knowledgeably about keeping safe online.

## Full report

### What does the school need to do to improve further?

- Further improve the quality of teaching, learning and the outcomes for pupils, by ensuring that:
  - pupils develop their reasoning skills more effectively in mathematics
  - teachers challenge pupils consistently, so that more reach the higher standard
  - strategies for supporting disadvantaged pupils focus more effectively on the specific barriers faced by the school's own pupils.

## Inspection judgements

### Effectiveness of leadership and management

Good

- Leaders and staff have created a welcoming community for pupils and families. The school values are firmly embedded and help create a calm and purposeful environment. The headteacher and deputy headteacher are working hard to ensure that pupils' outcomes improve.
- Professional development opportunities are embedded in the school. Teachers in the early stages of their career welcome the support and guidance they receive from senior teachers.
- Senior teachers have a good understanding of their responsibilities. They support staff so that teaching, learning and assessment are effective. They ensure that teaching assistants have the necessary skills and guidance to provide support and challenge to pupils.
- The curriculum is broad, balanced and provides a focus for learning. There is an emphasis on critical thinking to give pupils the skills needed to make well-reasoned judgements. It is based on core texts which are thoughtfully well chosen to develop deep thinking about specific subjects. There are many opportunities for drama and role play which the pupils enjoy. During the inspection a Year 6 class were performing an extract from 'A Winter's Tale' which helped them consider a range of emotions while extending their vocabulary.
- A carefully planned timetable of excursions in and around London enables the pupils to enjoy first hand experience. Pupils enjoy the many sporting events in which they take part.
- The school's values are shared by all staff. As a result, pupils are confident and feel safe in the school. Opportunities for pupils to reflect on their behaviour underpin the positive behaviour within the school. Provision for spiritual, moral, social and cultural development is strong. Pupils are encouraged to reflect on the choices they make.
- Leaders support pupils with a wide range of learning and social needs. The provision for pupils with SEND is a strength of the school. The resource base is effective in tailoring support to the needs of each pupil so they make good progress from their individual starting points. The special educational needs coordinator (SENCo) provides strong support and challenge to staff to ensure that pupils' needs are met.
- The curriculum promotes British values well. Pupils have a good understanding of tolerance and respect. They know how the school rules enable equality for all pupils. There is an established understanding of a range of cultures and faiths which reflect the school community. Pupils are well prepared for life in modern Britain.
- Action plans are securing improvements in teaching, pupils' outcomes in mathematics, reading and the attendance of some pupils. The deputy headteacher has a comprehensive understanding of teaching, learning and assessment which informs the academic vision of the school.
  
- Leaders do not have a strategic plan to evaluate pupil premium funding to support

disadvantaged pupils. However, support for these pupils is carefully planned by senior teachers. The impact of sport premium funding is not measured effectively to ensure that it supports pupils' social and academic needs. However, leaders recognise that their checks on the impact of funding need to be sharply focused so that pupils' needs are planned for and met effectively.

## **Governance of the school**

- Governors have a range of skills and demonstrate a strong commitment to the school. They visit the school frequently and consequently know the school well. They share their findings with other governors. They understand the strategic vision and ensure that the school's values are embedded in the school's culture.
- Records of governors' meetings are thorough. Governors now have a better understanding of pupils' progress. Recently, their challenge to leaders has been to secure the best outcomes for all pupils.
- Governors have reflected on the school's strengths and areas for development. The committees focus on the school's strategic plans and deployment of resources. They work closely with the school leaders.
- However, the governing body has not ensured that additional funding is used effectively.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- The deputy headteacher as the designated safeguarding lead officer has ensured that all safeguarding arrangements and records are of a high quality. Staff and governors receive annual training and regular updates about current safeguarding practice. All staff know how to recognise warning signs that a pupil may be at risk of harm and how to report their concerns. Records are comprehensive and show that swift action is taken should the need arise. The deputy headteacher's knowledge of families and pupils ensures that pupils are safe and supported. The school works effectively with external agencies, such as those provided by the local authority, to ensure that pupils are kept safe.
- Pupils' safety is of the highest importance to all members of the school community. Pupils report that they feel safe at school. Pupils demonstrate good knowledge and understanding of issues such as online safety. They know what to do should they have concerns about safety issues and said they knew staff in the school would listen and help them. Pupils said there is very little bullying but know what to do if their friends are bullied. They said that, although there are very few incidents of bullying in school, they feel confident that they could report it and the adults in school would deal with it swiftly and effectively. Pupils in Year 6 are taught about drug misuse and knife crime in preparation for transition to high school. However, there are missed opportunities to keep pupils in key stage 2 well informed about keeping safe in their local area.
- Key staff have ensured that safer recruitment training and practice are up to date. However, there needs to be a more formal arrangement for ensuring that senior staff

and governors monitor safeguarding practices.

## Quality of teaching, learning and assessment

**Good**

- Overall the quality of teaching is good. However, there is some variability across classes. Teachers provide opportunities for pupils to work together and share ideas.
- The teaching of writing and phonics are strengths of the school. Pupils have opportunities to write for different purposes and their writing is enhanced by the many visits to places of interest and the work with the National Theatre and Unicorn Theatre. Pupils are able to plan and edit their work. They use a range of interesting vocabulary which enlivens their writing. They are able to apply grammatical skills but there is limited use of a range of punctuation, especially in the younger classes. Pupils' writing shows very good progress. However, handwriting and presentation is variable across classes.
- All staff model good English to pupils. Adults support pupils' speaking and listening skills. There is an expectation that pupils speak in full sentences and there are interesting opportunities to encourage this. In a Year 1 class pupils were encouraged to ask questions, using a microphone, as a news reporter. Teachers' skilful questioning enables pupils to articulate their ideas and answer with confidence.
- Teachers now provide opportunities for pupils to develop fluency in arithmetic. This is providing pupils with the knowledge, skills and confidence to develop a good understanding of mathematics. In 2018, the proportion of Year 6 pupils who reached the expected standard and higher standard in mathematics was well below average. The senior leaders recognise that more needs to be done and have implemented strategies that aim to redress this underperformance. Although these are indications of improving progress in mathematics, there is still more work to do.
- Teachers have high expectations of what pupils can achieve, and most learning is pitched at an appropriate level. Teachers assess pupils' work and provide individualised targets, which are regularly updated, to enable pupils to make good progress. However, there are still areas where pupils' misconceptions are not addressed and consequently they continue to make the same mistakes, especially in mathematics.
- Pupils who have SEND make good progress from their individual starting points. The SENCo works closely with class teachers to identify pupils' learning needs and they receive tailored support. The calm, purposeful school environment enables pupils in the resource base to understand their work and feel confident.
- Additional adults are deployed well and provide effective support to meet pupils' needs. Daily briefings in each year group team ensure that all staff understand what pupils are learning each day. Teaching assistants make a positive contribution to pupils' progress.

## Personal development, behaviour and welfare

**Outstanding**

## Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are polite, well-mannered and courteous. The mutual respect between pupils and adults, and pupils and peers, is evident in all areas of the school.
- Pupils are very proud of their school and eager to share all their achievements. They are keen to share the work in their topic books and explain how they improve their writing.
- The school environment is calm and purposeful. Pupils say they feel safe at school. They said that bullying rarely happens and that they know staff will help to resolve any issues effectively. Pupils are confident in how to keep safe on the internet and are aware of the safe use of mobile phones. Pupils get along very well and playtimes are happy times.
- Vulnerable pupils receive good-quality care, including those in the resource provision. Staff work closely with families and other agencies, such as social workers, to ensure that provision meets pupils' individual needs. The range of interventions and support for pupils' emotional well-being is excellent. Leaders recognise and address pupils' emotional difficulties and support for vulnerable pupils to grow in confidence has enabled them to integrate into the classroom environment.
- Sport and extra-curricular activities are enjoyed by pupils. This enables them to stay healthy and understand the importance of keeping fit and staying active. Lunches provide a balanced meal and help pupils know the importance of eating a healthy diet.

## Behaviour

- The behaviour of pupils is outstanding.
- Pupils enjoy learning and work hard. They are conscientious and keen to do their best. Pupils who spoke to inspectors said they enjoy learning and want to do well. They confirm that learning is rarely disrupted by the behaviour of others. A calm and orderly atmosphere exists in classrooms, around corridors and in the dining hall. The playground is a happy and lively place and pupils enjoy their playtimes because instances of poor behaviour are rare.
- Attendance has improved. It is now in line with national averages. The school has worked very hard to improve pupils' attendance and consequently persistent absence has fallen from 21.1% to 11.6%. Pupils and families are constantly reminded of the importance of attending school.
- The school is a welcoming and inclusive environment, where all feel part of the community. The curriculum encourages pupils to respect all and treat others equally. The topics based on 'Windrush' and the book 'Journey to Jo'burg' enable pupils to reflect on cultural issues and discrimination.

**Outcomes for pupils**

**Good**

- The proportion of children who achieved a good level of development at the end of the Reception Year in 2018 was below the national average. Strategic action plans are now improving the teaching of reading and writing to secure improvement.
- In 2018, the percentage of pupils achieving the expected standard in the phonics screening check at the end of Year 1 was above the national average. This is because phonics is taught well.
- The percentage of pupils achieving the expected standard at the end of key stage 1 in 2018 was broadly in line with national averages. However, the percentage of pupils who achieved greater depth in writing and mathematics was above the national average. Leaders are now focusing on reading to ensure that more pupils achieve the higher standard.
- In 2018, there was a dip in key stage 2 results. Progress and attainment in reading and mathematics were below the national average for Year 6 pupils. Leaders have analysed the reasons for this and with the support of the local authority have implemented strategies to raise achievement. For example, leaders select appropriate reading books to challenge pupils' reading skills. In mathematics, there is a focus on pupils knowing and remembering number facts so they are able to apply them when reasoning and solving problems.
- The school has a large number of pupils who have SEND. Through effective support these pupils are now producing work of a higher standard. This is because interventions provided in and outside the classroom are well matched to the pupils' needs. Senior teachers support these pupils to ensure that they receive high-quality teaching.
- Pupils enjoy reading and books are usually matched to their interest and ability. Pupils of different abilities who read to the inspector generally read fluently and with expression. They had a good understanding of what they were reading and could talk about what might happen next in their stories. Lower-ability pupils were able to use phonic skills to decode unknown words.
- Pupils who are capable of making stronger progress, including the most able, are not consistently challenged in lessons. For instance, misconceptions in mathematics are not always corrected, so pupils continue to make mistakes. However, the most able mathematicians in Year 6 are being challenged and are currently working at a higher level. These Year 6 pupils observed during the inspection showed a deep understanding of complex algebraic equations.
- The progress of disadvantaged pupils was below the national average for other pupils in 2018. The school's information shows that the current progress of disadvantaged pupils is improving. The school does not have an efficient way of analysing the impact of strategies used to support these pupils. However, leaders are developing a robust system to ensure that support and interventions are improving outcomes.

**Early years provision**

**Good**

- Most children start school with knowledge and skills which are typically lower than the expectations for their age. For many, speaking and listening skills are very low. Children who speak English as an additional language make good progress in their understanding of English. However, over the past two years children have not made good progress in Reception Year. This academic year there is a focus on improving teaching and learning in the early years.
- Staff have a strong understanding of children's developmental needs but assessment is not systematically used to move children's learning forward at a fast-enough pace. For example, children in Reception were doing similar work to those in the Nursery and there were missed opportunities to develop reading and writing. However, leaders are working closely with early years teachers to develop the curriculum to ensure good outcomes.
- Leaders place high importance on children's early learning and have made arrangements for all children in the Nursery to attend for 30 hours each week. This is allowing children opportunities to learn and consolidate what they know. The Nursery provides children with a calm and engaging environment.
- The early years environment is organised and engaging. Children enjoy and take part in a variety of activities across all areas of learning. Indoor and outdoor provision is carefully resourced and stimulating. Teachers in Nursery plan learning that is matched to children's interests and ability. There is a strong focus on language-rich activities and all adults model English well.
- Children are confident and enjoy learning. They engage well with adults and are keen to display what they know. One child in Nursery sang and performed 'The Wheels on the Bus' for the inspector and showed the 'words' she had written for the song. Children play and work together well; they interact with each other and adults.
- Relationships are equally strong in early years as in the rest of the school. Adults encourage turn-taking and kind behaviour.
- Children enjoy listening to stories and are keen to contribute. Reception class children were very involved making a woodland stew for the animals in their story. They were able to identify the different ingredients needed to make the stew.
- There is a balance of child-initiated and adult-led activities which provide reinforcement of language and development of independence. Key workers assigned to groups organise purposeful learning.
- Children are safe, happy and well looked after in the early years. All safeguarding and statutory welfare requirements are fully met.

## School details

Unique reference number	131340
Local authority	Lambeth
Inspection number	10086808

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	446
Appropriate authority	The governing body
Chair	Sam McCarthy
Headteacher	Richard West
Telephone number	020 72749304
Website	<a href="http://www.hillmead.org">www.hillmead.org</a>
Email address	<a href="mailto:admin@hillmead.org">admin@hillmead.org</a>
Date of previous inspection	8–9 July 2015

## Information about this school

- Hill Mead is a larger-than-average-sized primary school. There are two classes in each year group from Reception to Year 6. There are three teachers in each year group.
- Children attend the Reception classes and Nursery class on a full-time basis.
- The vast majority of pupils are from minority ethnic backgrounds; just over a quarter of pupils are of Black or Black British–African heritage and a third are of Black or Black British–Caribbean heritage. Just over half of the pupils speak English as an additional language.
- The proportion of pupils who are eligible for the pupil premium is well above average.
- The proportion of pupils who have special educational needs and/or disabilities is well above average.
- A breakfast and an after-school club operate on the school site. The clubs are led and

managed by the school.

## Information about this inspection

- Inspectors observed learning across the school and looked at work in pupils' books. Observations and work scrutiny were conducted jointly with senior leaders.
- The lead inspector met with two governors, including the chair of the governing body, and the local authority adviser.
- A meeting was held with pupils to discuss their learning and views on the school.
- Leaders met with inspectors to discuss their roles and the impact of their work.
- Inspectors heard pupils read and talked to pupils in the playground, during lessons and as they moved around the school.
- Parents' views were gathered at the start of the first day.
- A range of documents were reviewed, including: the school's action plans; the school's single central record of employment checks on staff; information about pupils' achievement, attendance, behaviour and safety; governing body reports; and local authority reports about the school's performance; and information on the school's website.

## Inspection team

Frances Hawkes, lead inspector	Ofsted Inspector
Rani Karim	Ofsted Inspector
Sarah Lack	Ofsted Inspector

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Piccadilly Gate  
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Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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