

# Hillborough Junior School

## Inspection report

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<b>Unique Reference Number</b>	109578
<b>Local Authority</b>	Luton
<b>Inspection number</b>	337323
<b>Inspection dates</b>	19–20 January 2010
<b>Reporting inspector</b>	Alison Thomson

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

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<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	255
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr K Simmonds
<b>Headteacher</b>	Mr J Williams
<b>Date of previous school inspection</b>	7 November 2006
<b>School address</b>	Hillborough Road Luton Bedfordshire
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors spent the majority of their time looking at learning, observed nine teachers and visited 17 lessons. They held meetings with governors, staff and groups of pupils. They observed the school's work and analysed 94 questionnaires from parents, 63 from pupils and 33 from staff. The team also looked at the data the school had collected about the pupils' progress and at the school's records of its monitoring of the quality of teaching.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- current attainment and progress in English, particularly of the more able
- how effectively teachers use assessment information to help pupils improve their work and involve them in assessing their own learning
- the effectiveness of leaders at all levels in monitoring and evaluating areas that are less strong.

## Information about the school

Hillborough is a larger than average junior school. It has a higher than average number of boys compared to girls. The proportion of pupils eligible for free school meals is higher than average. The proportion of pupils from minority ethnic groups is much higher than average, with the proportion of those who do not have English as their first language also much higher than average. The percentage of pupils with special educational needs and/or disabilities is lower than average, but the percentage of pupils who have a statement of special needs is higher than average. The school has a specialist learning provision for pupils who have behavioural, social and emotional difficulties. The number of pupils entering and leaving during the school year is higher than average. The school has gained many awards, including Investors in People status and the Healthy Schools accreditation, for the promotion of a healthy lifestyle.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Hillborough Junior is an outstanding school and pupils, staff and parents are very proud of it. Typical of the views of parents are, 'Our children have been given the best start they could attending Hillborough to prepare them for their future' and 'The head, teachers and all staff are very dedicated, caring and helpful thereby making it a fantastic school'. It is a truly inclusive school where careful attention is paid to the needs and interests of each pupil. As a result, the school is extremely successful and is having a very positive impact on pupils' personal development.

There have been many improvements since the previous inspection resulting in significant gains in pupils' achievement. The quality of teaching has improved so that it is now outstanding and the curriculum has been carefully tailored to meet the needs of each pupil, with expertly woven links between subjects. Most pupils enter the school with above average attainment in reading and mathematics, but with average attainment in writing. A significant number of pupils enter school throughout the year and the school has a specialist learning provision for pupils from all over the borough who have behavioural difficulties. All these pupils very quickly adapt to the school's ethos of respect for others and make outstanding progress. The use of language has high priority and this, along with a continual focus on helping individual pupils improve their work, has helped to accelerate progress and raise attainment so that it is high in all areas. There is now scope to improve opportunities for pupils to reflect on, and assess their own learning. During the last year, there has been a particularly rapid rise in the progress in English and of the more able pupils. The attainment in English currently matches that in mathematics and science, although there remain some inconsistencies in the way teachers use assessment to plan the next steps in pupils' learning.

The headteacher and strong leadership team show the highest aspirations for young people, and are relentless in the quest to ensure all pupils reach their full potential. They are supported and challenged by an outstanding governing body and through excellent partnerships with parents and the wider community. These enable the school to promote very effectively the importance of community cohesion. There is a consistent commitment on behalf of all staff to support pupils and their families, including those in challenging circumstances. The care, guidance and support for pupils are outstanding and underpin their excellent personal outcomes. Pupils appreciate the efforts of their teachers, saying that they 'make hard work easier for us'. They greatly enjoy coming to school and describe it as a 'fun place to learn'. When asked how it could be better, one pupil said, 'I can't think of any way at all.' Pupils are most welcoming, considerate and confident. This was very evident in the production by Year 6, seen during the inspection, and enjoyed by many parents, carers and Year 2 from the neighbouring school.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

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The school is highly respected in the area and is a major training school for new teachers. Although very proud of its many achievements, the school has rigorous, effective procedures for self-evaluation and recognises that it is important to sustain rapid improvements to attainment, particularly in those areas where it has been less strong. The fact that the school has improved so much in these areas since its last inspection indicates that its capacity to improve further is outstanding. The school achieves excellent value for money.

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

- Ensure that the rapid improved progress in English and of higher attaining pupils is sustained by:
  - sharing the particularly outstanding practice of some staff in the use of assessment to support learning
  - giving as many opportunities as possible for pupils to be involved in assessing their own learning.

**Outcomes for individuals and groups of pupils****1**

The quality of learning and progress seen in lessons during the inspection was excellent. All groups of pupils make outstanding progress throughout Years 3 to 6, because they receive outstanding quality teaching delivered through a range of interesting learning opportunities, tailored well to their individual needs. Pupils clearly enjoy their lessons and their exemplary behaviour makes a significant contribution to their learning, as does their excellent attendance. Pupils with special educational needs and/or disabilities, and those at the early stages of learning to speak English as an additional language, also make outstanding progress because of the well targeted support they receive. By the time pupils leave in Year 6, attainment is high and they are extremely well prepared for the next stage in their learning. This is helped by their excellent information and communication technology (ICT) skills and the mature way that they co-operate with each other. The rate of progress that pupils make in English has accelerated greatly recently, so that their performance matches that in mathematics and science.

Pupils feel very safe and secure in school. They understand very well what it means to have a healthy lifestyle and the benefits of taking on responsibilities. For example, they take very seriously their duties of acting as 'playground leaders' organising games and befriending those who are alone. Pupils' spiritual, moral, social and cultural development is excellent. They accurately report that behaviour of the vast majority is excellent. They interact very well with each other, because of the school's strong focus on respect. When asked to describe what his school was like, one pupil said, 'It's great, you learn such a lot - we'll miss it when we leave.'

*These are the grades for pupils' outcomes*

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

### How effective is the provision?

Teaching is of an extremely high quality, exciting and captures the pupils' interests well. Lessons have good pace and the work is matched well to the needs of all the children. Teaching assistants guide those who need additional support well, whilst the more able are extended through careful questioning and suitably challenging activities. In a Year 6 lesson on Shakespeare, pupils were encouraged to extend their thinking, through the careful use of vocabulary, by relating the conflicts of the families of Romeo and Juliet to modern day scenarios.

Integrating literacy into all aspects of the curriculum has been instrumental in the improvements seen in English. The school is at the forefront of modern technology, and the use of interactive whiteboards and other aspects of ICT have greatly enhanced learning. For example, pupils gather information on the environment using data loggers. Pupils were instrumental in helping draw up plans for the new ICT suite soon to be completed. Assessment is used very effectively to support learning. Pupils are set very challenging targets, know them well and have a clear idea of what they need to do to improve their work. Although teachers try to involve pupils in assessing how well they have done, this is not yet common practice across the school. Teachers often work closely with pupils to help them see the next steps in their learning but do not always give sufficient time for them to reflect on and assess their own work.

Pupils at Hillborough have an extensive range of enrichment activities. Pupils talked to

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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the inspectors enthusiastically about learning how to make musical instruments from recycled materials, for example. The many after school clubs on offer are very well attended, including a gardening club where the pupils grow their own vegetables. Transition arrangements from the infant schools and to the local secondary schools are excellent. Pupils receive outstanding care and support. Staff are rigorous and persistent in ensuring the highest levels of welfare and care for all pupils, especially the most vulnerable. Very good partnerships with community services, local businesses, and the university ensure that all pupils receive the support they need to make excellent progress. In the pupils' questionnaires, all the pupils indicated that they felt that adults cared about them and were interested in their views. There are many examples of significant successes in the way in which the school helps pupils overcome difficulties to achieve well. This was seen to excellent effect during the inspection in the specialist learning unit.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

Outstanding leadership and management of the school have played a large part in its success. The enthusiastic and dedicated headteacher, very ably supported by a very talented leadership team, has instilled a culture of pride and self-reflection shared by all the staff. The leadership and management of teaching and learning are very meticulous. There is evidence of support for teachers having raised the quality of teaching. A strong emphasis on assessment to improve learning has been very effective in helping accelerate progress, particularly of the most able pupils. The school's self-evaluation is searching and accurate and, increasingly, subject leaders hold all staff accountable for the progress of the pupils in their areas. Any areas of relative weakness are immediately tackled and remedied. Despite all the school's successes, there is still a very strong drive for improvement to ensure each pupil reaches his or her maximum potential, both academically and in their personal development.

Community cohesion is extremely strong. The school has a wide range of very effective programmes for supporting and reaching out into the community. The school is able to demonstrate that the pupils have an excellent understanding of faith, ethnicity and culture, and different social aspects of the local, United Kingdom and international communities. There are many strong partnerships, including the School Sports' Coordinator Partnership which helps train play leaders. The appointment of a family

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worker has cemented the excellent engagement with parents, by ensuring a welcoming conduit between home and school. Governors are extremely knowledgeable about the school's strengths and areas for improvement. They are involved fully in evaluating the quality of provision and in holding the school to account for its work. Safeguarding procedures are meticulous and result in pupils' excellent understanding of how to keep safe. Every child is helped to make the best of what the school has to offer, ensuring that equality of opportunity is outstanding. The school's capacity for improvement based on the progress pupils make and the improvements since the previous inspection is outstanding.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Views of parents and carers

Nearly a half of parents and carers returned the questionnaire. All felt that the school keeps their child safe and that their child enjoys school. This high level of enjoyment was clearly seen by the inspectors. A very small minority of parents and carers thought that the school did not take account of their suggestions and concerns, or help them support their child's learning. The inspectors do not agree with those views and feel that the school does these things particularly well.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hillsborough Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 94 completed questionnaires by the end of the on-site inspection. In total, there are 255 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	62	67	30	32	0	0	0	0
The school keeps my child safe	54	57	39	41	0	0	0	0
The school informs me about my child's progress	44	47	47	50	1	1	0	0
My child is making enough progress at this school	51	54	40	43	2	2	0	0
The teaching is good at this school	55	59	38	40	0	0	0	0
The school helps me to support my child's learning	39	41	51	54	3	3	0	0
The school helps my child to have a healthy lifestyle	48	51	44	47	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	43	46	48	52	0	0	0	0
The school meets my child's particular needs	44	47	49	52	1	1	0	0
The school deals effectively with unacceptable behaviour	48	51	43	46	2	2	0	0
The school takes account of my suggestions and concerns	32	35	55	60	3	3	0	0
The school is led and managed effectively	42	45	46	49	2	2	0	0
Overall, I am happy with my child's experience at this school	58	62	35	37	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

# Glossary

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

## Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



21 January 2010

Dear Pupils

Inspection of Hillborough Junior School, Luton LU1 5EZ

Thank you for the lovely welcome you gave us when we visited your school recently. We really enjoyed talking to you and we are very grateful for the excellent contribution you made to the inspection. You believe that your school is an outstanding one that really looks after you and helps you to learn well, and we agree with you.

Here are some of the things that we particularly liked.

You behave exceptionally well and you are most polite.

You love coming to school and you are very keen to learn.

You look after each other well, in roles such as 'play leaders'.

Your school has excellent leaders.

Your teachers make your lessons interesting and they listen carefully to your ideas.

The adults in school make sure that you are very safe and well cared for.

We also found that your teachers help you to think about how well you are doing in your lessons. We believe that your progress in English has improved very much recently and we have asked your teachers to make sure that this improvement continues. We also believe that those of you who learn particularly well are being challenged further by even harder work. We would like you to keep working with your teachers to check just how well you are learning.

We really enjoyed watching some of the Year 6 performance. We saw that you enjoyed it too. This is just one of the things that must make you very proud of your school.

We wish you every success in the future.

Yours sincerely

Alison Thomson

Lead Inspector

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