

# Inspection of Hillborough Junior School

Hillborough Road, Luton, Bedfordshire LU1 5EZ

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Inspection dates: 21 and 22 November 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since January 2010.

## **What is it like to attend this school?**

Pupils attend a school where excellence is standard. They delight in the many languages spoken in school and love translating for pupils who speak English as an additional language but share the same first language as them. Yet it is the language of kindness that is spoken most loudly. Compassionate words and caring actions are in abundance. Pupils share the view that the kindness they bring into the world has a way of 'boomeranging back' to them, making the school and the world 'a better place'.

Adults' high expectations of pupils are realised. Pupils achieve exceptionally well academically. The school accurately identifies and meets the needs of pupils with special educational needs and/or disabilities (SEND) extremely well.

Pupils develop essential skills needed to succeed in life, such as public speaking and teamwork. A recent visit by Year 6 pupils to the London Stock Exchange showed pupils using their well-developed public speaking skills when presenting their ideas to an audience.

Pupils benefit greatly from a plethora of wider opportunities. From writing their own opera or serving on the e-safety council, to working to keep the local community safe and tidy, pupils become active and responsible citizens by the time they leave in Year 6.

## **What does the school do well and what does it need to do better?**

Pupils learn a curriculum that enables them to reach the highest levels of success. Subject-specific knowledge and 'Hillborough Habits', the learning attitudes the school seeks to instil in pupils, contribute towards pupils achieving exceptionally well. Pupils are very well prepared for their next steps in education. The strong outcomes in national assessments are a result of the rich curriculum and experiences that pupils access through their time in school.

Pupils with SEND achieve exceptionally well. The school accurately identifies these pupils' needs. Following this assessment, pupils have activities carefully adapted to ensure that they learn an ambitious curriculum. Adults are highly skilled in designing and teaching activities that precisely match the needs of pupils with SEND.

Teachers are experts in the subjects they teach. New ideas and concepts are explained clearly so that pupils understand well. The precise design of the curriculum means that pupils review the most important knowledge regularly through the curriculum. This ensures that pupils remember the key knowledge over time. Pupils build their knowledge and skills as they move through the curriculum. For example, in physical education (PE), pupils become expert in a range of sports because they learn and master the important skills and movements they need from the start of their time in Year 3.

Pupils know the value of reading. They read regularly, developing a rich appreciation of books as they move through the school. Some pupils need additional support. Adults expertly provide the individual support that these pupils need. Consequently, pupils catch up quickly and master the phonics code.

Pupils have highly positive attitudes towards their learning. Consequently, lessons are rarely disrupted, and no time is wasted.

The provision for pupils' personal development is exceptional. Pupils benefit enormously from the well-considered personal development programme. They try new things, persevere and widen their horizons. Much of this strong work helps pupils to develop their character and independence. They learn about different relationships through the school's highly effective 'Growing Up' curriculum. Staff provide pupils with well-tailored support if they need help in managing their own emotions and feelings. A culture of respect runs through the school. Difference is celebrated, and the school's values are enacted by adults and pupils alike.

Governors work in a highly strategic manner. They know when to ask the difficult questions of leaders and when to put an arm around them and offer support. They carry out their statutory duties extremely well and with great diligence.

Staff are highly valued by the school. Their workload and well-being are closely considered when change is made or new ways of working are introduced. High-quality training and development opportunities are on offer to ensure that teachers remain at the top of their game.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the

school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	109578
<b>Local authority</b>	Luton
<b>Inspection number</b>	10267854
<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	358
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Robin Cowan
<b>Headteacher</b>	David Bradshaw
<b>Website</b>	<a href="http://www.hillborough-jun.luton.sch.uk">www.hillborough-jun.luton.sch.uk</a>
<b>Dates of previous inspection</b>	19 and 20 January 2010, under section 5 of the Education Act 2005

## Information about this school

- The number of pupils on the school roll has grown considerably since the school's last inspection in 2010.
- The school does not use any alternative provision.
- There is a behaviour support provision, Hillrise, on the school site. Hillrise supports pupils referred from other local schools. The local authority funds the places at Hillrise.

## Information about this inspection

Inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, music and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector listened to pupils from Years 3 and 4 reading to a familiar adult.
- Inspectors spoke to leaders, reviewed curriculum documents and spoke to some pupils about geography, science, PE and art.
- Inspectors held meetings with the headteacher and other leaders, including the special educational needs coordinator. The lead inspector met with four members of the governing body, including the chair of governors, and held a meeting with a representative of the local authority.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff, parents and carers, and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspection team considered the views of parents through responses to Ofsted Parent View. Inspectors gathered the views of pupils and staff through surveys, as well as interviews and discussions conducted throughout the inspection.

### **Inspection team**

Nathan Lowe, lead inspector

His Majesty's Inspector

Michele Geddes

Ofsted Inspector

Carley Holliman

Ofsted Inspector

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