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Hillside Infant School

Northwood Way, Northwood, HA6 1RX

Release information: Final 2022 Phonics, Final 2022 KS1

Release date: 22 March 2023

URN	102434
LAESTAB	3125204
Local authority	Hillingdon
Phase of education	Primary
Type of education	Foundation School

▶ [Important information](#)

Areas of interest

The following sections draw attention to only those areas which are meaningful or where statistical testing shows there is something significant to note (where they are not, text will be displayed in *grey*).



Performance data for 2022 should not be directly compared with 2019 and earlier. Nor should comparisons be made between schools. This is because schools may have been affected differently by COVID-19.

Historic performance data from 2019 and earlier indicates the school context prior to the pandemic.

Reading

Attainment at key stage 1 - 2022

- There is nothing to highlight for key stage 1 attainment of the expected standard and greater depth in reading in 2022.*

▶ [Attainment at key stage 1 – 2019 to 2017 \(not directly comparable to 2022\)](#)

Attainment in phonics - 2022

- The proportion of pupils meeting the phonics expected standard (32+) in Year 1 (59%) was significantly **below** national and in the **lowest** 20% of all schools in 2022. Of the 61 pupils, 25 did not meet the expected standard, with an average mark of 12. There were 16 pupil(s) that were screened in Year 2 in 2022; 10 of those met the expected standard.

▶ [Attainment in phonics – 2019 to 2017 \(not directly comparable to 2022\)](#)

Writing

Attainment at key stage 1 - 2022

- Key stage 1 attainment of the expected standard in writing (38%) was significantly **below** national and in the **lowest** 20% in 2022. *There is nothing to highlight for attainment of greater depth in writing in 2022.*

▶ [Attainment at key stage 1 – 2019 to 2017 \(not directly comparable to 2022\)](#)

Mathematics

Attainment at key stage 1 - 2022

- Key stage 1 attainment of the expected standard in mathematics (53%) was significantly **below** national and in the **lowest** 20% in 2022. *There is nothing to highlight for attainment of greater depth in mathematics in 2022.*

▶ [Attainment at key stage 1 – 2019 to 2017 \(not directly comparable to 2022\)](#)

Absence

Absence for 2021/22

- Overall absence (4.1%) was in the **lowest** 20% of all schools in 2021/22. It was also in the **lowest** 20% of schools with a similar level of deprivation.
- Persistent absence (11.3%) was in the **lowest** 20% of all schools in 2021/22. It was also in the **lowest** 20% of schools with a similar level of deprivation.

▶ [Absence for summer 2021 and earlier](#)

Suspensions & permanent exclusions

Whole school

- *For the whole school, there is nothing significant or exceptional to highlight for total suspensions compared to all schools in 2020/21, therefore no conclusions can be drawn from this data.*
 - *For the whole school, there is nothing significant or exceptional to highlight for repeat suspensions compared to all schools in 2020/21, therefore no conclusions can be drawn from this data.*
 - Across the whole school, there were no suspensions in 2020/21.
 - There were no permanent exclusions in the whole school in 2020/21. The national average for this year was close to zero. There were no permanent exclusions in the previous two years either.
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Pupil groups

Key stage 1

- *No sentences about key stage 1 performance data have been generated for pupil groups.*

Absence

- *No sentences about absence have been generated for pupil groups.*

School and local context

School characteristics

	2020	2021	2022
School number on roll	Close to average 213	Close to average 232	Close to average 229
School % FSM	Close to average 16	Close to average 17	Below average 15
School % SEND support	Below average 10	Well below average 7	Well below average 6
School % EHC plan	Below average 0.9	Above average 2.6	Above average 2.6
School % EAL	Well above average 69	Well above average 69	Well above average 69
School % stability	Below average 76	Below average 76	Close to average 79

Local authority information

As of February 2023:

- this school is maintained by Hillingdon local authority which maintains 45 primary schools, 2 secondary schools, 3 special schools, no alternative providers, no pupil referral units and 1 nursery school.
- the latest overall effectiveness grade for this school is good. As of 1 Feb 2023, the LA grade profile was:
 - outstanding - 8
 - good - 41
 - requires improvement - 2
 - inadequate - 0
 - not yet inspected - 0

Staff absence

During 2020/21:

- *There is nothing to highlight for the percentage of teachers with at least one period of sickness absence (42%) in 2020/21. There is nothing to highlight for the percentage of teachers with at least one period of sickness absence (54%) in 2018/19.*
- *There is nothing to highlight for days lost to teacher absence (3 days) in 2020/21.*

To reduce burden during the pandemic, schools were not required to provide information on teacher absences for 2019/20.

Staff retention

- At the time of the November 2021 census, there were no full-time vacant teacher posts in the school.
- *There is nothing to highlight for staff turnover in 2020/21.*

Local area and school links

- The school location deprivation indicator was in quintile 1 (least deprived) of all schools.
- The pupil base is in quintile 3 (average deprivation) of all schools in terms of deprivation.

Finance

- In 2020/21, the school had a revenue reserve of £74,884.
- In 2020/21, this school had a negative in-year balance (-£1,157).
- In 2020/21, this school had a per pupil spend of £5,678.
- In 2020/21, this school received £1,254,189 in grant funding, £200,619 less than the national average.

Ethnicity whole school

This school has 12 out of 17 possible ethnic groups. Those with 5% or more are:

- 45%: White - Any other White background
- 15%: White - British
- 10%: Mixed - Any other Mixed background
- 8%: Any other ethnic group
- 6%: Asian or Asian British - Indian

Year group context

Characteristics

	Number on roll	% FSM	% EAL
Year 1	58	16	72
Year 2	54	19	67

Prior attainment

There is no data in this section for this school or it was incomplete.

SEND characteristics

Type of resourced provision: No resourced provision

Number of pupils with SEND who are also disadvantaged: 2

SEND primary need	SEND support (8)		
	Y1	Y2	Total
Moderate Learning Difficulty	1	0	1
Speech, Language and Communication Needs	2	3	5
Physical Disability	1	0	1
Autistic Spectrum Disorder	1	0	1
Year group totals	5	3	8

SEND primary need	EHC plan (4)		
	Y1	Y2	Total
Speech, Language and Communication Needs	1	2	3
Autistic Spectrum Disorder	0	1	1
Year group totals	1	3	4

Progress and attainment charts

Reading, writing and mathematics - 2022

	KS2 Progress	KS2 Attainment	KS1 Attainment	Phonics Attainment
Reading				
Significance	N/A	N/A	In line with national (53 pupils)	Sig below national (61 pupils)
Highest/lowest 20%	N/A	N/A	-	Lowest 20%
Writing				
Significance	N/A	N/A	Sig below national (53 pupils)	N/A
Highest/lowest 20%	N/A	N/A	Lowest 20%	N/A
Mathematics				
Significance	N/A	N/A	Sig below national (53 pupils)	N/A
Highest/lowest 20%	N/A	N/A	Lowest 20%	N/A

► [Reading, writing and mathematics three-year trend – 2019 to 2017 \(not directly comparable to 2022\)](#)

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