

Minet Junior School

Inspection report

Unique Reference Number	102391
Local Authority	Hillingdon
Inspection number	376714
Inspection dates	1–2 December 2011
Reporting inspector	Juliet Jaggs

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

Type of school	Primary
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	463
Appropriate authority	The governing body
Chair	Roy Hill
Headteacher	Stephen Foot
Date of previous school inspection	28–29 January 2009
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Age group	7–11
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Introduction

This inspection was carried out by four additional inspectors. The inspectors observed teaching and learning in 34 lessons taught by 23 teachers. They held meetings with members of the governing body, staff and groups of pupils. They observed the school's work, and looked at self-evaluation documentation, development planning, assessment information, school policies and safeguarding procedures. Inspectors analysed questionnaires received from 185 parents and carers, 39 members of staff and 112 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The effectiveness of the school's actions to ensure that pupils with broadly average attainment at the end of Key Stage 1, and those for whom English is an additional language, go on to make at least expected progress in mathematics.
- The effectiveness of the school's actions to raise attainment for pupils whose circumstances have made them vulnerable, those known to be eligible for free school meals, those with very low prior attainment and those with special educational needs and/or disabilities.
- The extent to which the quality of teaching is consistent throughout the school so that different pupils' needs are met within lessons, and how assessment strategies, including questioning techniques, help pupils understand how to improve.

Information about the school

Minet Junior School is larger than most schools of its type and a relatively high number of pupils leave and join the school throughout the year. There are a number of different ethnic groups in the school, the largest being pupils with an Asian background, including Asian Indian and Asian Pakistani. Other sizeable groups include pupils of White British and Black African heritage. There are a relatively high number of different first languages spoken by pupils so the proportion of pupils who speak English as an additional language is well above average at over 80%. The proportion of pupils known to be eligible for free school meals is also well above average. Overall, the proportion of pupils with special educational needs and/or disabilities is broadly average. However, the numbers supported at 'school action' are slightly above typical levels while the proportions of those with a statement of special educational needs, or receiving support at 'school action plus', are below average. Most of these pupils have been identified as having emotional and behavioural difficulties and there are smaller groups who have moderate learning or speech, language and communication needs. Members of the governing body provide and manage out-of-school care at the beginning of the school day. The school has Healthy Schools status.

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?

3

The school's capacity for sustained improvement

3

Main findings

Minet Junior is a school which provides pupils with a satisfactory education. Senior leaders create a strong ethos that unites staff in a determination to provide pupils with a positive educational experience. New families settle quickly because of the good practical and emotional support they receive, and the school is now sharing with other local schools its effective systems for welcoming families that have little or no English language. Most parents and carers are extremely positive about the school and they demonstrate this commitment by ensuring their children attend exceptionally well. The school's work has a strong impact on the attitudes of pupils, and those from different backgrounds get on very well together.

Senior leaders and members of the governing body are sensitive to the very varied previous experiences of pupils, whose attainment is generally low when they arrive. The school aims to consolidate these differing skill levels into a satisfactory foundation for learning. The nature of the well-established relationship between senior leaders means that they are often in agreement and set achievable targets. This has a positive impact on pupils, many of whom have profound adjustments to make when they join the school, and those in the early stages of learning English make rapid progress, particularly in their language development. However, members of the governing body do not always challenge leaders to be more ambitious. Assessment information is gathered routinely but it is not monitored regularly enough to identify pupils needing additional support on an interim basis. With all pupils aiming for the same target, some are not sufficiently challenged and attainment remains low overall by the time they leave.

Self-evaluation procedures are broadly accurate. Although monitoring procedures are not always sufficiently robust, they enable senior leaders to identify the whole-school improvements necessary to raise standards quickly. As a consequence, there is evidence that learning and progress are now improving strongly. Well-chosen intervention programmes are having an impact and attainment indicators in core subjects are better this year than last. There have been specific improvements in the progress made by all groups of pupils in writing and this is having an impact on securing higher attainment in English. Changes to the arrangements for teaching mathematics mean that pupils are now taught in smaller groups. This factor, combined with the consistently effective support provided by teaching assistants, means that more pupils, particularly those with lower levels of prior attainment and those with English as an additional language, are making the typically expected progress in mathematics. The effectiveness of these developments, together with the

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school's success in improving attendance to its current high level, means that the school has a satisfactory capacity for sustained improvement.

Teachers are experienced and create a supportive learning environment which means that lessons are calm. Adults guide pupils carefully but this can mean that they dominate dialogue so there are not enough opportunities for pupils to assess and talk about their learning and therefore understand for themselves how to improve. When teachers ask pupils questions, they are quick to praise their efforts but they do not always respond so well when pupils show that they are unclear about new ideas. Groups of children have been organised by ability for core subjects but this can mean that teachers overlook the need to use assessment information to prepare the range of activities necessary to challenge individuals. This means that many pupils make satisfactory, rather than good, progress in spite of their good behaviour and positive attitudes to learning.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment through introducing a well-coordinated drive to target individual pupil progress by:
 - monitoring pupil progress data more regularly
 - using this information to set more challenging targets for individual pupils.
- Improve the quality of teaching so that the majority of lessons support good progress by ensuring that all teachers:
 - use assessment information to plan activities and materials appropriate for the different learners in the class
 - regularly assess individual pupils' levels of understanding during the lesson by using a variety of questioning techniques, so that timely adjustments can be made to reinforce learning
 - encourage pupils to talk about and assess their own learning so that they are better able to understand how to improve.
- Improve the effectiveness of leadership and management at all levels, including that of the governing body, by:
 - developing a higher degree of objectivity in evaluating the effectiveness of the school's work
 - regularly calling colleagues to account to ensure that improvements are being implemented consistently.

Outcomes for individuals and groups of pupils

3

Pupils' positive attitudes to learning mean they support each other, for instance by clarifying new ideas so that they can complete exercises correctly. For example, pupils in Year 6 enjoyed listening to one another's alliterative phrases and then

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verifying which consonant had been repeated. They attempted to include the device within their own sentences even though some of the other grammatical structures were harder for them to achieve. Pupils are fascinated when ideas suddenly make sense. For example, pupils in Year 6 were excited by a rapid mental multiplication quiz which led to them realising how to tackle the more complex exercises on equivalent fractions that followed.

Pupils join the school with generally low levels of attainment. Standards in English are currently slightly higher than in mathematics because the quality of most pupils’ writing is improving. Attainment is still low by the time they leave but progress is now showing secure and rapid improvement, so achievement is satisfactory. Although there is some annual variation in the progress of different ethnic groups, there are no established patterns and pupils achieve equally. Pupils in the early stages of learning English as an additional language make good progress in language development because of the time devoted to them in small groups. Although the progress of pupils with special educational needs and/or disabilities is a little uneven, the quality of support these pupils receive in lessons means it is satisfactory overall.

Music is a key feature of the school and pupils commit wholeheartedly to singing practices because they enjoy being challenged to reach ever-higher standards. Members of the choir perform at special local community events but there are fewer routine opportunities for other pupils to contribute to the community. Sports leaders organise activities for the neighbouring infant school responsibly, reflecting the Healthy Schools award, and pupils’ experiences tending their own vegetables as part of the ‘Love Local Food’ project help them to have a good understanding of a healthy diet. Pupils say that they feel safe in school and are confident that staff will respond effectively if they are concerned. Preparation for the next stage of their education is satisfactory.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils’ attainment ¹	4
The quality of pupils’ learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will	3

¹ 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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contribute to their future economic well-being	
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Lessons are purposeful because teachers plan sequences of logical activities. However, pupils of differing ability are often given identical tasks and, when more able pupils complete exercises confidently, teachers rely on the overall impression that the group has been successful and move on. Teachers usually explain how they will gauge progress by the end of the lesson. Some then encourage pupils to lead the class in checking group responses against these criteria so that they all learn from the assessment together. It is these collective approaches that mean teachers are not always alert to signs that individual pupils misunderstand concepts, and corrections can be overlooked. Marking strategies that enable pupils to reflect on the guidance they have received are yet to have a consistent impact on helping pupils understand how to improve their work.

The curriculum is being developed to meet the needs of pupils joining the school by providing a firm foundation of basic skills in Year 3. The inclusion of specific literacy programmes is improving the quality of writing for all pupils and particularly those with English as an additional language and those who have special educational needs and/or disabilities. A number of extra booster sessions help other pupils overcome very low prior attainment. As pupils move up the school, there is an increasing emphasis on learning through topic work so that they begin to make links in their learning. This is relatively new so it is yet to have the full impact on consistently raising attainment. Special events, such as the science fair, make the curriculum memorable and effectively reinforce pupils' knowledge, to the extent that young scientists are successful in borough competitions.

Provision for the pupils' good care is founded on the key relationships that families form with learning mentors and the family support workers, both of whom enhance pupils' sense of belonging and contribute to high attendance. Senior leaders collaborate with external agencies to complement their arrangements for meeting the needs of particular groups of pupils. For example, leaders work closely with the local authority behaviour support team in managing their own 'seclusion' room. Here, pupils with emotional difficulties develop positive strategies that have been effective in reducing incidents of poor behaviour. The commitment to the Marlborough Project has also encouraged pupils whose circumstances have made them vulnerable to have more positive attitudes to school.

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These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has been tireless in his efforts to create an inclusive school where pupils want to learn. Members of the governing body have a long established relationship with the school and between them they have made an accurate analysis of the school's context. School leaders ensure that the school is well integrated in the local community by encouraging pupils to participate in key events and this has a strong impact on making the school community extremely cohesive. Discrimination of any kind is not tolerated. For example, subsidised places are available at the breakfast club to ensure that pupils whose circumstances have made them vulnerable are able to attend regularly. Members of the governing body fulfil their statutory duties. Safeguarding procedures are satisfactory. Members of the governing body deal effectively with unforeseen risks that compromise site security.

Staff morale is high and colleagues share senior leaders' priorities so there is a united drive to provide pupils with opportunities to develop their confidence. However, senior leaders have, in the past, placed insufficient emphasis on refining the management activities necessary to drive the school forward at a faster rate. Nevertheless, this is now improving. Monitoring is routine but it lacks the objectivity to identify more specific areas for improvement. Members of the middle leadership team review teaching regularly and complement these observations with training to share their expertise. This has yet to have an impact on making provision consistently good.

Relationships with parents and carers are satisfactory overall. There are positives in that a minority are working effectively in small groups in partnership with the school so they have a better understanding of how to support their children's learning. Senior leaders consult with these groups to find out how to improve the school further, but these responses have yet to be analysed to identify the impact of specific developments.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3

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The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school’s engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

A relatively high proportion of parents and carers responded to the questionnaire and most were extremely positive, acknowledging that their child enjoyed school. Some wrote additional comments about older children who had been equally happy at the school and had moved on with confidence. A few parents and carers raised concerns over the degree of challenge and preparation for the next stages in their children’s education. Inspectors observed lessons, examined records and spoke to pupils and senior staff about this matter. Evidence showed that pupils are not always provided with work at an appropriate level of challenge. Inspectors also monitored levels of security and supervision at break times because a small minority of respondents mentioned these issues. Inspectors judged both to be satisfactory.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Minet 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 185 completed questionnaires by the end of the on-site inspection. In total, there are 463 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	116	63	68	37	1	1	0	0
The school keeps my child safe	112	61	71	38	2	1	0	0
The school informs me about my child’s progress	93	50	90	49	1	1	0	0
My child is making enough progress at this school	78	42	99	54	2	1	1	1
The teaching is good at this school	93	50	87	47	3	2	0	0
The school helps me to support my child’s learning	85	46	93	50	2	1	0	0
The school helps my child to have a healthy lifestyle	82	44	95	51	6	3	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)	92	50	81	44	3	2	2	1
The school meets my child’s particular needs	69	37	98	53	8	4	0	0
The school deals effectively with unacceptable behaviour	82	44	91	49	4	2	4	2
The school takes account of my suggestions and concerns	66	36	98	53	10	5	1	1
The school is led and managed effectively	86	46	89	48	5	3	0	0
Overall, I am happy with my child’s experience at this school	101	55	80	43	2	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.

5 December 2011

Dear Pupils



Inspection of Minet Junior School, Hayes UB3 3NR

On behalf of all the inspectors, I should like to thank you for making us so welcome when we visited your school. We enjoyed meeting you and talking to you about your learning. Your views have been taken into account and we have found that Minet Junior School is a satisfactory school. Here are some of the main findings from the report.

- Your school takes good care to make sure you well looked after. You told us that you feel safe and this is something that your parents and carers agreed with.
- Your attendance is exceptional. Your parents and carers are pleased that you are happy at school.
- We thought behaviour was good, even though some of you disagreed in the survey.
- Although standards are lower than is typical, they are rising and you are making satisfactory progress. Many of you are now starting to make faster progress.
- You have worked hard to improve the quality of your writing.
- You enjoy sporting activities and looking after the vegetables in the poly-tunnels so you are learning to live an active and healthy lifestyle.

We have asked the teachers to help the school improve by:

- using their information about your progress to set more challenging targets and activities in your lessons
- checking regularly that you are working well to meet your targets
- using different types of questions to check you understand what you are learning in lessons and being ready to change activities depending on how well you get on with them
- giving you more opportunities to talk to a partner and assess your own work so that you understand what to do to improve
- sharpening up the way school leaders check on how everyone is doing.

You can help by continuing to do your best for your school.

Yours sincerely

Juliet Jaggs
Lead inspector

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