

Feltham Hill Junior School

Ashford Road, Feltham, TW13 4QP

Inspection dates 8–9 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teaching is not of a high enough quality on a regular basis to make sure that pupils achieve well. In some lessons pupils make too little progress..
- Leadership and management at all levels require improvement. This is because there is not enough accountability by middle leaders.
- Checks on the quality of the school's performance are either too superficial to have a consistently positive impact or do not take place regularly enough to bring about rapid improvement.
- Not enough pupils reach the highest available levels of attainment in English and mathematics by the end of Year 6. This is because they are not always given demanding enough work in lessons.
- Senior leaders set all teachers targets for improvement. However, these have not yet been embedded fully enough to have impacted on pupils' progress.

The school has the following strengths

- The quality of teaching is beginning to improve. This is seen particularly in the consistency of teachers' marking of the pupils' work.
- Parents and carers say that the school works hard to keep children safe.
- Pupils generally behave well in lessons and around the school. They feel safe and are keen to learn and enjoy work in class. As a result they attend regularly.

Information about this inspection

- Inspectors observed 20 lessons, of which 11 were joint observations with the headteacher and other senior staff.
- Meetings were held with staff, pupils, parents and carers, members of the governing body, and representatives from the local authority. Inspectors also listened to pupils read.
- Inspectors looked at the school's work, information about the achievement of pupils, behaviour and safety, safeguarding procedures, attendance documentation, development planning and the school's self-evaluation.
- Inspectors took into account the 10 responses to the online questionnaire (Parent View) and parents' and carers' views in the playground.

Inspection team

Emma Merva, Lead inspector

Additional Inspector

Una Stevens

Additional Inspector

George Long

Additional Inspector

Full report

Information about this school

- The school is larger than most primary schools.
- Pupils come from mainly White British and Black African heritages. An above average proportion of pupils speak English as an additional language, of whom a few are at the early stages of learning English.
- The proportion of pupils supported through school action is above average, as is the proportion supported at school action plus or with a statement of special educational needs.
- The proportion of pupils known to be eligible for the pupil premium, for whom the school receives additional income, is above average.
- A high proportion of pupils join the school at various times other than at the start of the academic year.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of good or better teaching by:
 - ensuring that higher ability pupils are stretched to improve their skills in English and mathematics in line with their starting points
 - adapting the pace of learning so that pupils do not waste time
 - giving pupils effective advice through feedback so that they are clear about whether they have met their targets for improvement.
- Improve the impact of leaders at all levels particularly middle leaders by:
 - ensuring checks on teaching and the school's work by all leaders are regular and rigorous and that points for improvement are followed up promptly
 - Strengthening the skills of middle leaders to check the quality of teaching so as to accelerate pupils' progress further still.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils enter the school with a wide range of skills that vary from year to year, but are generally those that are expected for their age.
- Pupils' attainment by the end of Year 6 is broadly average in reading, writing and mathematics. Their progress is not fast enough to ensure that they achieve well because of inconsistencies in teaching.
- White British pupils and those of Black African heritages, including those who speak English as an additional language, make similar progress to those in other schools nationally. This is because they are given extra help with their vocabulary such as pictures to stimulate word recognition.
- Disabled pupils and those who have special educational needs make similar progress to other groups. This was observed in a Year 5 'big write' lesson where resources such as writing frames were used to help pupils put their ideas together and do as well as their classmates.
- Pupils supported by the pupil premium grant make similar progress to those in other schools nationally. This is because the money is spent on improving literacy and numeracy at Key Stage 2.
- This year additional funding is being used to support those pupils who are falling behind in their reading. For example, extra help is given to guide pupils to become more fluent readers and develop their thinking skills. The impact of this work is positive.

The quality of teaching

requires improvement

- The quality of teaching requires improvement because it is not yet consistently good across the school. This is despite recent improvements. However, the weaker teaching observed means that pupils' progress is not yet good enough.
- Classroom activities and tasks set are usually well suited to lower and middle ability pupils. In a number of lessons, activities for pupils capable of working at high levels are too simple. Pupils sometimes complete work too quickly and, as a result, they do not develop their thinking skills.
- Extra support given to those pupils who fall behind is increasingly successful. Other adults are generally well deployed in lessons through working with small groups and individuals.
- Marking and assessment are improving significantly. In many lessons teachers' assessment is effective because it provides clear feedback to pupils on how to improve their work. For example, in a Year 3 literacy lesson, pupils made good use of marking feedback to develop their skills in arranging the events of a story in order. However, feedback given to pupils regarding their individual targets for improvement is less consistent.
- Teachers use a variety of teaching styles to engage pupils. For example, in a Year 6 personal and social education lesson, pupils made valuable use of wall displays to think about emotions and develop role play using these and other feelings. As a result, pupils progressed and worked well together.
- Reading is taught effectively. Pupils are encouraged to read widely and in each classroom there is a variety of books to choose from. For example, in a Year 4 English lesson pupils could read and write play scripts about 'Pandora's Box'. They were enthused by the story and as a result made good progress.

The behaviour and safety of pupils

are good

- Pupils are motivated to do well and this is reflected in their typically good behaviour in lessons and around the school. In lessons they help each other through sensible talking and quickly

starting activities.

- The school has good strategies to help those few pupils who find managing their own behaviour difficult. For example, there are many roles and responsibilities for pupils to take on, such as 'Eco Club' leaders and litter pickers. Such responsibilities have encouraged positive attitudes to school.
- Parents and carers say that their children are safe at school. Pupils comment they feel safe and that the school is welcoming and that if bullying does happen it is dealt with quickly by an adult. They have a good understanding of what constitutes bullying such as racist or homophobic bullying. School records and monitoring of bullying show that this is rare. Pupils also know how to keep safe on the roads and on the internet.
- Attendance is average and has improved following the introduction of a range of rewards for good attendance. There have been few exclusions and the school works well with outside agencies to ensure pupils whose circumstances may make them vulnerable are effectively supported.
- Spiritual, moral, social and cultural development is promoted effectively. Assemblies and charity work develop a sense of pride and understanding about others. For example, in a Year 3 celebration assembly, pupils enjoyed receiving awards for 'writer of the week' and 'star pupil of the week'.

The leadership and management

requires improvement

- Leaders at all levels have a system of checking the quality of teaching. However overtime this has not been rigorous enough and this requires improvement.
- Monitoring of teachers' performance has identified weaknesses in teaching and professional development is carefully focused to bring about improvements. Nevertheless, the impact is not yet evident in the achievement of all classes.
- All of the staff are given targets for improvement by the headteacher. New systems have been introduced to check these targets on a regular basis so their impact on improving pupils' progress is reduced. Staff are not rewarded unless they meet their targets in demonstrating improvements in their teaching that directly link to raising pupils' achievement successfully.
- Teachers with paid responsibility for different aspects of the school's work, such as year and subject leaders, are now developing skills to check the quality of teaching and share best practice. This initiative, however, is still at an early stage of development and is not consistently carried out across the school.
- The headteacher and the senior staff provide enthusiastic leadership that is often based on accurate self-evaluation of the school's strengths and areas for development. The school has developed clear long-term priorities, although they have not yet had sufficient impact on pupils' progress.
- There are a wide range of fun activities and topics for learning that pupils find exciting. There are increasing links across subjects for pupils to develop their literacy and numeracy skills.
- The school promotes equality of opportunity through the tracking systems and ensures all pupils have access to specialist support if needed. Discrimination of any kind is not tolerated.
- Parents and carers are generally positive about the school and feel welcome. They comment that 'the teachers and headteacher are accessible to discuss any concerns or receive appropriate feedback'.
- The local authority has provided recent support for the school in lesson observation. However, the impact of this work is still inconsistent in improving teaching.
- **The governance of the school:**
 - Governors are a committed team and effective in managing finances and resources, such as the pupil premium. More recently they have developed an effective understanding of the quality of teaching across the school. They have supported the headteacher in making

improvements. However, governance requires improvement because governors have not had sufficient impact on improving teaching. The governing body is fully involved in the performance management of the headteacher and school development planning. Governors have a clear picture of how well the school is doing and in comparison with other schools. There is a governor responsible for ensuring they all receive regular training. If there has been any underperformance by staff they have taken swift action to remedy this. Safeguarding meets statutory requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	102483
Local authority	Hounslow
Inspection number	400549

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	442
Appropriate authority	The governing body
Chair	Dee Howley
Headteacher	Mandy Lancy
Date of previous school inspection	7–8 July 2010
Telephone number	020 8890 4560
Fax number	020 8751 0597
Email address	head@fhj.hounslow.sch.uk

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