

Yeading Junior School

Carlyon Road, Hayes, Middlesex, UB4 0NR

Inspection dates 23–24 October 2013

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

Summary of key findings for parents and pupils

This is a good school

- The majority of teaching is good across the school with examples where learning in lessons is outstanding, with the result that progress is good.
- By the time they reach Year 6, pupils' attainment is broadly the same as pupils in most schools in English and above in mathematics.
- The needs of all the pupils are quickly identified, especially disabled pupils and those with special educational needs. They are supported well and make good progress.
- Pupils' behaviour is good and they show care and respect for each other and learn to accept differences.
- Pupils have a good understanding of safety, particularly when using the internet.
- In most classes, pupils have positive attitudes to learning because they enjoy school.
- Governors bring an effective variety of personal strengths to the school and use these well in their roles to support and challenge senior leaders.
- The school has strong links with the community and through its partnerships and links with other schools develops projects to enhance learning

It is not yet an outstanding school because

- There is inconsistency in the quality of teaching.
- The use of data is not yet consistent.

Information about this inspection

- Inspectors observed 22 lessons or part lessons. Several were joint observations with the assistant headteacher. Visits were made to each class with the headteacher.
- Discussions were held with representatives of the governing body, the headteacher, the assistant headteacher, staff and pupils.
- Inspectors looked at a range of documentary evidence, including the school’s tracking of pupils’ progress, pupils’ work, and documents relating to safeguarding and special educational needs, and the school’s view of its own performance.
- Inspectors listened to pupils read and met with different groups of pupils.
- Inspectors observed pupils’ behaviour in class, at break times and at other times around the school.
- Inspectors attended two assemblies.
- The views of 15 parents and carers, as recorded on Parent View (Ofsted’s online survey), were considered and also the school’s own recent questionnaire to parents and carers.

Inspection team

Gillian Bosschaert, Lead inspector

Additional Inspector

Christine Bennett

Additional Inspector

Clive Reynolds

Additional Inspector

Full report

Information about this school

- The school is larger than most junior schools.
- The proportion of pupils supported through school action is higher than the national average.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is also higher than the average.
- The proportion of pupils who are eligible for pupil premium funding is well above the national average. This is additional government funding for pupils known to be eligible for free school meals, those in local authority care and other pupils.
- The vast majority of pupils are from minority ethnic groups, predominantly Asian and African.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress at the end of Year 6 in English and mathematics.

What does the school need to do to improve further?

- Improve the quality of teaching to be consistently good or better by:
 - maintaining a brisk pace in lessons
 - giving pupils enough time in lessons to work independently
 - developing the role of additional adults in the classrooms.
- Ensure that data for vulnerable pupils is fully understood and used effectively.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress throughout the school from their starting points which are assessed on entry. Evidence in pupils' books confirms these assessments as accurate.
- Writing and mathematics are significantly above the national averages in 2012. School tracking and pupils' work show this continued in 2013. School information on pupils' progress shows that the current Year 6 pupils are on course to meet challenging targets and continue this rising trend in attainment.
- Reading is a focus of the school. Most pupils enjoy reading and read with confidence and accuracy expected of their age. Unfamiliar words are tackled by using the sounds letters make (phonics). They are able to talk excitedly about their books and declare their fondness for reading at home. Pupils' comprehension skills sometimes hinder their understanding of what they have read.
- Attainment in mathematics has increased rapidly because pupils have an understanding of its practical application; in part due to the school's own banking system, 'Yeading Junior Bank'. Pupils earn 'Yeados' and bank them or spend them. Banking them earns interest. In the upper school, they are taught about loan sharks and how to avoid borrowing beyond one's means to repay the money. This is related back to their banking system, where 'Yeados' must be earned before they can be spent.
- Pupil premium funding is used effectively to support pupils in a variety of ways. Some one-to-one tuition, as well as other intervention packages, ensures that these pupils make good progress and reach the similar levels as their peers which are higher than the national averages in English and mathematics.
- Disabled pupils and those with special educational needs benefit from good support provided by well-trained teaching assistants. They make good progress and their attainment in mathematics is six months ahead of similar pupils nationally. In writing and reading, they are less than a term behind similar pupils.
- The school has achieved a number of awards including the Basic Skills Quality Mark and the Basic Skills Quality Mark for Extended Services.

The quality of teaching is good

- The large majority of teaching is good with examples of learning in lessons that is outstanding. There is a strong commitment from all staff to constantly improve. This motivation is contagious and can also be seen in the pupils.
- In most lessons, pupils have well-developed working skills and are keen to cooperate and complete tasks. In a few lessons, teaching is too adult led leaving little opportunity for individual work and independent research.
- Teaching is strong where subject knowledge is secure, expectations of what pupils can achieve are high and questioning from both the teacher and teaching assistant is skilled.
- Marking in books is good. It is frequent, regular and indicates the next steps to pupils' learning.
- Disabled pupils and those with special educational needs and those entitled to pupil premium funding make good progress because they are very well supported in the classroom. Progress is frequently assessed and relevant, additional support is provided where necessary. However, this is not always recorded accurately which leads to confusion with whole-school tracking.
- In a few lessons, there is an imbalance of direct teaching and independent learning, with the result that pupils have little time to finish work and teaching assistants are not fully engaged in moving on learning.

The behaviour and safety of pupils are good

- Behaviour in and around the school is good. Pupils line up quietly in classrooms, the hall and the playground and respond to adults with respect. Parents and carers spoken to, those who completed the online questionnaire, Parent View, and those who responded to the school's own questionnaire feel that their children are safe and happy at school and that standards of behaviour are good.
- Pupils have a positive attitude to their learning and willingly take part in discussions. They are keen to answer questions and accept advice. This is because of the strong emphasis the school places on pupils' well-being and the value of sound relationships. Spiritual, moral, social and cultural education is a real strength of the school.
- Discussions with pupils show they feel safe and understand different forms of bullying, especially internet safety. Bullying is rare and pupils say that if it happens, staff deal with it quickly. Pupils know they can talk to an adult if they are sad. One pupil said, 'We do not have bullying we have falling out; we are trained to mediate when friends fall out. It works.'
- Year 6 playground mentors support pupils in the playground who are lonely or unhappy. Peer mediation training helps disperse any bad feelings from escalating into fighting. However, the large number of adults deployed in the playground at break and lunchtime and around the school does inhibit pupils learning self-discipline. This is apparent when teaching is less than good; behaviour becomes restless and disruptive.
- The level of attendance is above average. This is the result of a rigorous promotion of the importance of good attendance and the reward system 'Yeados' which can be saved. This high attendance endorses the pupils' views that they are really happy at school.

The leadership and management are good

- The headteacher and senior leaders share a common vision for the school. They are proactive and consistently communicate high expectations and ambition which cascades to all staff who are motivated. They are very much a team. Each member has a clear role and part to play in moving the school forward.
- The four managers of teaching and learning monitor closely the progress of each child in their year group with weekly pupil progress meetings for selected pupils. They are passionate about raising standards of achievement in literacy and numeracy and work very hard to drive standards forward. They observe, coach and mentor other teachers. They scrutinise pupils' books and give written feedback to teachers. Teachers are fully aware that they have a part to play and are fully accountable for the progress their pupils make. Unfortunately, tracking of vulnerable pupils is not always accurate.
- There is a strong emphasis on professional training and development and there is a clear link to teachers' pay and career progression. Good practice is shared to help improve writing and show impact on progress. This is having an impact, but has yet to secure the same level of attainment in recent reading tests as it has had in writing and mathematics.
- The curriculum is broad and balanced. Pupils' learning is greatly enriched by teaching that links a number of subjects together. For example, 'Family learning' topics for holidays motivate pupils to deepen their understanding beyond the taught curriculum and give opportunities to write from real experiences. The artwork around the school shows a good variety of topics have been covered, and very detailed practice with different types of colour and media create high quality displays.
- The pupils' own newspaper's illustrations and articles celebrate diversity in cultures and demonstrate the school's commitment to equal opportunity for all the pupils and its strength in spiritual, moral, social and cultural education. For example, there are articles celebrating dancers at a local theatre and other children receiving medals for demonstrating the Olympic Values.

Other articles include global news of Croatia joining the European Union, photographs of Sri Lankan artwork, African masks, Jamaican produce and younger pupils' poetry. The teaching of French, Spanish and Latin, a visit to Paris, a community choir and a steel pan band also enrich the curriculum.

- The additional funding provided by the government to help pupils to be active and improve their fitness is being used to employ a specialist physical education teacher from the local secondary school. He is supporting teachers and developing their subject knowledge. Teachers already skilled in particular areas of sport also help motivate pupils.
- Safeguarding meets all statutory requirements.
- The school works closely with the local authority, partners and other schools to develop interfaith, community cohesion and integration projects that further develop learning. The local authority offers light-touch support.
- **The governance of the school:**
 - Members of the governing body bring a great deal of experience and expertise to the school which supports the headteacher well in the running of the school. They have a secure understanding of their roles and are able to demonstrate understanding of pupils' achievement. Governors attend regular training offered by the local authority and also in their personal employment that transfers to suitable areas in school, for example in personnel and finance. They employ an external consultant to help set performance management objectives for the headteacher and understand how to set targets for teachers to improve their work and link improvement to pay rises. Pupil premium money is well used and monitored by a governors' committee. Finances are secure.

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	102403
Local authority	Hillingdon
Inspection number	429278

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	485
Appropriate authority	The governing body
Chair	Ian Nelson-Wright
Headteacher	Carole Jones
Date of previous school inspection	16–17 March 2009
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