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Ritu Aulakh
Headteacher
Hounslow Heath Junior School
Selwyn Close
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Middlesex
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Dear Mrs Aulakh

Requires improvement: monitoring inspection visit to Hounslow Heath Junior School

Following my visit to your school on 12 May 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in February 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- improve the school's action plan by including more detail about the outcomes expected for students' achievement
- clearly state the time intervals when outcomes will be monitored and evaluated by leaders, governors and the local authority officer.

Evidence

During the visit, meetings were held with you and other senior leaders, the Chair of the Governing Body and a parent governor, a group of teachers, the literacy and numeracy coordinators and a representative of the local authority, to discuss the action taken since the last inspection. I joined you in making brief visits to lessons and we scrutinised pupils' work. I evaluated your action plan and reviewed other relevant documentation.

Context

Since the last inspection, a member of staff has returned to the school and is covering teachers' planning, preparation and assessment time.

Main findings

You are responding effectively to the areas for improvement highlighted in the section 5 report. You and the governors are determined to bring about improvement as quickly as possible. The school action plan tackles the priorities identified in the last inspection and outlines the main steps you are taking to make improvements. However, the plan does not highlight measureable outcomes to assess the impact of actions on the progress made by different groups of pupils within specific timelines. Those responsible for developing and monitoring actions are not clearly identified to enable you and governors to hold staff to account.

You are changing the way teachers mark pupils' mathematics work and this is helping to improve pupils' learning. Teachers have been trained to share mathematics' success criteria with pupils. Success criteria are linked to mathematical examples against which pupils can check their work. Using mathematics success criteria is improving teachers' confidence to plan their mathematics lessons. This is because sharing criteria is helping them to introduce mathematical ideas in a logical order so pupils' learning progresses well during lessons. Furthermore, criteria are supporting teachers to write specific comments which tell pupils how to improve their mathematical skills. Teachers receive coaching from the leaders of learning and the numeracy coordinator to support them to improve their mathematics teaching. However, this good practice in teaching is not used consistently across the school.

Teachers use of tracking information about the progress of individuals and different pupil groups, including those eligible for pupil premium funding, in reading and mathematics is improving. This is because you now include pupils' performance information for all groups in the analysis of their achievement. Teachers are held to account for the performance of the different groups of pupils they teach through termly meetings about pupils' progress. The numeracy and literacy co-ordinators have rightly decided that their next step is to gather further information about the

progress in reading and mathematics made by pupils who are eligible for the pupil premium funding. This is to target support even more carefully to these pupils' needs.

You have changed how you judge the impact of teaching on pupils' learning overtime. Teaching is judged by assessing pupils' progress as shown in their books, observing teaching in lessons and considering data about pupils' performance. Teachers now also constantly analyse information about the performance of pupils they teach to 'hot mark' pupils during lessons. This means they use pupils' performance information to specifically target their teaching to those identified as potentially needing additional support because they are at risk of underperforming. This is a change since the last inspection. You and other leaders are beginning to have a more accurate picture of the quality of teaching between termly pupil progress meetings. This is by completing visits to lessons to watch teaching, talk to pupils and look at their books.

Governors have a better understanding of how the pupil premium funding is used and its impact on the achievement of these pupils. This is because the analysis of achievement information now highlights the termly progress in reading, writing and mathematics of these pupils in each year group. Governors have detailed information about the cost of interventions provided for these pupils and whether this support is impacting positively on their progress. Governors see first-hand how well teaching is improving because they carry out visits to classes with leaders

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspections.

External support

The local authority school improvement officer supports the school effectively. The last four visits have focussed on supporting you to analyse pupil progress data, checking the quality and rigour of the termly meetings about pupils' progress and monitoring the effectiveness of teaching. This support will re-focus on evaluating the impact of the actions in the school's action plan.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Hounslow.

Yours sincerely

Pamela Fearnley
Her Majesty's Inspector