

Whiteheath Junior School

Whiteheath Avenue, Ruislip, HA4 7PR

Inspection dates 9–10 December 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher provides thoughtful and determined leadership. Her clear goals for the next stage of the school's development are shared and supported by staff and governors.
- Governors question school leaders carefully when holding them to account for the school's performance. The governing body continually reflects on how it can become more effective.
- Teaching is good. As a result, pupils make good progress and their attainment is well above average by the time they leave Year 6.
- The school supports very effectively the learning of disadvantaged pupils. Additional staffing funded through the pupil premium is focused very carefully on where it can have the most impact.
- Pupils' circumstances are known well because the school builds well on the close links established with families while their children are in the infant school.
- Disabled pupils and those who have special educational needs make excellent progress because of the very high quality of support given to them.
- The school provides very strong support for all aspects of the pupils' spiritual, moral, social and cultural development.
- Pupils feel safe and are kept extremely safe in school. They also take a lead in helping each other to identify and deal with risks they might come across.
- The pupils' thoughtful behaviour helps to make the school a happy and orderly environment. The consistent use of the new code of conduct helps pupils learn to become more responsible.
- Pupils try hard at all times. They are keen to answer questions and complete work they are given. This supports their good learning.

It is not yet an outstanding school because:

- Subject leaders for English and mathematics do not provide enough support and guidance for their colleagues to improve their teaching.
- Pupils' learning in English and mathematics does not build rapidly on what they have learned in the infant school because subject links between the schools are not strong enough.
- The work teachers set and the questions they ask do not always challenge the more able pupils enough or develop their skills of enquiry and investigation in mathematics.
- There is not yet enough consistency in the quality of marking and feedback across the school.

Information about this inspection

- Inspectors observed 21 lessons, five of which were seen together with the headteacher.
- Inspectors looked at work in pupils' books from this year.
- Meetings were held with groups of pupils, school staff, the Chair and Vice Chair of the Governing Body and another governor, and a representative from the local authority.
- Inspectors took account of the 68 responses to Ofsted's online parent questionnaire, Parent View. Inspectors also held informal discussions with parents and carers at the start of the school day.
- Inspectors observed the school's work and looked at a number of documents, including the school's own information on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.
- Inspectors also took account of the 35 responses to the staff questionnaire.

Inspection team

Martin Beale, Lead inspector

Additional Inspector

Kanwaljit Singh

Additional Inspector

Mary Ellen McCarthy

Additional Inspector

Full report

Information about this school

- The school is above average in size.
- The proportion of pupils from a wide range of minority ethnic backgrounds is broadly average.
- At about one pupil in seven, the proportion of disadvantaged pupils eligible for additional funding known as the pupil premium, is below average. This is additional government funding which, in this school, supports pupils who are known to be eligible for free school meals.
- At about one pupil in 10, the proportion of disabled pupils and those who have special educational needs, is below average.
- The headteacher took up the post in September 2013. The previous headteacher had been in post for 25 years.
- The school provides a daily breakfast club for pupils.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Improve the impact of teaching on the pupils' learning and progress by ensuring that:
 - teachers consistently set work that challenges the more able pupils
 - teachers develop their questioning skills in order to make pupils think harder, particularly the most able
 - pupils receive consistently better feedback from teachers so they can improve their work.
- Strengthen leadership in English and mathematics by ensuring that:
 - subject leaders are clear about what improvements in teaching are needed and support their colleagues more effectively
 - closer links are developed with subject leaders in the infant school to plan more carefully the pupils' experiences between the two schools.

Inspection judgements

The leadership and management are good

- The headteacher has a clear vision for the school's development in the immediate future and the longer term. Her ambitions are increasingly shared by staff. She is making other leaders more accountable for improvement in their areas of responsibility by clearly defining their roles. The school's performance is carefully monitored and assessment data analysed so that action can be sharply focused where it is needed most.
- The headteacher's vision includes a continual focus on improving the quality of teaching and its impact on the pupils' learning. By rigorously checking each teacher's performance she links their further training closely to challenging targets for the progress pupils should be making in each class.
- Subject leaders in English and mathematics undertake a wide range of activities to check the quality of teaching and learning in these areas, but their evaluations of evidence are not sharp enough. This holds back the drive to improve the pupils' learning as they are not able to provide the specific support needed for teachers to improve teaching in their subjects.
- The school promotes equality of opportunity and tackles discrimination well. The pupil premium is used very effectively to target additional staff support towards increasing the progress of disadvantaged pupils. The impact of the work of staff supporting disabled pupils and those who have special educational needs is monitored rigorously and changes are made as and when required.
- Local authority engagement with the school had been comparatively light touch. However, funding a recent school review has enabled the headteacher to confirm her judgements and the action planned to secure further improvement.
- The strong links with families benefit from a support worker operating in both the infant and junior schools. This helps to ease the pupils' transition into the school, particularly where they need additional support. However, this does not extend to close links in English and mathematics. Practices in both subjects are not aligned closely enough between the two schools for pupils to make rapid progress in Years 3 and 4.
- The curriculum supports not only the pupils' good progress in English and mathematics but also their spiritual, moral, social and cultural development. The well-planned topics link learning between subjects and act as a vehicle for developing the pupils' writing. A wide range of clubs, trips and visitors extends the pupils' experiences further. The large choir sings regularly at various local events. The school also holds an annual art exhibition which included last year a joint venture at a local community hall with the infant school.
- Pupils are taught to be open-minded and to show respect for others. Through Fair Trade Fortnight they learn about their impact on the lives of people in other countries. They become very aware of the needs of others through a wide range of charity work. Their experiences at school prepare them very well for life in modern Britain.
- The school uses its additional funding well to enhance the already extensive and successful sports provision. The engagement of specialist coaches has increased pupil participation in competitive sport. Teachers are also developing their skills and confidence by having the opportunity to observe high-quality physical education lessons.
- **The governance of the school:**
 - The governing body has become more effective in its role since the previous inspection. Governors work closely in partnership with school leaders to drive improvement forward. A recent review of their work has enabled them to refine their procedures so they can become more long term in their thinking. Governors have become more searching in their questioning of school leaders because assessment data are rigorously analysed. Governors are fully aware of teaching quality, what the headteacher is doing to improve it and how targets set for teachers are linked to their salary progression. Their watchful eye on school finances enables them to identify the impact of their decisions such as with the pupil premium. Governors are rigorous in ensuring that safeguarding procedures are fully implemented and that staff remain vigilant in spotting any concerns.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good. They are very polite and unfailingly considerate towards others. They move sensibly round quite narrow corridors and hold doors open automatically. They say the new behaviour code helps them to learn how to take responsibility for their actions, particularly as it is consistently applied by staff. Attendance levels are above average.
- Pupils are keen and generally hard-working, although not always fired with enthusiasm for their work. They listen carefully and get on diligently with tasks.

Safety

- The school's work to keep pupils safe and secure is outstanding. The school is a very safe environment as parents and carers and their children confirm. Pupils acting as 'Junior Road Safety Officers' organise pedestrian training for Year 3 pupils and road safety sessions for Year 6 pupils. Pupils fully understand how to keep themselves safe when using the internet and mobile devices.
- Pupils are quite aware of the different forms bullying might take and how they can help to eliminate it. They are confident that any incidents are dealt with quickly and perpetrators rarely cause further problems. 'Playground Pals' help resolve difficulties and sensitively make sure no-one is isolated or alone at playtimes.

The quality of teaching is good

- Teaching is leading to good learning and to pupils making good progress over time. Teachers check regularly the pupils' learning and adapt their teaching or the groups within their classes accordingly. This enables any who have found a new idea difficult to receive further support to help secure their learning.
- Teachers capture and hold the attention of the pupils by their confidence and command of the subjects they teach. Resources are used well to stimulate the pupils' imaginations. Teachers manage the behaviour of pupils well so that the atmosphere in classrooms is calm and purposeful.
- Additional adults working with disabled pupils and those who have special educational needs are well trained and support pupils exceptionally well. They work in close partnership with class teachers to modify lessons and work set, in order to meet the pupils' specific needs. The pupils are helped to participate as fully as possible in lessons so they can see from others the quality of work to which they can aspire.
- Overall, expectations of pupils are high. However, on some occasions teachers do not ensure sufficient challenge for the more able pupils in their classes so that these pupils make consistently rapid progress. Teachers' questions do not always make them think deeply, probe their understanding or get them to explain their reasoning.
- The school has been looking at ways of marking becoming more effective in the guidance it provides pupils on how to improve their work. Current practice is inconsistent. In some cases pupils rectify errors through the advice they are given and so improve the quality of their work. However, at times mistakes persist and learning slows because marking does not show pupils how to improve.

The achievement of pupils is good

- Pupils are prepared well for success at secondary school and beyond. Few fail to reach the level expected for their age by the end of Year 6 in reading, writing and mathematics. Large numbers exceed the expected level. They make good progress from their starting points and attainment is well above average in each subject.
- Year 6 test results have been consistently significantly above average. They fell slightly in all subjects in 2014 but the current Year 6 are on track to reverse this and are already working at the higher levels in reading. There is no pattern to any variation in achievement by pupils of different minority ethnic groups.
- Much of the pupils' writing is very imaginative and holds the reader's attention. The vocabulary they use is ambitious such as when Year 5 pupils wrote a narrative about the poem *The Highwayman* or an introduction in the first person to *The Pearl Diver*, a Middle Eastern tale.
- The progress of disabled pupils and those with special educational needs is tracked carefully. Assessment data are analysed rigorously and used to plan the next steps in their support programmes. As a result, they make outstanding progress.
- Disadvantaged pupils make rapid progress while at the school. This is shown in the closing of gaps in

attainment between these pupils, others in the year group and pupils nationally. The gap in Year 6 test results in 2014 between disadvantaged pupils and their peers amounted to four terms in mathematics, almost one year in writing and just over one term in reading. Year 6 test results in reading and writing for disadvantaged pupils were at the national average for all pupils and only one term behind this in mathematics.

- The most able pupils make good progress in developing skills in reading, writing and mathematics. Large numbers of pupils reached the highest level (Level 6) in mathematics in 2014. However, their enquiry skills are not sufficiently developed in mathematics as they do not always have enough opportunity to investigate and solve problems or undertake practical activities.

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	102400
Local authority	Hillingdon
Inspection number	449394

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	357
Appropriate authority	The governing body
Chair	Carey Betson
Headteacher	Michelle Kenny
Date of previous school inspection	6 October 2009
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