

# Heathrow Primary School

Harmondsworth Lane, Sipson, West Drayton, Middlesex, UB7 0JQ

**Inspection dates** 15–16 April 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The acting headteachers, well supported by governors and the local authority, have successfully made necessary improvements despite difficult circumstances. They have created a warm and inclusive school. As a result, the quality of teaching and pupils' achievement are now good.
- Governors carry out their roles effectively. They have a good overview of the strengths and areas that need developing.
- Progress in reading, writing and mathematics is good. Standards are rising and are above average at the end of Key Stage 2.
- Behaviour is good. Pupils are happy and feel safe.
- The provision for disabled pupils, those who have special educational needs and those who speak English as an additional language is good. It is helping them to make rapid progress.
- Weaknesses in teaching have been addressed and it is now good. Teaching assistants support pupils' learning well.
- Children get a good start in the early years provision. From low starting points, they catch up very quickly by the time they start Year 1.
- Middle leaders play a major role in driving improvements in their areas of responsibility.

### It is not yet an outstanding school because:

- Teachers' questioning and some of the activities do not always challenge the most able pupils.
- Marking does not always clearly inform pupils as to how they can improve their learning. Marking in the mathematics and topics books is not always of the same high standard as it is in the literacy books.

## Information about this inspection

- Inspectors observed learning across the whole school. Some of these observations were carried out jointly with the headteacher and the assistant headteachers. In addition, inspectors observed an assembly.
- Inspectors scrutinised a range of pupils’ work in all year groups. This was carried out jointly with the senior leadership team.
- Inspectors talked to and observed pupils during break and lunchtimes.
- The inspection team heard pupils read in Years 1, 2, 4 and 6.
- Meetings were held with key staff, pupils, three members of the governing body and a representative from the local authority.
- Inspectors scrutinised a range of documentation including: the school’s self-evaluation; information regarding pupils’ progress; minutes of governing body meetings; records of the school’s checks on the quality of teaching; and information in relation to attendance, behaviour and safeguarding.
- Inspectors took account of the 36 responses to the online questionnaire, Parent View. Also inspectors spoke to some parents and carers at the start of the school day.
- Inspectors considered the 33 responses to the staff questionnaires.

## Inspection team

Sharona Semlali, Lead inspector

Additional Inspector

Michael Elson

Additional Inspector

Rekha Bhakoo

Additional Inspector

## Full report

### Information about this school

- Heathrow Primary is larger than the average-sized primary school.
- The early years provision consists of a part-time morning and afternoon Nursery and two full-time Reception classes.
- The school is expanding. There are two classes in Years 1 and 2. There are three mixed classes in Years 3 and 4 and in Years 5 and 6.
- Significant proportions of pupils join and leave the school at other than the usual times.
- Since the previous inspection, the previous headteacher resigned in July 2014. The assistant headteachers became the acting headteachers until the new headteacher was appointed in April 2015.
- The membership of the governing body has significantly changed. The Chair of the Governing Body is a recent appointment.
- There have been significant changes to the teaching staff.
- The school received support and expertise from local schools which included a Local Leader of Education and a National Leader of Education.
- A two-storey extension to the school was completed in May 2014.
- A large majority of pupils are from minority ethnic backgrounds. The largest groups are from White British, Pakistani and Indian heritages. The proportion of pupils who speak English as an additional language is above average.
- The proportion of disabled pupils and those who have special educational needs is broadly average.
- The proportion of disadvantaged pupils eligible for support through the pupil premium is below average. This is additional funding for pupils known to be eligible for free school meals or in the care of the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school manages a breakfast club on the school site.

### What does the school need to do to improve further?

- Ensure that there is a greater level of challenge for the most-able pupils.
- Build on the good work already started to ensure that marking gives pupils clear guidance on the next steps needed to improve their learning. Ensure that the quality of marking in all subjects is of the high standard seen in the literacy books.

## Inspection judgements

### The leadership and management are good

- Together with the governing body, the acting headteachers have worked tirelessly with the support of the local authority to make major improvements to the school through very challenging circumstances. As a result, the quality of teaching and pupils' achievement are now good.
- The transition between the acting headteachers and the new headteacher has been very smooth. In a short space of time the new headteacher has - gained a good overview of the school's strengths and weaknesses. He has high ambitions and has put in place clear plans to improve the school further.
- The support from the National Leader of Education has helped to strengthen the leadership qualities of the senior and middle leadership team. This support has contributed to middle leaders being effective in their roles. They work closely with senior leaders to make more regular checks on the quality of teaching and pupils' work.
- Information about pupils' progress is used well to ensure that pupils are given the appropriate support when needed. All teachers are now accountable for their pupils' progress.
- The school's evaluation of its own strengths and areas for development is well thought out and accurate.
- The pupil premium funding is used effectively to support those eligible. The funding has helped to improve the progress of these pupils and close the attainment gaps between themselves and others in the school. This is helping to provide equality of opportunity for them.
- The primary schools sport funding is used well. It has improved teachers' skills in teaching the different types of sports. This has helped pupils to become more confident in taking part in competitive sport. Pupils are becoming much more competent in swimming because of additional external specialist support provided.
- British values and pupils' spiritual, moral, social and cultural development are promoted well throughout the curriculum. For example, school council representatives have to be elected into their positions. This helps to develop their understanding about the democratic process. Displays around the school show pupils' involvement in learning about key aspects in British history, such as Remembrance Day, with some of the elders in the local community. Pupils learn and have a good understanding about the different cultures and religions. As a result, they are very tolerant of others in the school and there is no form of discrimination. Pupils are well prepared for life in modern Britain. However, the curriculum does not always provide enough challenge for the most able pupils.
- Leaders ensure that the school has effective safeguarding arrangements that meet statutory requirements so that pupils' safety is maintained at all times.
- Parents and carers spoken to are pleased with all aspects of the school's work, particularly the support given to them when their children have special educational needs. Most parents and carers who responded to the online questionnaire, Parent View, would recommend the school to others.
- The local authority provided good support to the leadership team and the governing body when they most needed it. This included using the expertise from local schools to support the leadership team and also providing training to the governing body. The amount of support decreased as it became a good school.
- **The governance of the school:**
  - The Chair of the Governing Body provides effective leadership. Governors take responsibility in ensuring that they receive the relevant training and support to improve their effectiveness in carrying out their roles. They utilise their skills well in relation to the delegation of their responsibilities. This has helped them to develop a greater understanding about the school's data. Governors have fostered good relationships with parents and carers by having regular surgeries with them in order to seek their views. Governors have a stronger presence in the school and undertake regular checks on the school's work. This puts them in a stronger position to know what the quality of teaching is like and to provide high levels of challenge to its leaders. Governors ensure that decisions about teachers' pay are linked to pupils' achievement and the teachers' performance.
  - Governors undertake regular health and safety checks as part of the safeguarding arrangements.

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

- The behaviour of pupils is good. Pupils' attitudes to learning are positive. They enjoy learning from each other. This is particularly noticeable when they sensibly discuss their ideas with a partner in lessons. Pupils' behaviour around the school is very orderly, calm and purposeful.
- School leaders use a computer program that helps them to analyse what behaviour is like over time to give them precise records. The numbers of incidents are low which confirms that behaviour over time is good.
- Pupils show respect, courtesy and have good manners. They are very welcoming to visitors. They enjoy taking on different types of leadership roles such as being house captains and representatives of the school council. School council representatives make sure that they look and analyse all responses that are put into the 'worry boxes.'
- The clean, litter-free and tidy appearance of the environment shows that pupils respect their school. Responses from parents and carers, pupils and staff show that they feel behaviour is good.
- Attendance has improved since the previous inspection. It is now broadly average.
- Pupils enjoy attending the well-managed breakfast club. It helps to give them a settled start to the day.

**Safety**

- The school's work to keep pupils safe and secure is good. Pupils have a good understanding of what bullying is but are adamant that there is no bullying at the school. If they have any concerns they are confident that all adults will help to sort them out quickly. Pupils say they feel safe in the school.
- Pupils have a good understanding of the dangers when using the internet and what they need to do in order to keep themselves safe. The curriculum and assemblies help pupils understand how to keep themselves safe beyond the school environment, for example, learning how to ride their bicycles on the road safely.
- Staff training about how to keep pupils safe is up to date. All risk assessments are in place and undertaken regularly to ensure that pupils are kept safe.
- Pupils who join the school after the normal admission times are supported well by staff and pupils to ensure they feel safe and secure so that they can settle to their learning.

**The quality of teaching is good**

- Improving the quality of teaching was one of the main priorities for the acting headteachers. They made sure that teachers received the necessary training. As a result, the quality of teaching has improved since the previous inspection and it is now good over time.
- Mathematics is taught well. Teachers' good subject knowledge helps pupils to understand clearly the different concepts in mathematics. They help pupils to address their misconceptions quickly. Teachers' well-planned use of good resources helps pupils to be excited in their learning. This was seen where pupils were highly engaged and motivated with their learning, for example, when they used colour pegs and a peg board to understand the notion of symmetry.
- School leaders provide teachers with lots of support to improve their teaching of reading. Reading is promoted well in all lessons. Pupils are taught how to get the most out of what they are reading and as a result they enjoy reading for pleasure. In Years 5 and 6, pupils sometimes keep their favourite books on the tables close to them so they can have the pleasure of reading whenever they get the opportunity.
- Teachers make sure that pupils have plenty of opportunities to write at length in all subjects. Teachers use relevant and engaging subjects to stimulate pupils' ideas for writing. School leaders have introduced 'writing days' which often set relevant and stimulating scenarios for pupils to write about. For example, pupils thoroughly enjoyed reporting about the 'aliens' that landed in the school. Pupils have developed good stamina and love to write for long periods of time. They produce a good standard of written work.
- Teaching assistants support all groups of pupils well in lessons and in small groups. They play a vital part in helping pupils to make accelerated progress in lessons. This is achieved through using a wide range of questioning and through the high-quality personalised support given to individuals and small groups.
- The quality of questioning varies throughout the school. It is most effective where it deeply probes pupils' thinking skills. However, there are times when the types of questioning used do not provide enough challenge, particularly for the most able pupils.
- The quality of marking has improved since the previous inspection. Pupils generally respond to the

comments made in their books but this is not consistent throughout the school. Often, the quality of marking in the mathematics and topic books is not always of the same high standard found in literacy books. At times the detailed guidance on how to improve the work is not clear.

### The achievement of pupils

is good

- Achievement is good because most pupils currently in the school make good progress in the different subjects in all year groups.
- In 2014 at the end of Key Stage 1, attainment in reading and writing was above average. It was average in mathematics. The attainment of Year 6 pupils, who left at the end of 2014, was above average in reading and writing. It was significantly above average in mathematics. Almost all pupils made the expected progress between in Years 3 to 6, in reading, writing and mathematics.
- The proportion of pupils reaching the higher levels at the end of Year 2 in 2014 was above average in reading. It was broadly average in writing and mathematics. The proportion getting the highest Level 6 in mathematics was above average for pupils who left at the end of Year 6 in 2014. Those getting a Level 5 in writing were above average. While the most able pupils generally attain above-average standards, there are times when those currently in the school are not being stretched and this limits the amount of progress made.
- Pupils from minority ethnic backgrounds make good progress. Those who have English as an additional language make at least good progress and sometimes outstanding progress. This is because they are supported well from an early stage and school leaders keep a close check on their progress.
- Disabled pupils and those who have special educational needs make at least good progress from their starting points. They benefit from specialist and personalised support that is often exceptional. School leaders identify their needs from an early stage and cater for them well. School leaders make excellent use of external expertise when needed. They invest in training and monitor the work of all teaching assistants closely.
- Pupils who join the school part-way through their education are given good support and make similar progress to other pupils.
- The school is effectively closing the gap between disadvantaged pupils and others in the school. At the end of Key Stage 2 in 2014, standards in reading and the rate of progress for disadvantaged pupils were higher than for other pupils in the school and others nationally.
- In mathematics, the gaps were narrow and disadvantaged pupils made more progress. In this subject, they were just less than half a term behind others nationally and just over a term behind others in the school. The gaps were also narrow in writing. Disadvantaged pupils were just under half a term behind others nationally and a term behind others in the school. Progress of disadvantaged pupils in the different year groups currently in the school is at least in line with that of other pupils in the school.

### The early years provision

is good

- Most children start the Nursery with skills well below the levels typical for their age. The main barriers to their learning are communication and language. By the time they leave at the end of the Reception class, they make good progress and catch up quickly. The majority leave with a good level of development and are ready to enter Year 1.
- Teaching is consistently good. All adults plan and work closely together. They know all of their children well as they make home visits to all of those who join the Nursery. This helps to plan and cater well for children's individual needs and interests. For example, the indoor role play area was set up as a hairdressing salon because of children's interest at the time. During the inspection, children were fascinated in using the watering cans to water their growing plants.
- Leadership and management of the early years provision are good. Leaders and managers have established good partnerships with parents and carers. For example, children who are at the early stages of learning English are given additional, highly effective support that helps them to develop their fluency and understanding quickly. Language workshops are provided for parents and carers and these are followed by a stay and play session afterwards. This puts them in a better position to help their children. Parents and carers contribute well to pupils' 'learning journeys', which are records of their learning. Children behave exceptionally well in the early years provision. They play happily and safely in stimulating learning environments. Established routines such as tidying up and singing to music contribute towards this.

## 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

<b>Unique reference number</b>	102385
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	453840

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	386
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Trusha Dabba
<b>Headteacher</b>	Simon Giles
<b>Date of previous school inspection</b>	9–10 May 2013
<b>Telephone number</b>	020 87591628
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