

# Minet Junior School

Avondale Drive, Hayes, Middlesex UB3 3NR

**Inspection dates** 24–25 September 2015

**Overall effectiveness** **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The school is improving rapidly because leaders have established the right climate for learning.
- Leaders have a clear understanding of what works well and what needs to be done to make the school even better.
- Leaders, including the interim executive board, are having a positive impact on teaching and have established high expectations for all staff.
- Teaching, learning and assessment are effective.
- Teachers and teaching assistants work together well and ask pupils clear questions to strengthen their understanding.
- Good relationships between staff and pupils ensure that pupils are happy and feel safe at school. They have good attitudes towards learning and behave well.
- Spiritual, moral, social and cultural development is promoted well. As a result, pupils are respectful and considerate young citizens.
- Pupils from all backgrounds and levels of ability make good progress during their time at the school. Consequently, their attainment is rising.
- Pupils do especially well in mathematics and writing.

### It is not yet an outstanding school because

- Too few pupils are working at the higher levels in reading. They are not helped to understand what they are reading in sufficient depth. In addition, they are not consistently expected to complete challenging work in this subject.
- Teachers do not always ensure that pupils write neatly in their topic work and avoid making careless errors in spelling and grammar.

## Full report

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

- Increase the proportion of pupils working above the age-expected levels in reading, by:
  - supporting the most-able pupils in understanding more complex texts
  - providing greater challenge when it is clear that pupils are ready for more difficult work.
- Improving the quality of pupils' written work in topic, by:
  - ensuring that pupils correct avoidable errors in spelling and grammar
  - making sure that pupils produce their best work.

## Inspection judgements

### Effectiveness of leadership and management is good

- Leaders are determined to move the school forward and have managed the changes in teaching staff effectively. The high expectations of leaders are understood by all staff and there is a shared willingness to develop. Consequently, pupils are motivated by the enthusiasm of the teachers and are keen to do well.
- Leaders have an accurate understanding of the school's strengths and areas for improvement and are unrelenting in their drive to bring about the remaining changes needed to make the school outstanding.
- Systems for checking how well teachers are doing and for training staff are thorough. Senior leaders are effective role models and support teachers well. School records show that teachers develop their skills rapidly and that the overall improvement in teaching is having a positive and demonstrative impact on the pupils' learning.
- Pupils are well prepared for life in modern Britain because they learn about a wide range of cultures and about topics such as the value of honesty and freedom. Spiritual, moral, social and cultural development is promoted strongly. For example, in one assembly during the inspection, pupils learned the importance of determination and dedication. In Year 6, pupils were thoughtful when discussing the meaning of being 'taxed to the edge of starvation'.
- The school has developed a broad and balanced curriculum (topics and subjects taught) that supports pupils' educational and personal needs well. Extra-curricular activities are appreciated and contribute well to the pupils' education. The positive impact of the curriculum is evident in pupils' attainment and their positive views about learning.
- Additional funding to support disadvantaged pupils and to promote sport is being used wisely. As a result, the gaps in attainment between disadvantaged pupils and others nationally and in school are closing. Disadvantaged pupils are given additional teaching, when needed, and financial help with attendance at clubs and educational visits. All pupils benefit from physical education lessons taught by knowledgeable sports coaches. Consequently, all pupils are improving their health and fitness.
- Most parents are pleased with the school and make positive comments such as, 'The teachers are really good' and 'I can't fault the school'. Leaders are strengthening information for parents on the curriculum so that parents are better equipped to help their children at home.
- **The governance of the school**
  - The interim executive board was appointed in December 2014, when the local authority became aware that the school was not improving fast enough. The board has been swift to take the necessary steps to improve the school. Members of the board are knowledgeable about how well the pupils are learning and their academic outcomes. They are rigorous in holding the school to account for its actions. They are thorough in ensuring that developments move pupils' learning forward. Demanding expectations have been set for teachers so that they are challenged and supported in aspects of their work they are seeking to improve.
- The arrangements for safeguarding are effective. As a result, pupils feel safe and are kept safe at school. Leaders have established a safe haven for all pupils and ensure that every step is taken to protect the pupils. Several parents during the inspection were keen to share their positive experiences about how well members of staff care for their children who have specific medical or social needs.

### Quality of teaching, learning and assessment is good

- Teachers have good knowledge of the subjects they teach and explain new learning clearly. As a result, pupils, including those who are learning to speak English as an additional language, know what they are to do and learn and can talk about how their work is becoming more challenging. For example, in Year 6, one pupil explained, 'I knew about it before, but I understand it better now'.
- Good use is made of resources and additional help from the teaching assistants to support learning. For example, in Year 3, pupils knew that they could refer to wall displays to help with their work if they became stuck and in Year 6, a teaching assistant provided clear guidance on how to use an apostrophe.
- Members of staff manage the pupils' behaviour well because relationships are strong and teachers are enthusiastic and helpful. As a result, lessons are calm and business-like and little time is wasted.
- Teachers check pupils' learning well by asking them probing questions. For example, in a Year 4 mathematics lesson on calculations, pupils were expected to explain the strategies they were using to

check their answers were correct.

- Teachers do not consistently adapt work when it is clear that the most-able pupils are ready for a new challenge, or support them well enough when they are looking for the deeper meaning in what they have read.
- Teachers follow the school's marking policy well, particularly in literacy and numeracy, but do not always make sure that pupils take swift action to put right mistakes they have made in their topic work.

## Personal development, behaviour and welfare

is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils feel safe and know how to stay safe. For example, in a Year 4 computing lesson, pupils could explain what they would do if they saw inappropriate images. Parents are positive about how safe their children are made to feel at school.
- Pupils are confident and know what they need to do to learn quickly. Members of staff provide good levels of care and support, enabling pupils to remain physically and emotionally healthy. As one pupil said, 'teachers help you on more than just the subjects'.

### Behaviour

- The behaviour of pupils is good. Pupils are keen to learn and help one another without the need for prompting. For example, in science in Year 5, pupils worked together well, finding the correct technical terms when answering questions about space.
- Playtimes are harmonious and pupils show great respect for the wide range of cultures and faiths represented within the school. Instances of unkind behaviour, name-calling or bullying are very rare and when they occur, they are dealt with swiftly by the school. As one pupil commented, 'Bullying is really rare. It doesn't really happen any more'.
- Rates of attendance are consistently above the national average and all groups of pupils attend regularly.
- Pupils are attentive in class, concentrate well and engage fully in their learning. Occasionally, a few become distracted when the work they have been given is not sufficiently challenging. When this happens, they do not take enough care to produce their best work.

## Outcomes for pupils

are good

- Pupils' attainment is below average when they join the school in Year 3. They make good progress in all subjects and across year groups. This is clearly reflected in school information about how well pupils are doing, nationally published data and in their written work.
- Attainment by the end of Year 6 has been rising since the previous inspection and it is now broadly average in mathematics and writing. Attainment in reading is also rising, although there are fewer pupils working at the higher levels in this subject than is found nationally.
- The most-able pupils do well in writing and mathematics. In reading, they are confident about using their knowledge of phonics (sounds that letters make) and read fluently, but they do not always understand the deeper meaning of what they have read.
- Leaders are rigorous in monitoring how well groups of pupils are doing and take effective action when any start to fall behind. There are no significant differences in the progress of various groups of pupils, including those who are learning to speak English as an additional language. There are few gaps in attainment between disadvantaged pupils and other pupils and most of these pupils are making rapid progress.
- Disabled pupils and those with special educational needs make good progress because they are carefully nurtured and provided with the right level of support in class and additional lessons.
- Pupils are prepared well for the next stage of education because they have the right literacy and numeracy skills to help them in later life. They are able to use what they have learned in literacy and numeracy to support their work in other subjects. For example, pupils in Year 6 used their knowledge of the lines of symmetry to help them to make repeating patterns in the style of William Morris. In design

and technology in Year 5, pupils used protractors to help make sundials.

- Occasionally, when working in topic books, pupils do not maintain the standard of work of which they are capable. When this happens, their handwriting is untidy and they make avoidable errors in spelling and grammar.

## School details

<b>Unique reference number</b>	102391
<b>Local authority</b>	London Borough of Hillingdon
<b>Inspection number</b>	10001989

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

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	471
<b>Appropriate authority</b>	Interim executive board
<b>Chair</b>	Chris Cole
<b>Headteacher</b>	Sandie Holmes (interim headteacher)
<b>Telephone number</b>	01895 671973
<b>Website</b>	<a href="http://www.minetjunior.org.uk">www.minetjunior.org.uk</a>
<b>Email address</b>	<a href="mailto:office@minetjunior.org.uk">office@minetjunior.org.uk</a>
<b>Date of previous inspection</b>	12–13 September 2013

## Information about this school

- Minet Junior School is much larger than the average-sized primary school.
- Pupils come from a wide range of ethnic backgrounds, with most pupils being of either Black African or Asian heritage. There is an above average proportion of pupils who are learning to speak English as an additional language.
- The proportion of pupils for whom the school receives the pupil premium is well above average. The pupil premium is additional funding for disadvantaged pupils known to be eligible for free school meals and children who are looked after.
- The proportion of disabled pupils and those who have special educational needs is well above average.
- There have been many changes on the teaching staff, including among senior staff, since the previous inspection. Over half the teachers have joined the school since that time. At the time of the inspection, the interim headteacher had been at the school for three days.
- An interim executive board was appointed in December 2014.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.

## Information about this inspection

- The inspection team observed teaching and learning in 16 lessons, four jointly with the headteacher or deputy headteacher.
- Meetings were held with leaders, teachers, pupils, members of the local authority and members of the interim executive board.
- The inspection team took into account the 15 responses to the online survey, Parent View, and the school's own survey of parents and held informal discussions with a number of parents.
- A range of information supplied by the school was scrutinised, including the school's own information about how well pupils are doing, planning documents and checks on the quality of teaching. Inspectors also looked at the school development plan and records relating to behaviour, attendance and safeguarding procedures.

## Inspection team

Alison Cartlidge, lead inspector	Ofsted Inspector
Mehar Brar	Ofsted Inspector
Nicholas Hunt	Ofsted Inspector

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