

Inspection of Heathrow Primary School

Harmondsworth Lane, Sipson, West Drayton UB7 0JQ

Inspection dates: 15 and 16 November 2022

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils are proud to attend this school and to be a member of the school's community. Relationships between pupils, staff and families are strong, including in the early years. Pupils are safe in school. The school has three rules which ask pupils to be polite, caring and thoughtful. All pupils follow these rules, routinely behave well and value each other. Pupils understand what bullying is and trust their teachers to deal with it if it does occur, which teachers do.

Leaders' academic expectations of pupils are high. Teachers expect pupils to work hard. Pupils achieve well

Pupils are happy, polite, and enthusiastic. They love learning and try hard in class. Pupils enjoy the opportunities that leaders provide to raise funds for charity and to develop leadership skills as house-team leaders or members of the school council. Pupils felt that this helps them to learn about taking responsibility. They benefit from opportunities to deepen their learning outside the classroom, including an extensive range of clubs and visits. Pupils said how much they enjoy these experiences.

What does the school do well and what does it need to do better?

Younger pupils learn phonics quickly. Teachers are well trained to use the school's chosen programme. Teachers check pupils' progress regularly. If any pupils fall behind, teachers or teaching assistants give them extra support to catch up swiftly. Pupils read books which are matched to the phonics they know. To help pupils to become fluent readers, leaders ensure that there is a clear focus on vocabulary development from early years to Year 6. Pupils learning English as an additional language receive additional help so that they can catch up with their peers.

Teaching programmes match the scope and ambition of the national curriculum. Leaders have considered the important knowledge pupils need to learn. Careful sequencing of subject content from the early years helps pupils to understand more complex ideas by building on what they have learned before. Typically, teaching gives pupils ample time to practise the skills that they have learned so that they can apply them to increasingly complex questions. Teachers use assessment to understand what pupils can do and where they need more support. However, in some subjects, leaders have not identified as securely the important ideas that pupils need to learn and remember. In these subjects, teachers' subject knowledge is not as routinely strong. This means that sometimes teachers give pupils work which is too difficult or not focused on what pupils need to know.

Most pupils with special educational needs and/or disabilities (SEND) thrive here. This is because leaders, teachers and support staff know them well and understand what helps them to learn. They are given specialist help in lessons when it is needed and staff are well trained to understand pupils' particular needs. This begins in the

Reception Year. Pupils with SEND are identified swiftly so that support can be put into place as soon as possible. Leaders have introduced a programme to help pupils understand their emotions. This helps pupils to deal with how they feel and to avoid being distracted from their learning.

Pupils learn to respect and value other faiths and cultures. Leaders work closely with parents and carers. They invite parents into school to find out what their children are learning. This helps parents to understand how their children are doing at school and how they can support their children's learning at home. This also supports and nurtures a thriving relationship between the school and parents. Parents praised the school.

Pupils are focused in class and keen to do their best. They are rarely disrupted from learning the curriculum and their work because all pupils are engaged in learning.

School leaders recognise the strengths of the school. However, leaders, including those responsible for governance, do not routinely identify where the school needs to improve and the actions needed to secure improvement. This means that leaders are not held typically to account to achieve the improvements that are needed across the curriculum.

Staff enjoy working at the school and are proud to be part of the school's community. They felt well supported by leaders who are considerate of their workload.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained to spot signs that a pupil may be at risk of harm. They know what to do if they have any concerns. Leaders have put in place a thorough training programme for staff which keeps them up to date on issues that pupils may face. Leaders work well with external agencies and the local authority, and make sure that pupils and families get the support they need. Leaders and staff teach pupils to safeguard their well-being, including how to stay safe online and the importance of healthy lifestyles.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, leaders have not identified all the knowledge that pupils need to learn and teachers' subject knowledge is not routinely strong. As a result, teaching in these subjects does not routinely ensure pupils learn important concepts. Leaders should ensure that teachers know precisely what key content and skills pupils need to learn, so that pupils' understanding builds cumulatively over time in all subjects.

- Leaders and the governing body do not have a full understanding of limitations in curriculum planning in some foundation subjects. This means that leaders are not held to account for action planning to improve in these subject areas. The governing body and leaders need to ensure that evaluations are accurate and put sound plans in place to secure the improvements needed.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	102385
Local authority	Hillingdon
Inspection number	10240878
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	421
Appropriate authority	The governing body
Chair of governing body	Trusha Dabba
Headteacher	Simon Giles
Website	www.heathrowprimaryschool.co.uk
Date of previous inspection	19 March 2019, under section 8 of the Education Act 2005

Information about this school

- The school does not make use of an alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other senior leaders and members of the governing body.
- Inspectors met with a representative of the local authority.
- Inspectors did deep dives in these subjects: reading, mathematics, physical education, science and history. In each deep dive, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers, pupils and looked at pupils' work. Inspectors also sampled the curriculum of other subjects,

including meeting leaders and looking at pupils' work.

- The lead inspector met with leaders with responsibility for safeguarding. Inspectors also spoke with pupils and staff and considered a wide range of safeguarding documentation, including the record of pre-employment checks.
- Inspectors scrutinised a range of documentation provided by the school, including the improvement plan and behaviour records.
- Inspectors met with groups of pupils, including those on the school council and the house captains.
- Inspectors considered the views of parents through responses to Ofsted's online survey for parents, Parent View, and by talking with parents at the end of the school day. They also evaluated the views of staff and pupils through responses to Ofsted's online surveys.

Inspection team

Amy Jackson, lead inspector	Ofsted Inspector
Rosemarie Kennedy	Ofsted Inspector
Meena Walia	Ofsted Inspector

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