

# Inspection of Yeading Junior School

Carlyon Road, Hayes UB4 0NR

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Inspection dates: 17 and 18 May 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Pupils enjoy coming to this school. They work hard and achieve well. Pupils are respectful to each other and behave well in lessons and around the school. They feel safe in school. Very positive relationships between staff and pupils mean that pupils trust their teachers to deal with any concerns that they may have.

Pupils benefit from a carefully thought-out curriculum that is broad and balanced. Leaders have made sure this curriculum is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Leaders have considered the school's diverse community when deciding what pupils should be taught. This includes carefully selected reading books that reflect a range of cultures, and trips to local places of worship of different faiths.

Pupils are supported well to be ready for the next stage of their education. Leaders' focus on developing pupils' character virtues is embedded in school life. This means that pupils recognise where they need to show resilience, compassion or determination, for example. Pupils have opportunities to take on roles of responsibility in the school. As well as playground buddies and school council members, some pupils take on the role of class bank manager, organising the rewards vouchers for their classmates.

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

Leaders have put together a rich and ambitious curriculum which they regularly review and refine. This ambition is exemplified by pupils learning Latin in addition to French. Pupils study a wide range of subjects delivered by teachers with strong subject knowledge. Pupils with SEND follow the same rich curriculum as their classmates. Teachers use the very clear information that leaders provide to make sure that these pupils can achieve well in lessons.

Leaders have made sure that subject content has been put together in a way that helps pupils learn more over time. For example, in mathematics, pupils learn more complex ideas as they get older, but they constantly revisit earlier learning. Leaders have worked hard to establish a consistent structure to lessons, so they know that that this regular referring to earlier work is happening across the whole school. Sometimes, teachers do not check that pupils have understood a new idea or new content before the lesson moves on. This means that some pupils miss out on important content and have gaps in their knowledge.

Reading is prioritised and celebrated across the school. Pupils read widely and often. Teachers and leaders select books that broaden pupils' horizons and celebrate diversity. Over time, pupils become skilled at interpreting a wide range of different types of text. Pupils who need more help with their reading are identified quickly. Trained staff support these pupils to learn to decode unfamiliar words so that they can read more fluently.

Pupils have very positive attitudes towards their learning and to school life. They listen to each other and to their teachers. Pupils behave well in lessons and in the playground. Pupils like the recently introduced behaviour system, which rewards their positive behaviour. Bullying is very rare, and staff deal with it swiftly if it does occur. Leaders work hard to engage with families to promote high levels of attendance at school.

Leaders have an ambition to develop pupils beyond the academic. A carefully considered programme of personal, social and health education (PSHE) helps pupils to understand about relationships and healthy lifestyles in an age-appropriate way. Pupils appreciate the opportunities they get to visit places of cultural significance. This includes visits to the local gurdwara and to the British Museum. A range of clubs and activities are provided at lunchtime and after school to enrich and extend pupils' experiences. However, leaders do not check whether these are being accessed equally by all pupils, including those who are disadvantaged.

Parents and carers appreciate the accessibility of leaders and the regular communication that they get from the school. Teachers, including those new to the profession, benefit from high-quality support and training. Staff are proud to work in the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding is prioritised by governors and leaders. Leaders have made sure that staff are vigilant and that they report any concerns they may have. Leaders work closely with the appropriate authorities to secure help for the most vulnerable pupils and families.

Pupils feel safe at school. They know they can talk to any adult in the school about their worries or concerns, no matter how small. Pupils like the 'Voice Box', where they can raise any issues they may have discreetly. Pupils have been taught how to keep themselves safe, including in the community and online.

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

### **(Information for the school and appropriate authority)**

- Sometimes, teachers do not check that pupils have understood the subject content that they are learning before moving on. This means that some pupils have gaps in their knowledge. Leaders should put in place strategies to develop teachers' practice to ensure that they routinely check understanding so that misconceptions and gaps in pupils' knowledge are addressed quickly.
- Although pupils can attend a number of different clubs and activities, leaders do not monitor the take-up of these by different groups of pupils. This means that some disadvantaged pupils may miss out on these enrichment opportunities.

Leaders should routinely monitor the take-up of clubs and activities to ensure that pupils from different backgrounds and with different needs benefit from these additional opportunities.

## 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

<b>Unique reference number</b>	102403
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	10287196
<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	468
<b>Appropriate authority</b>	The governing body
<b>Chair of the governing body</b>	Angela Flux (co-chair) Ian Nelson-Wright (co-chair)
<b>Headteacher</b>	Michael Hall
<b>Website</b>	<a href="http://www.yeadingjuniorschool.co.uk">www.yeadingjuniorschool.co.uk</a>
<b>Date of previous inspection</b>	27 February 2018, under section 8 of the Education Act 2005

## Information about this school

- There have been recent changes in leadership at the school, including a newly appointed headteacher.
- The school does not use any alternative education providers.

## 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. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in reading, mathematics, French, physical education and music. For each deep dive, they discussed the curriculum with subject leaders, visited lessons, looked at pupils' work and talked to teachers and pupils. The inspectors also visited a range of lessons in other subjects, including

writing, science and PSHE. They looked at pupils' work and at curriculum information.

- Inspectors held meetings with the headteacher, members of the school leadership team, and with members of staff, as well as a range of pupils. Inspectors met with leaders responsible for SEND, behaviour and attendance, and pupils' wider development.
- The lead inspector looked at the school's policies and procedures for safeguarding and supporting pupils' welfare and well-being. This included looking at case records and reviewing the school's single central record of pre-employment checks.
- Inspectors considered the survey responses from pupils, parents and staff. They also spoke with a number of parents.
- The lead inspector met with members of the governing body, including one of the co-chairs of governors, and he spoke with a representative of the local authority.

### **Inspection team**

Bob Hamlyn, lead inspector

His Majesty's Inspector

Rekha Bhakoo

Ofsted Inspector

Karyn Ray

Ofsted Inspector

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