

Inspection of a good school: Heathfield Junior School

Cobbett Road, Twickenham TW2 6EN

Inspection dates:

27 and 28 February 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

All pupils are proud to be part of this inclusive school. It is a special place where pupils are nurtured so that they thrive. Leaders are clear in their philosophy that everyone is welcome, valued and encouraged to do their very best. Staff, parents and carers and pupils all work together to create a real sense of community. Pupils are kept safe and feel safe because there are systems in place to support them if any problems should arise. Pupils said that they particularly value the different ways they can raise concerns and seek support. For example, pupils use the 'worry boxes' or speak to members of the school's pastoral team to share any worries they might have.

Staff expect pupils to excel, and pupils thrive on this challenge. Leaders work very effectively to identify the needs of all pupils, including those with special educational needs and/or disabilities (SEND) and those who are eligible for the pupil premium. In lessons, tasks and activities are adapted to meet pupils' needs. Pupils learn well and achieve highly across the curriculum.

Pupils' behaviour is exemplary in lessons and during unstructured times. They love learning and try hard in lessons. They relish the opportunities to learn outside the classroom which are rich and plentiful. For example, many pupils take up the chance to get involved in the vast array of extra-curricular clubs on offer.

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

Leaders have designed an ambitious curriculum. They have identified and sequenced the important ideas pupils should learn in each subject. Teachers take the time to encourage pupils to make links to previous learning and this helps them to retain and remember what they have been taught. Throughout the curriculum, pupils build up their subject-specific knowledge and skills securely. Over time, they tackle increasingly complex

problems and concepts. For example, in history, pupils build up their skills securely to be able to routinely evaluate information from different sources. They are taught to challenge each other's ideas and draw conclusions. Pupils with SEND receive bespoke support from expert teachers. This helps them to access the same ambitious curriculum as their peers.

Most pupils who join the school are already fluent readers. For those who are still developing their reading fluency, there is a well-designed and effective curriculum in place. Teachers are trained to teach pupils to read using phonics. Teachers check pupils' phonics knowledge to ensure that pupils' reading and spelling continually develop. Leaders have worked hard to develop pupils' reading in all year groups. For example, there is a strong focus on supporting pupils' language and communication skills, particularly for pupils who speak English as an additional language. Staff maximise opportunities to broaden pupils' vocabulary in order for them to become fluent readers and to learn well in other subjects. Leaders have increased the opportunities for pupils to read non-fiction texts. This has helped to enhance pupils' understanding of the world around them.

Teachers have strong subject knowledge. This means they are able to support pupils to understand the trickiest of concepts. Teachers and leaders check what pupils know and remember in each subject. They identify and correct any misconceptions that may arise.

Pupils' rates of attendance are high. On the rare occasion that a pupil's attendance falls below the expected level, leaders work effectively with families to understand any concerns.

The school places a strong focus on pupils' personal development. For example, pupils are taught about the importance of respecting and valuing different faiths and cultures. Staff provide pupils with many opportunities to develop their leadership skills. They thrive on these responsibilities. For example, older pupils act as reading mentors for younger ones. Sports leaders organise games and activities, and house captains undertake duties around the school. Pupils support and nurture each other. This all contributes to the school being a special place to be.

The school has forged strong and positive partnerships with parents. As a result, parents are fulsome in their praise of the school. Leaders, including those responsible for governance, are proud of the school's many strengths. Even so, they are not complacent and continue to drive forward further improvements. They have created an environment where members of staff are happy in their work. Staff recognise the extensive initiatives in place to manage workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in May 2014.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND);); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	102890
Local authority	Richmond Upon Thames
Inspection number	10296714
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	422
Appropriate authority	The governing body
Chair of governing body	Jacqui Kelly
Headteacher	David Colenso
Website	www.heathfieldschoolspartnership.org
Date of previous inspection	19 September 2018, under section 8 of the Education Act 2005

Information about this school

- The school has specially resourced provision for pupils with SEND. This provision currently caters for six pupils with social, emotional and mental health needs.
- The school does not make use of any alternate provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspector met with the executive headteacher, headteacher and other senior leaders. The inspector also met with representatives of the governing body, including the chair of governors.
- The inspector carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited lessons, spoke with teachers, spoke with some pupils about their

learning and looked at samples of pupils' work. Other subjects were considered as part of the inspection.

- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector scrutinised a range of documentation, including school development plans, and behaviour and attendance records.
- The inspector gathered the views of pupils, parents and staff through discussions and by considering their responses to Ofsted's online surveys.

Inspection team

Amy Jackson, lead inspector

Ofsted Inspector

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