

Inspection of a good school: Whiteheath Junior School

Whiteheath Avenue, Ruislip, Middlesex HA4 7PR

Inspection dates:

3 and 4 July 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?

Leaders have established a high achieving, inclusive and welcoming school community. Pupils are happy, resilient, and eager to learn. The school has the highest expectations for all pupils, including those with special educational needs and/or disabilities (SEND). As a result, pupils achieve exceptionally well in their learning. This is reflected in published outcomes in national assessments.

Pupils, staff and parents and carers are very proud of their school. Relationships between staff and pupils are respectful. This results in a harmonious learning environment in which pupils' well-being flourishes. Behaviour is exemplary across the school. Pupils feel cared for and safe and know that if they have concerns or worries an adult will listen to them. Bullying is rare and, if it happens, teachers deal with it quickly.

The school ensures that pupils gain valuable life experiences. For example, Year 6 pupils take part in a citizenship day at Brunel University. Younger pupils visit the Natural History Museum and other places of local and national interest. Pupils have extensive opportunities to take up responsibility. For example, older pupils help younger pupils with their reading and the 'eco-monitors' play an active role in looking after the school environment.

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

The school has embedded an ambitious and rich curriculum. It has identified with precision, the key knowledge, skills and vocabulary that pupils should learn at each stage. This means that pupils can build up their knowledge so that by Year 6 they have a deep understanding of what they have learned. For example, in geography, pupils can explain why avalanches in the Alps have increased owing to climate change. Staff identify the

needs of pupils with SEND and make adaptations for them through targeted adult support and the effective use of resources.

Staff training and development is a high priority. As a result, teachers have secure subject knowledge. They present information to pupils with clarity. Teachers check pupils' learning regularly and address any misconceptions swiftly. They encourage pupils to make links with what they have learned before. For example, in mathematics, Year 5 pupils recall with confidence, 'half-turns' and 'full-turns' from their previous study of angles. They then apply this to their new learning of more complex vocabulary such as 'acute' and 'obtuse' angles. The school places great emphasis on real-life mathematics. For example, Year 6 pupils learn about budgeting for a holiday and working out the best value for money.

The school places a high priority on reading. Effective training ensures that staff have strong knowledge for teaching reading. Pupils who need support with their early reading are identified swiftly. They take part in a wide range of activities providing additional help. Regular checks ensure that pupils read books that are well matched to their phonics knowledge but are also age appropriate. These approaches to pupils' reading development continue throughout the school. Teachers ensure that pupils become more confident in reading more challenging texts as they progress through the years. This is because teachers increase the complexity of the vocabulary they introduce to pupils. For example, pupils use a wide range of descriptive language when analysing the characters and ideas in the books they are reading.

The school places a high priority on attendance and pupils are praised for coming to school regularly. Robust systems to monitor school absence have resulted in high school attendance levels.

The school promotes pupils' wider development exceptionally well. There is a well-thought-out and age-appropriate personal, social and health education programme. Sensitive topics, such as different types of families and healthy relationships are taught with care. Staff teach pupils about respecting other faiths, cultures and ways of life. Educational outings include visits to local mosques, temples, and synagogues. Racism and discriminatory behaviour are never tolerated.

Leaders, including the governing body, have identified appropriate priorities for further school development. They challenge the school effectively while supporting staff 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 December 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	102400
Local authority	Hillingdon
Inspection number	10323319
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	315
Appropriate authority	The governing body
Chair of governing body	Jim Edgecombe
Headteacher	Michelle Kenny
Website	http://www.whiteheath-jun.hillingdon.sch.uk
Date of previous inspection	2 October 2018, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- The school is a larger than average sized junior school.
- The school runs its own breakfast club.

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 has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, they discussed the curriculum with subject leaders, visited a sample of lessons, looked at pupils' work, spoke to teachers, and spoke to some pupils about their learning.

- The inspector also considered the curriculum in other subjects.
- 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 held meetings with the headteacher and other senior leaders. She also met leaders with responsibility for behaviour, attendance, SEND provision and pupils' personal development.
- The inspector met with members of the governing body and a local authority representative.
- The inspector considered responses to Ofsted's online surveys for parents, staff and pupils.

Inspection team

Susan Maguire, lead inspector

His Majesty's Inspector

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