



Whiteheath Junior School

Inspection Report

Unique Reference Number 102400
Local Authority Hillingdon
Inspection number 286364
Inspection date 8 January 2007
Reporting inspector Mike Thompson

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

Type of school	Junior	School address	Whiteheath Avenue
School category	Community		Ruislip
Age range of pupils	7-11		HA4 7PR
Gender of pupils	Mixed	Telephone number	01895634964
Number on roll (school)	338	Fax number	01895638108
Appropriate authority	The governing body	Chair	Mrs Caroline Mathie
		Headteacher	Mr Barry Harmer
Date of previous school inspection	25 June 2001		

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Whiteheath is a large, three-form entry junior school located in a residential area of north-west Ruislip. Most pupils are of White British heritage. Their home circumstances are generally advantaged. The proportion of pupils with learning difficulties and disabilities is below average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Whiteheath Junior is a good school with many outstanding features.

When pupils join at the start of Year 3 their attainment is well above average. The school successfully builds on this and ensures that pupils achieve well in all year groups. This is because pupils are taught well and the excellent curriculum provides them with a wide range of interesting and exciting activities. The pupils enjoy learning and appreciate their lessons. One commented, 'I like lessons because they're fun. The teachers add a bit of laughter, but are still strict!' The teachers keep a close check on how well their pupils are doing. They are good at using what they know to ensure that their pupils make good gains in their learning. By the time pupils leave at the end of Year 6, standards are consistently high in English, mathematics and science.

A further important factor in the school's success is the excellent climate for learning evident in all classes. This stems from the outstanding personal development of the pupils. They behave impeccably, and show a real desire to learn.

Whiteheath is a truly inclusive school in which each child matters. All pupils are warmly welcomed and equally valued. They are exceptionally well cared for and feel safe and happy. The school provides excellent academic guidance for its pupils by setting clear and challenging targets for each of them to achieve. It is able to do this because it has developed comprehensive systems for checking on what individual pupils know and can do. The system for tracking overall performance, although good, does not yet provide precise enough information about the progress made by pupils as they move through the school.

The parents and pupils hold their school in very high regard. Their overwhelmingly positive views are fully justified. One parent summed up the views of many when writing, 'I would like to say how proud I am that my child attends Whiteheath Junior School. The standard of education is high, and my child is always keen to go to school.'

The leadership and management of the school are good. Within this, the leadership of the headteacher and chair of governors is excellent. The school has made good progress since its last inspection, and the way it has maintained high standards is a clear indication of its outstanding capacity for continuous improvement.

What the school should do to improve further

- Refine further the systems in place for tracking pupils' progress as they move through the school.

Achievement and standards

Grade: 2

Standards are high in all classes. The school's performance in the national tests at the end of Year 6 is consistently well above the national average for this year group. Throughout the school, pupils make good progress in sustaining these high levels of

performance. This level of performance stems from the culture for learning and the good teaching that is a feature in all classes.

Pupils with learning difficulties and disabilities make good progress because they are given good quality help in meeting their targets.

In 2006, the school met the challenging targets for its performance in the national tests for Year 6. The current group of pupils is on course to meet equally challenging targets in 2007.

Personal development and well-being

Grade: 1

Pupils' outstanding spiritual, moral, social and cultural development underpins all aspects of school life. Particularly noteworthy is the excellent social development of pupils. For example, the work of the school council and class councils gives pupils first-hand experiences of democracy in action. Pupils also make excellent contributions to the wider community in a number of ways. For instance, pupils in Year 6 planned the activities for their stall at the school Christmas Fair. The large amount raised was donated to a school in Ethiopia and an orphanage in Nairobi.

Attendance rates are consistently above the national average, and illustrate pupils' exceptionally positive attitudes towards their school. Relationships throughout the school are excellent. Pupils are exceptionally well prepared for the next phase of their education and for a future as life-long learners. They have a good understanding of the importance of healthy lifestyles, a sound awareness of how to keep safe, and have high levels of competence in basic skills.

Quality of provision

Teaching and learning

Grade: 2

The school's view that teaching and learning are good was confirmed by the inspection. Some of the teaching observed was of the highest quality.

Particularly noteworthy features of lessons are the attention and enjoyment shown by all pupils. This is because teachers plan carefully to make their lessons interesting. They know their pupils' learning needs very well. As a result, they generally pitch work at different levels or present it in different ways so that pupils of all abilities are given achievable challenges. Teachers' marking of pupils' work is thorough, but on some occasions pupils do not learn from their mistakes. This is because corrections requested by teachers are not always done.

Skilled classroom assistants work well in partnership with teachers and give good quality help to pupils who need more individual attention.

Curriculum and other activities

Grade: 1

The curriculum is very well planned to ensure a balanced coverage of subjects. The wide range of out of school activities is an excellent feature, and is greatly appreciated by the pupils. In addition, the school ensures that visits to places of interest or visitors to the school add interest and enjoyment to pupils' learning.

The school constantly looks for ways in which learning can be made more interesting. Its regular historical themes, such as the 'Ancient Greek Day' are good examples of this. Every opportunity is taken to ensure that pupils apply what they have learned. For instance, pupils in Year 5 greatly enjoyed devising mathematical games, which were then tested out by visiting pupils from a local school.

Care, guidance and support

Grade: 1

The school provides excellent pastoral care for its pupils. The procedures to ensure their safety and well-being are rigorous. The school provides a healthy menu for pupils at lunchtime. All pupils interviewed said that they really enjoyed their meals and liked the choices that they could make. There are regular opportunities for pupils to take exercise before, during, and at the end of the school day.

The quality of academic guidance given to pupils is also excellent. This is based on good systems for assessing each pupil's academic performance. All pupils have targets to reach, and their progress in meeting them is regularly reviewed. The Record of Achievement provides an opportunity for pupils to assess their own performance and set their own personal goals.

Leadership and management

Grade: 2

The impact of leadership is seen in the good progress made by the pupils. The headteacher knows the school exceptionally well and makes very good use of information gathered from his regular monitoring to guide its development. The school's evaluations of the impact of its work are mostly thorough, and used well to set challenging targets for its performance. However, the school acknowledges that its tracking systems do not yet provide managers with precise enough detail about the gains made by pupils.

The deputy headteacher provides excellent support for the headteacher, as does the highly committed staff team. Together, they have developed an accurate understanding of the school's strengths and weaknesses, and have devised a clear plan for the further development of the school. Teachers monitor their areas of responsibility well and use the information which they gather to make useful contributions to the school's improvement.

Governance is good. Governors carefully monitor the work of the school and are good at holding it to account.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	NA

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you very much for being so helpful when I came to visit your school. I really enjoyed meeting you, talking to you and looking at some of your work.

I think that you go to a good school. There is so much I like about your school that I can't mention everything, so here is a list of what I think are the most important things.

- You do well in your work, and when you leave school at the end of Year 6 your results are better than those of most other schools. You should be very proud of this.
- Everyone in your school is friendly and welcoming. You behave exceptionally well and get on really well with each other.
- You learn a lot in lessons because the teaching is good. Some lessons are excellent.
- Your teachers plan lots of interesting things for you to do. This is excellent.
- All of the adults in your school make sure that you are really well looked after.
- Your headteacher does an excellent job and makes sure that you get a good education.

Even in a good school like yours there is always something that could be even better. So, I think that what needs to be done next is for the school to improve the way in which it checks on your progress. This will help the teachers to see exactly how well you are getting on.

I am sure that you will continue to have great success in the future.

Mike Thompson

Lead inspector