

Yeading Junior School

Inspection report

Unique Reference Number	102403
Local Authority	Hillingdon
Inspection number	307991
Inspection dates	16–17 March 2009
Reporting inspector	Pritiben Patel

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School (total)	482
Appropriate authority	The governing body
Chair	Mr Ian Nelson-Wright
Headteacher	Mrs Carole Jones
Date of previous school inspection	24 May 2004
School address	Carlyon Road Hayes UB4 0NR
Telephone number	01895 671 956
Fax number	020 8573 2280

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Yeading Junior is a large school. Pupils come from a wide range of backgrounds including Asian, Black British and White British. The proportion of pupils from minority ethnic backgrounds is nearly four times higher than the national picture. More pupils than are usually found speak English as an additional language. The main languages spoken are Punjabi, Somali, Tamil and Urdu. Eighty-eight pupils are at the early stages of learning to speak English. The percentage of pupils with learning difficulties and/ or disabilities, such as speech, language, communication, behavioural and social needs, including those with a statement of special educational needs, are above average. More pupils than usually found are entitled to free school meals. The school has Healthy Schools Status and was awarded the Activemark in 2008.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Yeading is a good school where pupils make good progress. Pupils are the focus of all the decisions that are made at the school and, in turn, they contribute excellently to all aspects of school life. For example, they review the school improvement plan and take part in a wide range of competitions such as the 'Junior Young Chef'. The vast majority of parents hold the school in high regard and made very positive comments such as, 'My child is very happy at Yeading' and 'I would recommend the school to any parent.' A small minority expressed concerns about pupils' behaviour. However, the inspection team found no evidence to substantiate these concerns.

The personal development and well-being of pupils are outstanding. By the time pupils leave, they are mature and have very positive attitudes. This is because relationships throughout school are based on mutual respect and care for one another. Pupils' spiritual, moral, social and cultural development is outstanding. They celebrate a range of festivals, take part in reflection during assemblies and are extremely supportive of one another. Their adoption of healthy lifestyles is outstanding as they participate in a variety of clubs and activities such as growing their own food in the allotment, gardening club and taekwon-do. As a result, the school has attained the Healthy School Status and Activemark for work in sports. Pupils' adoption of safe practices is excellent. They have a very good understanding about how to keep themselves safe in the playground, for example, when using the climbing frame, as well as stranger danger and road safety. Pupils' contribution to the school is outstanding through the Pupil Forum and the Buddy system where older pupils look after younger pupils, and the running of their own clubs.

Partnerships are outstanding. For example, the school takes the lead within a collaboration of schools offering a range of opportunities and projects for both pupils and their families such as in literacy and information and communication technology (ICT). Very good links have been developed with the library, which helps with curriculum resources, as well as with social work students from Brunel University who support pupils with individual needs.

The headteacher provides strong leadership and sets clear direction for the school. She is very well supported by staff who work collaboratively as a team. The school development plan is robust, identifies relevant priorities and is used to drive improvements forward well. Subject leaders are new to their posts and it will take time to embed their roles before their impact on pupils' progress can be fully measured. Areas from the last inspection have been successfully addressed. Support staff are deployed well. Pupils' behaviour is outstanding because staff have high expectations and positive behaviour is rewarded through, for example, 'Weekly Class Behaviour Awards'. Provision for pupils from minority ethnic backgrounds is strong. They have individual plans that detail the support they require.

Pupils' standards on entry to the school in Year 3 are below average. They make good progress during their time at school and attain broadly average standards closely in line with the national picture. Most-able pupils are attaining less well in comparison to pupils nationally and this is a current focus for the school. The above-average proportion of pupils with English as an additional language and learning difficulties and/ or disabilities make good progress because of the careful monitoring of progress and the strong support they receive. Pupils' good progress in basic skills, as recognised by the Basic Skills Quality Mark, along with their very good maturity, ensures that they are well prepared for secondary school.

Pupils make good academic progress because the quality of teaching and learning are good. Relationships between staff and pupils are excellent. Teachers explain learning intentions well to pupils so that they have a clear understanding about what it is they are learning. Teachers work hard to ensure that classrooms are stimulating and interesting places for pupils in which to learn. However, the most-able pupils are not consistently challenged in all lessons and this has a negative impact on their enthusiasm to learn.

The curriculum is outstanding. It is well planned and stimulating for pupils. Enrichment activities such as themed weeks, visits and visitors all contribute to pupils' outstanding enjoyment.

Pastoral care and support for pupils are outstanding. Safeguarding is securely in place. Induction procedures for pupils new to the school are excellent. Academic monitoring is outstanding. Pupils' progress is regularly tracked and appropriate support provided for those that require it. Pupils know what to do to improve their work because teachers' marking is detailed and informs them about what they need to do next.

Capacity for the school to move forward is good based on a track record of rising standards and strong leadership from the headteacher.

What the school should do to improve further

- Improve teaching and learning by ensuring that the most-able pupils are consistently challenged in all lessons.
- Ensure subject leaders are helped to develop fully in their roles in order to maximise their impact on pupils' progress.

Achievement and standards

Grade: 2

Pupils make good progress and attain broadly average standards by the end of Year 6. There is a trend of year-on-year improvement in standards in English, mathematics and science. Assessment information for 2008 shows that more-able pupils did not attain as well as pupils nationally. The school is addressing this by working closely with other schools to extend provision and entering pupils in writing competitions in order to raise their aspirations. Groups of pupils, such as those from Asian backgrounds, attain in line with their peers due to the well thought out support they receive. The gap in the attainment of Black African pupils is closing in English due to the school's work on writing and other successful initiatives such as the 'Boys into Books Campaign'. The school is currently addressing the attainment of Black African pupils in mathematics by focusing on mathematical vocabulary, and coaching parents about how they can best support pupils with their learning in mathematics at home.

Personal development and well-being

Grade: 1

Pupils show great enjoyment for all aspects of school life and they talk enthusiastically about lessons, their teachers, after school clubs and the opportunities they have to take responsibility. Through the Pupil Forum, peer mediators and the house systems, pupils have excellent opportunities to have their voice heard and to make a real difference to school life. Pupils take their roles very seriously and through their involvement in local and national initiatives such as Anti Bullying Week, the pupils show outstanding support for each other. They demonstrate an excellent understanding of how to lead healthy lives and keep themselves safe. Their behaviour is very good in and out of lessons. Attendance is good and has improved due to the

successful strategies the school has implemented. Pupils' spiritual, moral, social and cultural development is outstanding. Daily whole-school assemblies make a positive contribution to the pupils' spiritual development and levels of self-esteem. Pupils have outstanding cultural understanding through their links with the wider community and curriculum enrichment opportunities such as International Week. By the time pupils leave the school they are mature individuals, fully aware of their options for the future and able to speak confidently and clearly about their aspirations.

Quality of provision

Teaching and learning

Grade: 2

Strengths of teaching include well-paced activities, incisive questioning and the attention that is given to the needs of most individual pupils. These features are underpinned by the collaborative approach taken by teachers and support staff, who work effectively within teams and provide well-focused support when pupils are working in groups. Learning is also promoted well by detailed planning and very good use of precise learning targets, which successfully extend pupils' knowledge and skills and involve them in their learning. However, on occasion introductions are too long and although teachers use assessment information to plan different work for the most-able pupils, this is not effective in all lessons. As a result, the most-able pupils do not always make the progress they could in all lessons, as they are not sufficiently challenged. Teachers use marking very well to provide pointers for improvement. In lessons pupils confidently explain what they are learning and how they are going to improve. They work very well together in pairs and groups and willingly share their findings.

Information and communication technology, including interactive whiteboards, are used effectively to support learning and engage pupils in a range of learning opportunities in several subjects including literacy and art.

Curriculum and other activities

Grade: 1

The high quality of displays provides an insight into the richness of pupils' learning experiences. It provides an exceptionally good balance between basic skills in literacy and numeracy, and the development of pupils' performance and creative skills in subjects such as physical education, music and art. One parent accurately commented, 'There are many extra-curricular activities.' Examples include football, sewing and friendship club. The teaching of French and other languages adds a further dimension. The breakfast club is very much enjoyed by the pupils as they take part in creative activities such as decorating wooden spoons as well as completing their homework. The school makes particularly effective use of visits and visitors to enrich pupils' experiences and extend their learning such as sports coaches and faith groups.

The curriculum continues to be adapted in order to raise standards in English and mathematics. For example, the school is giving pupils more experience of writing for different purposes and focusing on appropriate use of vocabulary and punctuation in order to raise standards in writing. In mathematics there is an increased focus on vocabulary and solving problems.

Care, guidance and support

Grade: 1

Pupils are nurtured and supported throughout the school, enabling them to mature into sensible young people who gain excellent personal skills in preparation for life ahead. There are excellent links with outside agencies to ensure pupils' health, safety and welfare. Safeguarding and child protection procedures are rigorously applied. Pupils say they are very well cared for and that there is always someone to turn to if they encounter difficulties or have worries, for example Learning Mentors, Peer Mediators or Buddies. The school provides the pupils with excellent academic guidance and support through feedback and marking. This helps pupils to understand what they need to do to improve. Older pupils are learning to assess their own work. Target-setting is challenging and as they get older, pupils have a growing awareness of the level at which they are working. There are very strong systems to aid the induction of new pupils, and they soon make friends and settle to school routines with the help of buddies. Pupils who find learning more difficult or those at the early stage of learning English are supported very well and, as a result, they make good progress.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher works very hard to ensure that pupils attending the school have many interesting and valuable experiences. For example, pupils presented their work on peer mediation at Brunel University and other pupils travelled to 11, Downing Street to receive the Diana Award in recognition for their work in helping their peers. The headteacher's excellent work in actively promoting community cohesion is outstanding and in doing so, she has improved choices and experiences for pupils. For example, through the Community House pupils have been involved in family learning projects with their parents in literacy and ICT. Pupils have an excellent understanding of the cultures of their peers because of the celebration of many festivals including Black History Month as well as international links with a school in Belize. There have been well-planned changes to the roles of the subject leaders. The school recognises that they will need time to develop their roles before their impact on pupil progress can be fully measured.

Governors contribute well to school life. They are highly skilled, share their valuable expertise with the school and are very supportive. Governors are involved in the recruitment of staff, liaise with parents and contribute to the school improvement plan. They are working on developing their understanding of pupil progress data.

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Annex A

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of 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

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	3
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

27 March 2009

Dear Pupils

Inspection of Yeading Junior School, Hayes, UB4 0NR

On behalf of the inspectors, I would like to thank you very much for helping us when we came to find out how well you are getting on. We enjoyed visiting your lessons and talking to some of you at break and lunch times. We would like to say a special thank you to those pupils who presented to us some of the things you do in school. We agree with you and your parents that Yeading is a good school.

Here is a list of just some of the positive things that we found out about your school.

- You make good progress and reach expected standards for your age by the time you leave in Year 6. Those of you who find learning more difficult, and those who are at the early stages of learning to speak English, make good progress, because you have individual learning plans.
- Your attitudes and behaviour are excellent.
- You thoroughly enjoy being at school because the curriculum is outstanding and you have many visits and visitors. You also greatly enjoy learning French, Russian and other languages.
- All the adults in your school show outstanding care for you and as a result you feel well looked after.
- Teaching is good because lessons are well planned and teachers make it clear to you what you have to learn. Teachers' marking tells you clearly about what you need to do to improve your work.
- All the adults in your school work hard to ensure you receive a good education.
- Your headteacher works very hard to ensure that you benefit from the outstanding partnerships that she has developed. So, for example, you have received the Diana Award and Young Chef Award, as well as presented what you do in school to students at university.

Even in a good school like yours there are areas that can be improved. I have asked that the quality of teaching and learning be improved through teachers providing those of you who find work quite easy with more difficult work. I have also asked that teachers who are subject leaders are helped so that they have greater impact on the progress you make. I am sure that you will continue to enjoy school, behave very well and work hard!

Yours faithfully

Pritiben Patel

Lead Inspector