

Feltham Hill Junior School

Inspection report

Unique Reference Number	102483
Local Authority	Hounslow
Inspection number	335909
Inspection dates	7–8 July 2010
Reporting inspector	Kathryn Taylor

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

Type of school	Primary
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	356
Appropriate authority	The governing body
Chair	D Howley
Headteacher	Mandy Lancy
Date of previous school inspection	6 June 2007
School address	Ashford Road Feltham TW13 4QP
Telephone number	020 88904560
Fax number	020 87510597
Email address	office.fhj.hounslow@lgfl.net

Age group	7–11
Inspection dates	7–8 July 2010
Inspection number	335909

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. They observed 15 lessons taught by 13 members of staff. They held meetings with pupils, governors and staff, and spoke to parents and carers bringing their children to school. Inspectors looked at a number of documents, including attendance data, pupils' work, local authority reports, curricular documents and safeguarding information. They analysed 101 questionnaires received from parents and carers as well as those completed by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether current attainment and progress, especially in English, is better now than in 2009
- the extent to which teaching meets the needs of all ability groups and the quality of the support provided to help some pupils to catch up
- the improvements to pupils' attendance rates last year have been maintained, and the extent of pupils' spiritual and cultural development
- the contribution of school leaders and governors to school self-evaluation and making improvements
- how well the school promotes community cohesion

Information about the school

Pupils in this large school are drawn from a wide range of ethnic backgrounds, although the majority are White British. Only a very small number of pupils are at the early stages of learning English. The proportion of pupils with special educational needs and/or disabilities is much higher than average. Pupils' needs include learning difficulties, behavioural, emotional and social needs, speech, language and communication difficulties, autism and physical disabilities. Breakfast and after-school care is available on site, run by a private provider. There is also a children's centre. Since its last inspection, the school has experienced the long-term absences of several key leaders, very high staff turnover and difficulty in recruiting staff and senior leaders.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

The school provides a satisfactory standard of education. It has experienced significant challenges and setbacks since its last inspection, notably in staff turnover, changes to senior and middle leadership and the absence of senior leaders. This led to a decline in the quality of teaching and of pupils' behaviour. As a consequence, attainment at the end of Year 6, although broadly average, is not as high as when the school was last inspected and pupils' progress is satisfactory, rather than good. That said, the school is now improving and can point to some recent successes, for example, improved staff morale, the analysis of data from assessments, much improved pupils' behaviour and higher attainment in English than in 2009.

The school offers a warm welcome to pupils, parents and carers. Pastoral care is a particular strength so that pupils and parents and carers alike feel that pupils are safe and well cared for. The school provides excellent personal support for a minority of very vulnerable pupils, working closely with families and other agencies in this regard.

Pupils enjoy good relationships with one another and play well together. They make a very good contribution to making decisions and helping the school to run smoothly. The school council is very proactive and has a key role, for example, in formulating the new behaviour policy and monitoring its implementation. Pupils adopt healthy lifestyles. They gain a good understanding of health issues through the curriculum, sporting activities, the healthy tuck shop and projects linked to cooking and other health-related topics.

Strengths in teaching include good classroom organisation, positive behaviour management, clear explanations and the choice of interesting topics and activities. Teachers also help pupils to develop the skills of independent learning. Teaching and learning remain only satisfactory because some lessons lack sufficient pace, staff's expectations of pupils are not consistently high enough and not all teachers take sufficient account of the wide range of abilities when planning and delivering lessons.

The curriculum is enjoyable and includes a good range of after-school activities that are well attended. Although pupils with special educational needs make satisfactory progress, shortcomings in provision prevent these pupils from making better progress. A clear distinction is not always made between those pupils who may need extra challenge or help to catch up, and those who have learning difficulties and/or disabilities. Current provision for these groups of pupils is fairly limited. Some of the targets in pupils' individual education plans are also not specific enough.

Leaders make a sound contribution to school improvement. The headteacher, senior leaders and staff are firmly committed to meeting the needs of their pupils and families, empowering pupils and building on the recent successes. The school has identified the

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

most important priorities, although self-evaluation is over-generous in some areas. This is because staff changes have led to some lack of continuity in leadership in key areas, including special educational needs, and because some leaders are fairly new to leadership posts and their skills are still developing. The written records of lessons also show that monitoring does not have a sharp enough focus on evaluating the learning and progress of different ability groups. The relative inexperience of a number of leaders means that capacity for improvement is currently only satisfactory.

What does the school need to do to improve further?

- Increase the proportion of good or better teaching to accelerate pupils' progress by ensuring that:
 - by July 2011 70% of the teaching is good or better
 - teaching consistently takes account of and caters for the needs of pupils of different abilities, including those with special educational needs
 - lessons have a brisk pace and a good level of challenge.
- Improve the provision for pupils with special educational needs by:
 - ensuring that pupils' needs are identified accurately and matched to an appropriate set of interventions
 - ensuring that pupils' individual education plans clearly identify small steps to measure their progress
 - ensuring more consistent leadership of special educational needs so that work in this area can be developed and regularly evaluated.
- Strengthen the role of leadership in driving improvement and bring greater precision to the monitoring and evaluation of the school's work by:
 - developing the skills of new leaders and their contribution to school improvement
 - ensuring that lesson observations have a sharper focus on evaluating the impact of teaching on the learning and progress of different groups

Outcomes for individuals and groups of pupils**3**

Although there have been some variations in attainment in English and mathematics over the past three years, attainment has been generally in line with the national average. This represents satisfactory achievement from broadly average starting points. Currently pupils' progress, including that of those with special educational needs and/or disabilities, is satisfactory, though stronger in some classes and ability sets than others. The school has worked well since the last inspection to engage pupils' interest in writing, to develop their ideas and the content of their work. Pupils enjoy regular, purposeful opportunities to write across a range of subjects. The content of pupils' written work is interesting, engaging and developing well. The technical errors, for example, in pupils' use of punctuation and spelling, have yet to be fully addressed

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

In lessons, pupils behave well, listen attentively and take responsibility for their learning. They readily contribute to discussions. In some lessons and classes, pupils' learning is good. In a mathematics lesson in Year 3, for example, pupils made good progress because the pace was brisk and activities were challenging. The teacher used a range of strategies to engage pupils, encourage them to articulate their thinking and to tackle new learning confidently. Similarly, in a science lesson in another class, pupils made good progress when they were encouraged to 'think and behave like scientists'.

Pupils' spiritual, moral, social and cultural development is good. Pupils understand the differences between right and wrong. They are friendly and considerate, keen to contribute to charities and to take on responsibilities within school, but their involvement in the wider communities is fairly limited. Pupils are increasingly able to reflect on their learning. Pupils develop a good understanding of a range of cultural traditions.

Pupils develop good social skills and enterprise skills. They work well independently and collaboratively and are confident to express opinions and make suggestions. These attributes, combined with their developing ability to apply their basic skills in literacy, numeracy and information and communication technology (ICT) to their work in other subjects, means they are well prepared for secondary school by the time they leave.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

How effective is the provision?

Teachers develop good relationships with pupils and a positive climate for learning. Most are well organised and have good teaching skills, for example, providing clear explanations and using ICT competently. Staff also provide regular opportunities for pupils to share ideas and develop their speaking and listening skills. Not all are skilled enough in using questioning to challenge pupils, assess their understanding, and to amend their plans in the light of pupils' misconceptions or developing understanding.

Assessment is satisfactory and improving. Teachers tell pupils what they are expected to learn and regularly identify targets for them to work towards. Marking is regular and, in some classes, provides very detailed information about how work might be improved. An emerging strength is that all teachers are analysing the data from assessments to see how well different groups are performing. As yet, not all staff are using this information to match future work to the needs of all ability groups, whether pupils are taught as a whole class or in broad ability sets

The curriculum and the care, guidance and support have particular strengths. However, in view of the weaknesses in the identification and provision for pupils with special educational needs, both are judged as being only satisfactory overall. The curriculum makes a good contribution to pupils' personal development and includes a good range of visits, visitors and themed events. New arrangements, whereby a number of subjects are linked together, make learning interesting and provide good opportunities for pupils to apply basic skills in ICT and literacy to their work in other subjects. In Year 6 lessons, for example, as part of the work to help prepare pupils for secondary school, pupils interpreted and compared sets of data, and had good opportunities for discussion and for using ICT to present the data. The school provides some interventions to extend the more able pupils and to help others, including pupils with special needs, to catch up. The effectiveness of these has yet to be fully evaluated.

Pastoral care is very strong, therefore pupils enjoy coming to school and feel valued and safe. They say that teachers help them and that they can discuss their problems with the learning mentor and welfare assistant. Arrangements for the smooth transition from the infant school and on to secondary schools are very thorough, well planned and effective. The tracking and encouragement of regular attendance is very robust.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

How effective are leadership and management?

Leaders ensure staff morale is good, as is reflected in the response to the staff questionnaire. Since returning to work, the headteacher has worked successfully with senior leaders, a number of whom are in temporary positions, to establish a shared vision and clear plans for improvement, and to gain external support from the local authority. She has also appointed new subject and middle leaders and started the process of developing their leadership skills. Improvements have been made on a number of fronts, including pupils' behaviour, teaching, and, the analysis and use of data to identify how well pupils are doing.

Governors understand the school's recent challenges, support the school effectively and provide an appropriate level of challenge. They help to ensure that statutory requirements are met and that child protection procedures, risk assessments and other aspects of safeguarding are rigorous. The school's contribution to community cohesion is satisfactory. The school itself is a cohesive community, but pupils' engagement in the wider communities is fairly limited. Leaders have conducted an audit of the needs of families and the local community and have recently drawn up an action plan.

Partnership work makes a sound contribution to school improvement. The school makes effective use of external advice and support and has forged good links with local schools. Parents and carers are largely satisfied with the school. Staff work hard to keep them informed and to involve and engage them. For example, staff provide regular information about the work of the school, workshops for parents and carers, and invitations to them to become involved. Despite this, parents' and carers' engagement in the daily life of the school is fairly limited. Some workshops and pupil progress meetings are not well attended. The school makes a satisfactory contribution to promoting equality and tackling discrimination. Work in some areas, such as in promoting good relationships and racial harmony and in supporting the most vulnerable pupils, is very effective. However, not all of the teaching meets the full range of abilities.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3

<p>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms</p>	
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

The majority of parents and carers are very satisfied with the school. They feel that this is a caring school where pupils are safe and their personal development is supported well. The inspection confirms this. A minority of parents' and carers' concerns relate mainly to their children's progress and issues around pupils' behaviour. The inspection team judged that while pupils' progress is satisfactory overall, teaching does not consistently meet the full range of abilities so as to enable all pupils to make good progress. Inspectors recognise that there has been a period when the behaviour of some pupils has caused concern, but found that most pupils now behave very well and that the school manages challenging behaviour effectively.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Feltham Hill Junior School to complete a questionnaire about their views of the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	44	45	45	6	6	1	1
The school keeps my child safe	48	48	44	45	0	0	1	1
The school informs me about my child's progress	26	26	62	61	7	7	1	1
My child is making enough progress at this school	34	34	50	50	7	7	3	3
The teaching is good at this school	34	34	57	56	3	3	2	2
The school helps me to support my child's learning	23	23	66	65	4	4	1	1
The school helps my child to have a healthy lifestyle	14	14	75	74	6	6	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	27	27	59	58	2	2	2	2
The school meets my child's particular needs	25	25	60	59	5	5	1	1
The school deals effectively with unacceptable behaviour	26	26	50	50	14	14	2	2
The school takes account of my suggestions and concerns	17	17	67	66	6	6	4	4
The school is led and managed effectively	24	24	58	57	4	4	5	5
Overall, I am happy with my child's experience at this school	37	37	51	50	4	4	2	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



9 July 2010

Dear Pupils

Inspection of Feltham Hill Junior School, Feltham TW13 4QP

Thank you for making us welcome when we visited your school. We enjoyed meeting you and watching you at work. We found that yours is a satisfactory school that has some good features.

These are our main findings:

- You behave well, work hard in lessons and are happy in school.
- get on well together and are well prepared for secondary school by the time you leave.
- You make satisfactory progress in your learning and reach similar standards to pupils in other schools.
- You feel safe and have a good understanding of the importance of healthy lifestyles.
- You make a good contribution to helping the school run smoothly and deciding how things might be improved.
- School leaders and staff ensure that you are very well looked after.

We are asking the school to make the following changes so that you do even better:

- Help some of you to make better progress by ensuring that all lessons are challenging and well matched to your different abilities.
- Improve the way that the school helps some of you who have difficulties with learning and the way that it checks on how well you are doing.
- Train more school leaders who can help your teachers to improve your school and lessons, to ensure you all learn well.

You can help by doing your best, continuing to work hard and making suggestions about how the school might make improvements. We hope that you will have a very successful future.

Yours sincerely

Kathryn Taylor

Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.