

# Heathfield Junior School

Cobbett Road, Twickenham, TW2 6EN

**Inspection dates** 20–21 May 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The clear and determined approach of senior leaders unites the school community. The school's continuing journey of improvement is largely due to the way leaders at all levels consider the needs of individual pupils.
- Pupils achieve well because leaders check rigorously that they are doing as well as they should. Leaders respond quickly if any pupils fall behind.
- Standards in writing and mathematics were above average in 2013.
- The quality of teaching has improved since the previous inspection, particularly in reading. Leaders have a good understanding of the strengths and weaknesses of staff and provide support and training where these are needed.
- Pupils are now making good progress in reading because of the action school leaders have taken.
- Pupils' behaviour is good. Relationships between pupils, their peers and adults are positive. This is because everyone is expected to abide by the 'Heathfield Way'.
- Pupils feel very safe in school because they are taught about many different aspects of safety. The school goes the extra mile in reaching out to support those in need.
- Staff morale is high. School leaders have built a committed team that is determined to continue raising standards and increasing rates of pupils' progress.
- Governors increasingly challenge school leaders to improve outcomes for pupils by checking the progress that groups of pupils make.
- Attendance has improved significantly since the last inspection and is above average. The number of pupils who are persistently absent has reduced dramatically.

### It is not yet an outstanding school because

- There is not enough outstanding teaching. Although teachers mark work regularly, they do not always check that pupils have acted on their comments.
- Teachers do not make the best use of time in some lessons. As a result, a few pupils make less progress than they could.

## Information about this inspection

- Inspectors observed teaching in 13 lessons, including four jointly with senior leaders. They also made 15 short visits to lessons, including 13 jointly with the headteacher, and one visit to an assembly.
- Inspectors observed pupils' behaviour in lessons, around the school and at break and lunchtimes.
- Inspectors held meetings with senior leaders to discuss the progress that pupils make throughout the school. They analysed the school's information on pupils' attainment and progress.
- Meetings were held with other senior leaders, year group leaders, subject leaders and three governors, including the Chair of the Governing Body. An inspector also met with a local authority representative.
- Inspectors took account of the views of 77 parents and carers as expressed in the online survey, Parent View. They also considered the school's own surveys of parents' and carers' opinions. Inspectors spoke informally with parents and carers at the start of the school day. Inspectors received and analysed 38 staff questionnaires.
- Inspectors listened to pupils read and interviewed two groups of pupils. They looked at samples of pupils' work in their books.
- Inspectors looked at documents, including those relating to the monitoring of teaching and learning, minutes of governing body meetings, records relating to behaviour and attendance, planning for school improvement, and documents relating to safeguarding.

## Inspection team

Jeremy Loukes, Lead inspector	Additional Inspector Seconded to Ofsted
Kanwaljit Singh	Additional Inspector
Jeanie Jovanova	Additional Inspector

# Full report

## Information about this school

- This school is larger than the average-sized primary school. Building work is currently taking place to provide accommodation for the school's growing numbers.
- The Heathfield Junior Language Unit provides 10 places for pupils needing specialist support for speech and communication.
- The proportion of pupils from minority ethnic backgrounds is well above average as is the proportion who speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above average. The proportion supported at school action plus or with a statement of special educational needs is also above average.
- The proportion of pupils eligible for the pupil premium funding is well above average. This is additional government funding provided to schools to support pupils who are known to be eligible for free school meals and those in local authority care.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school site is used by a club for children before and after school, but this is not managed by the governing body and is inspected separately.
- A consultation is currently taking place about the planned federation with Heathfield Infant School, where the headteacher is currently the interim head.

## What does the school need to do to improve further?

- Increase the proportion of outstanding teaching so that pupils make more rapid progress, by ensuring that:
  - teachers check that pupils have responded to their marking and improved their work as a result
  - teachers judge carefully when to repeat instructions and when to ask questions, so that the very best use is made of time in lessons to maximise pupils' learning.

## Inspection judgements

### The achievement of pupils is good

- Attainment in mathematics and writing has improved over the last three years and is above average. Reading results dipped in 2013, having been above average for the previous two years.
- In 2013, the proportion of pupils making and exceeding the progress expected in mathematics was well above the national level. In writing, it was similar to the national level but in reading was below. Due to the prompt and decisive action taken by the school, pupils are currently making good progress in reading.
- The attainment and progress of pupils eligible for the pupil premium have been similar to or above those of their peers for the last three years. The school's tracking information shows that pupils eligible for the pupil premium continue to achieve well.
- Pupils who speak English as an additional language do well at this school. They attain levels equal to, and sometimes higher than, those of their peers whose first language is English. This is because of the careful attention given to their learning. Those from minority ethnic backgrounds also achieve well.
- Pupils in the language unit make good progress and put their skills to good use when they return to their classroom in the main school. The needs of individuals are closely met because they are taught well.
- Teachers make the most of opportunities to develop pupils' literacy skills across different subjects. For example, they correct spoken grammar as well as identifying errors in written language in other subjects as well as in English. As a result, pupils' literacy development throughout the school is good.
- Pupils apply their mathematical skills effectively in other subjects. For example, in science, pupils drew bar graphs to illustrate the hours of sunshine each month and line graphs to show the rising temperature of water as it boils.
- The more able pupils make good progress. This is because teachers ask them questions which challenge their understanding and help them to think more deeply.
- Disabled pupils and those with special educational needs make good progress because of the individually tailored support they receive. In small group and individual sessions, teachers make links to what pupils have already learnt and give clear examples of what they expect.
- Equal opportunities are central to the school's work. Leaders are determined that pupils do not miss out on learning opportunities, regardless of their backgrounds or circumstances. A summer school and a variety of after-school clubs support pupils' academic, sporting and personal development well.
- The school's action to improve standards and increase the rate of progress pupils make in their reading has been effective. During the inspection, pupils read fluently to inspectors, discussing favourite authors and using the strategies they have been taught to read and understand words that are new to them.

### The quality of teaching is good

- The quality of teaching is good and has a positive impact on pupils' learning and progress. Teachers have high expectations. They plan challenging tasks which are adapted to meet the needs of most pupils.
- Teachers ask searching questions, particularly during mathematics lessons, which help pupils explore ideas in more detail. Occasionally, however, teachers do not use time in lessons as well as they could. For example, too much questioning and explanation by the teacher prevents some pupils from reflecting on what they have learnt and this slows their progress.
- A consistent approach to calculation methods across the school helps pupils make good progress in mathematics. Pupils enjoy the problem-solving approach which is central to many lessons.
- Pupils make good progress in their communication skills throughout the school. They are keen to

express their opinions and do so confidently. Whilst preparing for a writing task, pupils in Year 6 debated, with sensitivity and maturity, the issue of whether or not farmers should be allowed to kill foxes.

- Teachers mark pupils' work regularly and often point out the next steps pupils should take to extend their learning. However, teachers do not always check that pupils have acted on their advice and improved their work as a result.
- Support for disabled pupils and those with special educational needs is good. The training that teaching assistants receive enables them to provide good support for pupils with additional needs. Support for pupils who speak English as an additional language is also good, with teaching assistants concentrating on developing pupils' vocabulary.
- All of the parents who responded to the on-line questionnaire agreed that their children are well taught at school and that they make good progress. Pupils say that their lessons are interesting and that they enjoy the variety of visits and visitors. This enhances the curriculum greatly. During the inspection, Year 6 pupils took part in an animation workshop. Having created cut-out card characters and scenery, they enjoyed making a stop-frame animation to tell the story of an Aztec slave and his 'fly for freedom'.
- Pupils' spiritual, moral and cultural development is good. They respond respectfully to opportunities to reflect in assembly and are courteous in their interactions with each other and adults. In lessons, pupils listen to the views of their classmates, accepting that others may have differing opinions. This culture of trust means that pupils are not afraid to give their opinion or to contribute to discussions.

### **The behaviour and safety of pupils** are good

- The behaviour of pupils is good. In lessons and around the school, pupils show consideration for the needs of others. Pupils are expected to, and do, follow a simple and effective code, 'The Heathfield Way'.
- Pupils' attitudes to learning are good. Pupils are proud of their school and are keen to demonstrate their responsibility. Older pupils are eager to carry out their role as peer mentors; they help younger pupils to practise their phonics skills (speaking the sounds that letters make) at the start of each day.
- As a result of the school's actions, attendance has improved so that it is now above average. Persistent absence has been reduced because of the school's positive relationships with the families concerned. Pupils are keen to come to school and they walk through the door with smiles on their faces.
- The school's work to keep pupils safe and secure is outstanding. The school takes exceptional care in making sure that pupils know how to keep themselves safe in different situations. Visitors lead sessions about a range of topics, including domestic violence and cyber-bullying. Junior safety officers are responsible for checking equipment in the playground. They patrol at break times and lead assemblies about safety for pupils at the neighbouring infant school. The school is aware of, and sensitive to, the needs of those pupils who have caring responsibilities at home.
- Pupils are aware of the different forms that bullying can take. Because of the school's work to prevent it, pupils are confident in their ability to respond appropriately should they be exposed to bullying. Pupils are also confident that their teachers will act quickly to help them sort out any problems should they arise.
- The views of parents, expressed through the on-line questionnaire, Parent View, are overwhelmingly supportive of the school's work to keep pupils safe. Parents spoken to during the inspection commented that school leaders are always available if they need to speak to someone.

### **The leadership and management** are good

- Determined and effective leadership at all levels, including senior and middle management, sets a clear example to others. It underpins the high levels of motivation amongst staff and pupils. Leaders have been successful in creating a culture which values positive attitudes and a desire to 'do your very best'. They do not shy away from tackling sensitive issues. They are determined in their approach to making sure that pupils who may be vulnerable are well supported.
- Senior leaders often work in effective collaboration with leaders in other schools. This includes work to validate the accuracy of the judgements teachers make about pupils' work. A senior leader has also been involved in a local authority project to identify and share good practice in supporting pupils entitled to the pupil premium.
- The school's plan for improvement is based on a thorough and accurate understanding of its strengths and areas for development. For example, reading was correctly identified as an area for improvement. The concerted and thorough approach of leaders has resulted in an improvement in the quality of the teaching of reading. This is due, in part, to the carefully chosen training staff have received.
- Leaders have an accurate understanding of the quality of teaching in the school. Year group leaders meet with teachers regularly to check on pupils' progress. They make sure that the right support is in place for pupils whose progress needs to be accelerated. They check that judgements teachers make about the quality of pupils' work are accurate.
- There is a clear link between teachers' pay and their performance, with leaders having high expectations of those progressing up the pay scale.
- The school's arrangements for safeguarding, including the recruiting and vetting of staff, meet statutory requirements.
- Visits to a range of local venues, and some further away, enhance the learning that takes place in school. As well as strengthening links with a school in Ethiopia, visits have been made to other places such as Hampton Court, the Isle of Wight and the Hounslow Gurdwara.
- The local authority has a 'light touch' approach to its relationship with the school because of the confidence it has in its leadership. It makes occasional visits to the school to judge the quality of its work and to make recommendations for further development.
- Sports funding is used well by the school to enhance pupils' sporting experiences. Training for teachers has improved the quality of physical education teaching, resulting in more challenge for pupils during lessons. The school has successfully increased its involvement in competitive sports, participating in a number of local leagues and tournaments. For example, during the inspection, the cricket team enthusiastically took part in a local tournament in Teddington.
- **The governance of the school:**
  - Governors visit the school regularly so that they have a first-hand understanding of its work, including the quality of teaching. They understand the purpose of pupil premium funding and of the sports funding. They make sure that spending is well planned and accounted for. They make the final decision about teachers' pay progression and lead the headteacher's performance management process. Minutes of governing body meetings show that leaders are challenged to continually improve the school's performance. Governors have an increasing understanding of the information used to measure the school's success and know how the school's performance compares to that of others. They question school leaders about the progress of particular groups and about the quality of teaching. The governing body uses the expertise of its members well. Finances are strategically managed and spending carefully monitored.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	102890
<b>Local authority</b>	Richmond upon Thames
<b>Inspection number</b>	444215

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

<b>Type of school</b>	Community School
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	311
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Joan Gibson
<b>Headteacher</b>	Paul Clayton
<b>Date of previous school inspection</b>	9–10 March 2011
<b>Telephone number</b>	020 8894 3525
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