

Inspection of a school judged good for overall effectiveness before September 2024: Minet Junior School

Avondale Drive, Hayes, Middlesex UB3 3NR

Inspection dates:

17 and 18 December 2024

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils flourish at Minet Junior School. They benefit from highly positive experiences, such as the opportunities for debating and discussion that the school promotes. The school has the highest expectations for all pupils. This helps pupils to achieve very well from their starting points.

Pupils are very well prepared for the next stage of their education. They enjoy many opportunities to celebrate who they are and to be successful, for example by attending a junior citizenship day at a local university. Pupils have trusting relationships with each other and with staff. They feel safe. Bullying is not tolerated, and if it happens, pupils are confident that staff will deal with it quickly and fairly.

Behaviour is exemplary. Pupils respond well to clear and consistently applied routines. They value the acknowledgement and praise they receive for their hard work and achievements. As a result, pupils are resilient to setbacks.

Staff encourage pupils to take on responsibilities. For example, they can choose to be a playground leader, house captain or to play a role on the student council. Pupils appreciate the wide range of extra-curricular activities they can attend. These include many sports and other clubs, such as archery, dodgeball and singing in the choir.

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

The school has a broad and rich curriculum. This is designed so that pupils build up their knowledge as they move through the school. For example, in history, pupils learn about the importance of chronology through a range of different historical periods. In

mathematics, pupils enjoy grappling with increasingly complex problem-solving activities as they move through the curriculum.

Reading is at the heart of the school's work. The school identifies any pupils who need help to catch up. These pupils receive swift and carefully planned support. This includes a strong focus on phonics. Pupils become confident and enthusiastic readers. The school exposes pupils to a diverse range of high-quality texts and authors, which supports their learning in other subjects.

Teachers have strong subject knowledge. They present information carefully using well-designed resources. Teachers check regularly that pupils have learned and remembered what they have been taught. They ensure that any misconceptions are corrected quickly and effectively. Teachers develop pupils' deeper understanding by asking probing questions and encouraging careful thought. Pupils use specialist vocabulary with confidence. As a result, the quality of pupils' discussion in lessons is exceptional.

The school identifies the needs of pupils with special educational needs and/or disabilities (SEND) with precision. Leaders are ambitious for these pupils and ensure that they follow the same curriculum as their peers, with adaptations to teaching if needed. Highly skilled staff ensure that all pupils, including those with SEND and/or are disadvantaged, achieve just as well as their peers.

The school has embedded a well-thought-out and age-appropriate programme to support pupils' personal development. Staff encourage pupils to debate a wide range of topics, such as equality, and to consider why human rights across the world are so important. Pupils are taught how to stay safe in the local area by being aware of various risks such as road and water safety. They have a strong understanding of online safety. The school ensures that pupils take part in activities and visit places that enrich their understanding of the curriculum. This includes trips to see places of historical interest, such as a Second World War bunker, and visits to theatres and museums. The school has put in place wide-ranging support for pupils' mental health.

Leaders have effective systems for ensuring that pupils attend school regularly and on time. This includes support for families facing challenges. As a result, attendance is improving.

Staff are proud to work in a school that cares for them and their pupils as individuals. They appreciate the many professional development opportunities on offer. Governors fulfil their statutory responsibilities well. They hold leaders to account for the quality of education at the school and consider staff well-being when making decisions that will affect them.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 for overall effectiveness in September 2015.

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	102391
Local authority	Hillingdon
Inspection number	10345799
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	383
Appropriate authority	The governing body
Chair of governing body	Thomas Babayode
Headteacher	Kellie Ryan
Website	www.minetjunior.org.uk
Date of previous inspection	3 July 2019, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- The school runs its own breakfast club.

Information about this inspection

- Inspections are a point-in-time evaluation 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 her evaluation of the school.
- The inspector met with the headteacher and other senior staff.
- The inspector met with members of the governing body and a representative from the local authority.
- The inspector visited a sample of lessons, spoke with pupils about their learning and looked at samples of pupils' work.

- 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' interest first.
- The inspector spoke with several groups of pupils and observed their behaviour at breaktimes and lunchtimes. The inspector also considered the responses to Ofsted's pupil survey.
- The inspector met with groups of staff and considered the opinions expressed through Ofsted's staff survey.
- The inspector took account of the views of parents and carers expressed through Ofsted Parent View, including any free-text comments.

Inspection team

Susan Maguire, lead inspector

His Majesty's Inspector

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