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1 March 2011

Mrs Sheila Pikulski
The Headteacher
Field End Junior School
Field End Road
Eastcote
Ruislip
HA4 9PQ

Dear Mrs Pikulski

Ofsted monitoring of Grade 3 schools: monitoring inspection of Field End Junior School

Thank you for the help which you and your staff gave when I inspected your school on 1 March 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Please also pass on my thanks to your deputy headteacher and assistant headteacher, the chair of governors and the local authority for their time and involvement as well.

Since the last inspection there have been a number of staff changes. Nearly two thirds of all teaching staff are new to the school. Of these, four are currently on maternity leave and two are newly qualified teachers.

As a result of the inspection on 9 and 10 March 2009, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made satisfactory progress in making improvements and in raising achievement, and satisfactory progress in demonstrating a better capacity for sustained improvement.

Steady progress is being made in raising attainment across the school particularly in mathematics. The test results for 2010 show that the contextual value added has reached the national median for the first time in four years. The current Year 6 is on target to broadly achieve national averages in both English and mathematics. This is an improvement since the last inspection. The quality of teaching is also improving, with more lessons judged as good. Staffing is more stable and, consequently, there



is a more consistent approach to teaching. Teachers have a clearer understanding about assessment and its use. This, along with a more accurate analysis of what pupils achieve, means that teachers are more aware of what their pupils need to do to improve in order to raise attainment still further. Consequently, teachers expect more of their pupils and, in turn, pupils are responding positively to the increased challenge. Pupil involvement in self-assessment is also helping to raise attainment. Pupils are well aware of what their targets are (helped by individual target books) and what they need to do to improve. This is supported by the introduction of assertive mentoring. Staff regularly mark pupils' work particularly in English, in extended writing opportunities, in great depth, and give almost immediate feedback. This gives pupils a deeper understanding of how to improve their work as it is still fresh in their memories. Other good and increasingly effective strategies implemented to help to raise attainment include curriculum sessions for parents to learn how to help their children at home, individual one-to-one tutoring, booster classes, setting in mathematics in particular supporting the more able pupils to achieve the higher levels, and more in-depth professional development for both teaching and support staff. Because of previous issues with staffing, some of these strategies are only just beginning to bear fruit. The more consistent approach across the school is starting to positively impact on raising attainment, but needs further embedding over time. The school has also recently reviewed the curriculum and is taking a more creative and imaginative approach to teaching and learning. Six-week blocks, related in particular to key texts and imaginative themed days, are having an increasingly positive impact on pupils' engagement and enjoyment. Cross-curricular activities, including more investigative and enquiry-based learning, support this thematic approach.

The local authority continues to provide effective support for the school. Local authority advisers have worked closely with the leadership team in monitoring improvements and providing expertise and delivering in-service training. This has included literacy and numeracy advisers engaged in advising and supporting coordinators. Inspection evidence shows that this additional, focused support has been effective in improving the quality of teaching and the capacity of leaders at all levels in improving school improvement.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Sue Vale
Additional Inspector



Annex

The areas for improvement identified during the inspection which took place in 9 and 10 March 2009.

- Ensure that leaders and managers at all levels focus their planning on clear priorities to improve outcomes for the pupils.
- Make learning a more challenging experience for the more able pupils and plan to develop skills of enquiry and investigation more systematically.
- Bring greater consistency to marking and the involvement of pupils in identifying how they can take steps to achieve their targets.

