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6 October 2011

Mrs Mandy Lancy
The Headteacher
Feltham Hill Junior School
Ashford Road
Feltham
TW13 4QP

Dear Mrs Lancy

Ofsted monitoring of Grade 3 schools: monitoring inspection of Feltham Hill Junior School

Thank you for the help which you and your staff gave when I inspected your school on 5 October 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Discussions with staff, members of the governing body, the pupils and the representative from the local authority were also very helpful in evaluating the progress the school has made. Please pass on my thanks to all concerned for the time they gave to talk to me and for the welcome I received.

Since the July 2010 inspection, the deputy headteacher has returned from maternity leave. The acting assistant headteacher has left the school; the substantive assistant headteacher is back in her role after a period of acting as deputy headteacher. Two year group team leaders have been appointed from within the school staff. An experienced teacher has left the school and a part-time teacher has moved to a full-time post. Two teachers have returned from maternity leave and are working part time. The school business manager has left and the school are currently recruiting to fill this post.

As a result of the inspection on 7 July 2010, 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 satisfactory progress in demonstrating a better capacity for sustained improvement.

Attainment has risen since the last inspection, particularly in mathematics. In English a higher-than-average proportion of pupils attained nationally expected standards. The proportion of pupils achieving Level 4 in mathematics improved significantly in

September 2010



2011 and is now closer to average. Too few pupils are attaining the higher Level 5 in both English and mathematics by the time they leave school.

While pupils' progress is improving it remains inconsistent across year groups, with better progress evident in Year 6 where the teaching is strongest. Some pupils are making good or better progress. However, this has not yet been secured for all pupils. This is due to inconsistencies in the quality of teaching. Teachers now provide weekly opportunities for pupils to produce extended pieces of writing and some lessons are successful in extending pupils' use of appropriate vocabulary for a range of purposes. However, this has not had sufficient impact yet on overall attainment in writing, particularly for the more-able pupils. Developments in mathematics have secured a more consistent approach to lesson planning and teachers are clear that tasks should build on pupils' prior skills and knowledge. This is more successful in some lessons than others.

Much work has been done to ensure that the progress of individual pupils is tracked carefully and the assertive mentoring folders are improving the quality of information to teachers, pupils and parents. These record detailed tracking of outcomes in a range of areas including attainment and progress in reading, writing and mathematics; attitudes and behaviour; pupils' and parents' and carers' views; and, performance in completing homework. Teachers are now more accountable for the progress of their pupils through purposeful progress meetings.

Teaching has improved but there is still too much that is securing only satisfactory progress. The leadership team recognises that in some lessons learning slows particularly for higher achieving pupils because tasks do not challenge them sufficiently. Teachers have recently moved from setting pupils in ability groups to more mixed ability teaching and this deeper differentiation of tasks is proving challenging for some. Teachers now plan in year group teams to support better differentiation and in order to secure consistency in planning lessons. Pupils with special educational needs and/or disabilities are supported well in lessons often by learning assistants.

The management of provision for pupils with special educational needs and/or disabilities has improved considerably and is now much more consistent. There is better identification of pupils and their needs. Specific targeted interventions are evaluated rigorously for their impact. Here too the assertive mentoring folders give a fuller whole-child picture and a clear set of targets and steps to improvement which parents, carers and pupils appreciate and understand. These targets are reviewed regularly. Although much has been done it is too early to see the impact of the school's work in improving progress for this group.

Since the previous inspection, the role of leaders and managers in checking the work of the school has improved. Regular and accurate monitoring of teaching and learning has recently become more focused on judging the impact of teaching on the progress made in lessons as the prime judgement. Useful feedback and appropriate

targets for teachers' development are identified. Literacy and numeracy coordinators are now more fully involved in monitoring lessons and outcomes. The role of year group team leaders has developed. They feel themselves responsible for the teaching and learning in their year group, but are not yet monitoring it first hand. Leaders use tracking information to ask questions when progress slows for individual pupils and provision is adapted when gaps in learning are identified, for example, successful up-levering workshops in writing were introduced for groups of pupils where the need was identified. Leaders, including members of the governing body, have been keen to change the culture of the school to one where all are concerned with pupil progress and attainment. Minimum expectations are made explicit for teachers as well as clear guidance on what constitutes a good lesson. Secure systems are now in place, teaching is improving but the pace of change needs to accelerate in order to secure better progress for these pupils. Plans for further development are detailed and firmly focused on improving progress and attainment. Leaders have set challenging targets for school development.

The local authority is committed to continuing its good support this year. It is focused on improving teaching in mathematics and English and contributing to the school's capacity to improve by strengthening leadership through training, support and challenge.

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

Michelle Winter
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in July 2010

- 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 and/or disabilities
 - lessons have a brisk pace and a good level of challenge.
- Improve the provision for pupils with special educational needs and/or disabilities by:
 - 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 and/or disabilities so that work in this care 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.