

Field End Junior School

Inspection report

| | |
|--------------------------------|---------------------|
| Unique Reference Number | 102378 |
| Local Authority | Hillingdon |
| Inspection number | 376712 |
| Inspection dates | 28–29 November 2011 |
| Reporting inspector | Helen Howard |

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

| | |
|--|---------------------------------------|
| Type of school | Junior |
| School category | Community |
| Age range of pupils | 7–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 312 |
| Appropriate authority | The governing body |
| Chair | Geoff Cooper |
| Headteacher | Sheila Pikulski |
| Date of previous school inspection | 9–10 March 2009 |
| School address | Field End Road Eastcote HA4 9PQ |
| Telephone number | 020 8866 8752 |
| Email address | fieldend@hillingdongrid.org |

| | |
|---------------------------|---------------------|
| Age group | 7–11 |
| Inspection date(s) | 28–29 November 2011 |
| Inspection number | 376712 |

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 assesses 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 0300 123 4234, 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 information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by three additional inspectors. The team observed 17 lessons taught by nine teachers. They met with pupils, members of the governing body, and various members of staff. They observed the school's work and looked at its documentation, including its self-evaluation, policies and procedures relating to the safeguarding of children and data about pupils' progress. Inspectors also considered the views of pupils, staff and the parents and carers who returned a questionnaire.

The inspection team reviewed many aspect of the school's work. They looked in detail at a number of key areas.

- The extent to which progress is accelerating.
- How the school is improving attainment in reading.
- The impact of leaders' and managers' monitoring of teaching.

Information about the school

Field End is a larger than average junior school. Over one third of pupils has a minority ethnic heritage, which is much higher than the national average, as is the proportion of pupils who speak English as an additional language. The proportion of pupils who have special educational needs and/or disabilities at school action is much higher than the national average. It is average for those who are at school action plus or who have a statement. The majority of these pupils have specific learning difficulties or behavioural, emotional or social difficulties.

The school runs and manages a breakfast club every day for pupils at both the junior school and neighbouring infant school. After-school clubs, which are inspected separately, are managed by an external organisation.

The school has undergone a turbulent period where staff turnover has been high but this has now stabilised.

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?

2

The school's capacity for sustained improvement

2

Main findings

Field End Junior is a good, inclusive and harmonious school which has steadily improved under the strong leadership of the headteacher. She is supported well by senior and middle level leaders and managers, the whole staff and the effective governing body. The school has been successful in establishing a caring and supportive ethos and, as a result, pupils develop strong values and enjoyment of learning. The school looks after its pupils well, including those whose circumstances may make them vulnerable. Children and pupils feel very safe because safeguarding arrangements are good. Pupils enjoy coming to school and parents and carers agree. Pupils show good attitudes to learning and participate enthusiastically in lessons. As one pupil said, 'I learn something new every day.' The school knows its pupils well and the quality of care, guidance and support is good. Pupils say they are confident that adults will help them.

The school has developed effective systems for evaluating how well pupils are doing and these are playing an important part in improving performance. Consequently, attainment for individuals and for groups of pupils, which had been significantly lower than national expectations, is now above average. Information about pupils' progress is regularly collected by teachers and monitored by the leadership team. Pupils make good progress relative to their starting points and some, especially higher-attaining pupils, make outstanding progress. Achievement in mathematics and reading, which had been a focus for leaders and managers, has improved through more effective teaching and support strategies for pupils who are under-performing. At class level, teachers use assessment well to inform planning and to let pupils know how well they are doing. Pupils acquire good basic skills and apply these well in a range of situations, although there are fewer opportunities for pupils to use their information and communication technology (ICT) skills in lessons.

The quality of teaching has improved and is now typically good, enabling pupils to accelerate their progress. This is not consistently the case in all lessons, and in a few, the level of expectation and challenge is lower and the pace is too slow. Pupils respond well to opportunities to learn independently and undertake their own investigations, especially in mathematics and science. This approach to learning is not yet embedded in all lessons. The curriculum has been developed since the previous inspection and pupils particularly enjoy the many opportunities for creative activities and for making links across a range of subjects. Effective support programmes for pupils who have special educational needs and/or disabilities and for pupils who speak English as an additional language ensure that they are fully

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

included in all school activities and make good progress. The school responds quickly when it identifies areas for development and works well with other partners to enhance its provision. There are good opportunities for pupils to attend a range of lunch time and after-school clubs, and these are well attended.

Pupils' behaviour is good and this is reflected in lessons, in the way they move around the school and in their play. Pupils get on very well together and are polite and courteous.

The school has robust systems in place to monitor the effectiveness of its work. Self-evaluation is strong and is consistently undertaken by all leaders and managers. The school knows its strengths and weaknesses and plans effectively to address them. As a result, many areas have improved, including pupils' attainment and progress, the quality of teaching and attendance. These improvements demonstrate that there is good capacity to sustain further improvements.

What does the school need to do to improve further?

- Improve the quality of teaching so that all is consistently good and more is outstanding by July 2012 by:
 - ensuring that high expectations and good pace are a consistent feature of all lessons
 - giving pupils more opportunities for independent learning through investigation and research.
- Improve pupils' skills for the future by providing more opportunities for them to apply information and communication technology skills in a range of situations.

Outcomes for individuals and groups of pupils

2

Pupils start Year 3 with skills and abilities that are broadly average and by the time they leave school, they make good progress and attain above-average outcomes in both English and mathematics. Pupils who have special educational needs and/or disabilities, those who are known to be eligible for free school meals, who have an ethnic minority heritage or who speak English as an additional language, all attain above national averages. Attainment in English is well above average and boys make outstanding progress in this subject. For example, in a Year 5 English lesson pupils were asked to construct an opening paragraph for a myth and they were able to translate their excellent spoken responses into their writing. There has been marked improvement where there has been a specific drive and focus, especially in mathematics and in writing, where progress has been accelerated through improvements in teaching.

Pupils enjoy learning and almost all say that they learn a lot in lessons. They

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

especially rise to the challenge of learning through independent work and researching their own ideas. This approach, which is more evident in mathematics and science, is not yet consistently used in all lessons.

Pupils behave well and show very good attitudes towards learning. Pupils set themselves high standards and a small minority of pupils suggested in their questionnaires that it could be even better. Attendance, which was average, is now above average and pupils arrive punctually to school and to lessons. Staff manage behaviour well with an effective reward system and act as good role models. Pupils make a good contribution to the school and wider community, and this is evident in the way in which older pupils act as mentors and ‘buddies’ to support others. They have a good awareness of how to stay healthy and the school has a range of strategies to promote this, including the popular healthy food options at break and lunch times. A particular strength of the school is the thriving after-school cycling club, which is very well attended and which promotes exercise and safe cycling.

Pupils are reflective about the world around them, have sensitivity towards the rich diversity of their community and have a good sense of right and wrong. Consequently, they develop strong moral, social and spiritual values.

These are the grades for pupils’ outcomes

| | |
|---|----------|
| Pupils’ achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: | |
| Pupils’ attainment | 2 |
| The quality of pupils’ learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| 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 | 2 |
| 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 | 2 |
| The extent of pupils’ spiritual, moral, social and cultural development | 2 |

How effective is the provision?

Strategies to improve the quality of teaching have been effective, so that in most lessons, good subject knowledge and good relationships support learning. Teachers

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

generally have high expectations and ensure that lessons engage and enthuse pupils. A minority of lessons lack this high level of expectation and challenge and, as a consequence, pace slows. Pupils especially enjoy working independently. For example, in one Year 6 mathematics lesson, pupils were finding out the probability of getting heads or tails when tossing a coin several times. Excellent questioning by the teacher, together with the practical task, helped to promote pupils' independent enquiry skills and accelerated their progress. One pupil said, 'Maths is great. I absolutely love it.' Effective modelling and open-ended questioning enable pupils to reflect on their learning.

Data are used effectively by teachers to match activities to meet the needs of all pupils and to identify underperformance so that actions can be taken to address it. Pupils know how well they are doing and what they need to do to improve as a result of the effective 'assertive mentoring' programme, which provides individual sessions for each pupil to discuss progress with their teacher. Good marking gives regular feedback to pupils about the quality of their work, together with specific comments about the next steps. Teachers deploy other adults effectively so that individual pupils and small groups are well supported in lessons.

The curriculum has a good focus on practical and imaginative approaches, which are accelerating progress, especially in mathematics, writing and reading. It is enhanced by after-school clubs and by a range of partnerships including visiting speakers, trips and visits. Small-group teaching is effective in supporting pupils who have special educational needs and/or disabilities and those who speak English as an additional language. Although the ICT suite is popular with pupils and they enjoy developing their skills, the application of ICT across the curriculum is not embedded in all lessons. The school plans to address this by researching options for class resources.

The school knows and supports its pupils well and gives them the help they need. A range of strategies has improved attendance and punctuality for the vast majority of pupils. The school is very welcoming and this has resulted in pupils settling quickly into the school. Most parents and carers and pupils agree that pupils are well prepared for moves between year groups and between schools. Pupils whose circumstances may make them vulnerable are supported well through effective partnerships with external agencies and, as a result, the large majority make good progress in a range of areas, including their behaviour, social skills and self-esteem. A breakfast club provides opportunities for play and social activities before school every day and this helps pupils to improve their social skills. This good level of care, support and guidance has enabled pupils to rapidly improve in a range of areas, including their attendance and achievement.

These are the grades for the quality of provision

| | |
|---|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |

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

| | |
|--|----------|
| The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

The headteacher has shown determination in driving school improvements since the previous inspection. Her shared vision is embraced by staff and she is well supported by senior and middle-level leaders and managers. The governing body has been actively involved in setting the strategic direction of the school and, supported by the local authority, has enabled the school to improve outcomes. Leaders and managers plan well for future improvements and have taken effective steps to improve the quality of teaching and learning through a programme of review, support and peer coaching. A particular strength in the quality of leadership is the consistency with which leaders and managers monitor and evaluate their individual and shared areas of responsibility. As a result, improvements are made throughout the school.

Engagement with parents and carers is good. There are many opportunities for parents and carers to be kept informed about their child’s progress and to be involved in school-led activities. These include curriculum workshops, review days and mentoring information. Parents and carers say they find the virtual learning environment helpful in accessing information about lessons and homework. The parent council is an innovative initiative in which parents can discuss school issues with governors and staff. Partnerships, particularly with schools and other organisations, contribute to the improvements in the quality of pupils’ learning and progress, teaching and the effectiveness of the curriculum.

The school’s good safeguarding systems ensure that child protection arrangements are strong and that there are comprehensive risk assessments. The school promotes equal opportunities well and there are no significant differences in outcomes for groups of pupils. Incidents of discrimination, which are very rare, are managed well. Pupils have a strong awareness of their socio-economic, religious and ethnic context in the local community and the school, as the school’s promotion of community cohesion is good, although pupils’ understanding of the global community is weaker.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |

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

| | |
|--|----------|
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Views of parents and carers

Less than one fifth of parents and carers responded to the questionnaire, a response rate that is well below the average. Almost all say that their child enjoys school. One parent/carer wrote, 'Field End has come a long way over the last three years and it's great to know my child is happy. Keep up the good work.' The vast majority of parents and carers say that the school helps their child to have a healthy lifestyle and all say that the school keeps them safe.

A small minority of parents and carers feel that the school is not well led and managed and that their child is not making enough progress. Inspectors found that leadership and management are effective and have accelerated pupils' progress. A small minority feel that the school does not deal effectively with poor behaviour. Inspectors found that pupils behave well, are courteous and respectful and that behaviour is well managed by staff.

Responses from parents and carers to Ofsted’s questionnaire

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

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 60 completed questionnaires by the end of the on-site inspection. In total, there are 312 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|----|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 24 | 40 | 33 | 55 | 3 | 5 | 0 | 0 |
| The school keeps my child safe | 21 | 35 | 39 | 65 | 0 | 0 | 0 | 0 |
| The school informs me about my child’s progress | 13 | 22 | 30 | 50 | 8 | 13 | 5 | 8 |
| My child is making enough progress at this school | 11 | 18 | 28 | 47 | 17 | 28 | 1 | 2 |
| The teaching is good at this school | 16 | 27 | 28 | 47 | 4 | 7 | 3 | 5 |
| The school helps me to support my child’s learning | 11 | 18 | 32 | 53 | 9 | 15 | 3 | 5 |
| The school helps my child to have a healthy lifestyle | 19 | 32 | 39 | 65 | 1 | 2 | 0 | 0 |
| 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) | 16 | 27 | 29 | 48 | 6 | 10 | 1 | 2 |
| The school meets my child’s particular needs | 10 | 17 | 31 | 52 | 15 | 25 | 1 | 2 |
| The school deals effectively with unacceptable behaviour | 7 | 12 | 29 | 48 | 13 | 22 | 3 | 5 |
| The school takes account of my suggestions and concerns | 8 | 13 | 28 | 47 | 12 | 20 | 4 | 7 |
| The school is led and managed effectively | 14 | 23 | 22 | 37 | 11 | 18 | 8 | 13 |
| Overall, I am happy with my child’s experience at this school | 19 | 32 | 27 | 45 | 9 | 15 | 0 | 0 |

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 all 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 | 43 | 47 | 10 | 0 |
| Primary schools | 6 | 46 | 42 | 6 |
| Secondary schools | 14 | 36 | 41 | 9 |
| Sixth forms | 15 | 42 | 41 | 3 |
| Special schools | 30 | 48 | 19 | 3 |
| Pupil referral units | 14 | 50 | 31 | 5 |
| All schools | 10 | 44 | 39 | 6 |

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 are for the period 1 September 2010 to 8 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



30 November 2011

Dear Pupils

Inspection of Field End Junior School, Hillingdon HA4 9PQ

You may remember that three of us came to visit your school recently. Thank you all very much for such a warm welcome. We could see how much you enjoy school and enjoyed meeting with you and your teachers. Field End is a good school that helps you to make good progress in your work.

You told us that you enjoy your lessons, particularly when they have creative activities that are fun and interesting. We saw how much you enjoy learning, especially when you have the chance to research for yourselves. Teachers help you to do well and by the time you leave school you are reaching standards that are above average in English and mathematics.

You told us how safe you feel in school and how much you trust the adults around you. We found that the school cares for you well and teaches you how to be healthy and to respect and care for others. We saw how well you behave in lessons and at playtimes and how well you get on with each other. We were very impressed with how older pupils help and support others and we were pleased to hear how the school listens to and acts on any concerns you may have.

We have asked the school to do two things that will make it even better:

- Most of the teaching is good but we have asked teachers to make some lessons even more interesting by including activities that are more challenging. We have also asked teachers to give you more activities where you can investigate for yourselves.
- You clearly enjoy using computers in school and we have asked teachers to give you more activities where you can use computer skills in a range of lessons.

You can all help by continuing to work hard.

Yours sincerely

Helen Howard
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 **0300 123 4234, or email enquiries@ofsted.gov.uk.**