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Audrey Wright  
Headteacher  
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Dear Mrs Wright

**Requires improvement: monitoring inspection visit to Field End Junior School**

Following my visit to your school on 13 May 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the monitoring inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to improve the school since the most recent section 5 inspection.

The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and has taken place because the school has received two successive judgements of requires improvement at its previous section 5 inspections.

This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. I discussed the impact of the pandemic with you and have taken that into account in my evaluation.

Having considered the evidence, I am of the opinion that at this time:

**Leaders and those responsible for governance are taking effective action in order for the school to become a good school.**

The school should take further action to:

- ensure the knowledge requirements and intentions for each subject are clear and precise
- ensure that activities planned by teachers build sequentially on what pupils know and can remember.

## **Context**

Since the last inspection in April 2018, an experienced chair and vice-chair have been appointed, along with new governors. A permanent deputy headteacher will join the school in September 2021. Governors have consulted on a proposal for the school to become an academy and join the Vanguard Learning Trust permanently in September 2021. The school has been an associate member of this trust since 2019.

## **Main findings**

You and your team are successfully tackling the areas for improvement from the April 2018 inspection. Phonics is now taught consistently throughout the school. This enables pupils to rehearse, practise and apply their phonics knowledge well. Leaders are working effectively to develop the joy of reading, through visits by authors and the reading bus, and through daily storytelling sessions. Pupils explore different genres and respond to texts, for example through describing characters.

You are now starting to plan further improvements in writing. Pupils are expected to practise and learn key writing skills before completing extended writing tasks. Leaders have also given careful consideration to changes in the mathematics curriculum. Work is planned to tighten further the sequence of learning in mathematics to ensure that it builds on pupils' knowledge more effectively.

Consideration has been given to improving areas of the wider curriculum, such as science. Subject training has been well received by staff and is starting to make a difference. Subject leaders are gaining confidence in checking the quality of pupils' learning, rightly linking this to pupils' acquisition of knowledge. Nevertheless, there is more to do in ensuring that the intended knowledge content of individual subjects is clear and well sequenced.

COVID-19 has interrupted subject leader training. Consequently, planning is behind schedule in some subjects. You have further training planned. This includes specific support for newly appointed subject leaders and training to ensure consistency in curriculum planning.

You have increased the emphasis on pupils' mental health and well-being. Together with staff, you have also supported pupils in developing more stamina in completing writing tasks. Support has increased for pupils who need extra help with reading. Contact has also increased with parents and carers of pupils with special educational needs and/or disabilities (SEND). Through this work, you have aimed to better understand and meet pupils' needs.

Weaknesses in governance identified in the previous inspection have been resolved. New members of the governing body have the right combination of knowledge and skills. In turn, they have secured the appointment of new senior leaders. Between

them, leaders and governors demonstrate a determination and clarity of purpose which has brought about a shift in culture. Your improvement plans are focused on the right things to improve the school.

Governors are taking care to manage the consultation process around the school's future with sensitivity. Parents remain positive about the school, although a small number remain concerned about the regularity of communications between school and home.

### **Additional support**

The local authority continues to provide an elevated level of support for the school through a school adviser and other support services. You have also sourced additional support from the Vanguard Learning Trust and independent consultants. This includes using leadership and curriculum subject experts to help improve reading, English and mathematics.

### **Evidence**

During the inspection, I met with the headteacher, acting deputy headteacher and assistant headteachers, subject leaders, the leader for SEND, pupils, staff, governors and a local authority adviser. The school development plan was reviewed. I also visited lessons and looked at samples of pupils' books.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Hillingdon. This letter will be published on the Ofsted reports website.

Yours sincerely

Phil Garnham  
**Her Majesty's Inspector**