

Inspection of Field End Infant School

Field End Road, Eastcote, Ruislip, Middlesex HA4 9PQ

Inspection dates: 22 and 23 May 2024

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 11 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act.

What is it like to attend this school?

Field End Infant School's 'LEARN' values – 'Listen to others, everybody matters, always be kind, respect and never give up' – are evident in the care given to pupils. These values contribute to a happy and safe environment for pupils. The whole school community supports this positive ethos and these inclusive values.

The school is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). This year, the school has strengthened the curriculum and prioritised the teaching of reading. Because of this, pupils are making strong progress through the curriculum. Children learn to read as soon as they start in Reception and enjoy sharing stories and learning rhymes.

Pupils are calm and considerate of others as they move around the school. During social times, pupils eat and play sensibly with their friends. Pupils hold a clear sense of right and wrong and use what they have learned to manage their emotions.

Pupils have a range of additional opportunities to participate in. There are many extra-curricular activities, including singing, gymnastics, football, dance, drama and gardening. Pupils can take on roles and responsibilities in school, such as becoming school councillors. Members of the school council have had the opportunity to sing in a local care home.

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

The school has constructed a broad, well-planned curriculum, starting from the early years. For each subject, the school has identified the important knowledge that pupils will learn. The school ensures that pupils have opportunities to revisit prior learning. The curriculum also considers the area that the school serves and how to make the most of nearby places of interest to enhance learning, for example through educational visits to places in the local community.

Teaching uses resources well and structures tasks effectively to help pupils to understand ideas. Pupils typically achieve well across a wide range of subjects. In some subjects, staff training has not been sufficient to ensure that the curriculum is consistently delivered well. Consequently, in these curriculum areas, pupils' depth of knowledge and understanding does not build up as effectively over time. Leaders have identified this as an area of priority and are taking action to secure improvements.

The school takes a robust approach to quickly and accurately identifying the additional needs of pupils with SEND. Effective communication and partnerships are in place between staff, families and external professionals. Staff are highly skilled at supporting pupils' additional needs. The delivery of the curriculum is adapted to ensure that pupils with SEND can successfully learn alongside their peers.

This year, the school has further developed the teaching of phonics to ensure that pupils become confident, fluent readers. While there remain a few instances where staff expertise in teaching phonics is still growing, overall, the recently implemented curriculum is helping current pupils to achieve well. Reading is prioritised from the moment children start in Reception. Staff make sure that pupils read books that match the sounds that they are learning. This approach supports pupils in the early stages of learning to read well. It also helps those who are falling behind gain the knowledge and practice that they need to become confident readers.

The school has prioritised attendance. They are working closely with families to help pupils attend more regularly. This work is based on the school's secure understanding of the potential barriers to pupils attending school and how best to overcome these.

Pupils have positive attitudes to learning. From the early years onwards, they develop confidence, resilience and respect. They also learn ways to manage their emotions.

Pupils' personal development is a priority at this school. The school organises numerous enrichment opportunities such as 'Friendship Week' and 'World Week'. Through these, pupils gain knowledge and experiences designed to prepare pupils for life beyond the school. The school has an unwavering commitment to ensuring that the curriculum teaches pupils important principles about equality. Pupils are knowledgeable and respectful of different religions and beliefs.

The governing body knows the school well. It understands its statutory responsibilities and keeps a careful check on school improvements.

Staff feel well supported by all leaders, particularly regarding their workload and well-being. The school has made parental engagement a key focus of its work. Parents and carers enjoy attending school events.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, including phonics, the implementation of the curriculum is not consistently strong due to gaps in subject knowledge for some members of the wider staff teaching team. While pupils learn effectively overall, including in early reading, these gaps in teaching expertise mean that pupils do not acquire deep knowledge as well as they might. To address this, the school needs to provide further training to develop subject leadership and staff expertise in curriculum delivery and, in turn, strengthen the curriculum's impact on pupils' achievement.

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	102379
Local authority	Hillingdon
Inspection number	10323318
Type of school	Infant
School category	Maintained
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	304
Appropriate authority	The governing body
Chair of governing body	Rozy Contractor & Kelly McEntee (Co-Chairs)
Headteacher	Victoria Jarvis
Website	www.fieldend-inf.hillingdon.sch.uk
Date of previous inspection	24 April 2013, under section 5 of the Education Act 2005

Information about this school

- The school does not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, governors and a range of staff at the school. They met with a local authority representative.
- Inspectors carried out deep dives in reading, mathematics, science, computing and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils

about their learning and looked at samples of pupils' work.

- Inspectors also reviewed the curriculum in other subjects.
- Inspectors discussed pupils' attendance and behaviour with leaders.
- Inspectors considered the views of parents who responded to Ofsted's survey, Ofsted Parent View. They considered the views of staff who responded to the survey. They also spoke to parents, staff and pupils while on site during the inspection.
- To evaluate the effectiveness of safeguarding, inspectors 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' interests first.

Inspection team

Sahreen Siddiqui, lead inspector	Ofsted Inspector
David Atter	Ofsted Inspector
Jeremy Loukes	Ofsted Inspector

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