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16 February 2011

Mr J Goddard  
The Headteacher  
Hedgewood School  
Weymouth Road  
Hayes  
UB4 8NF

Dear Mr Goddard

**Ofsted monitoring of Grade 3 schools: monitoring inspection of  
Hedgewood School**

Thank you for the help which you and your achievement coordinator and staff gave when I inspected your school on 15 February 2011. It was also helpful to speak to the parents who came in and spoke positively about the school. In addition, I would like to thank you for the time you gave to our phone discussions and for the information which you provided before and during the inspection.

As a result of the inspection on 1 December 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 satisfactory progress in demonstrating a better capacity for sustained improvement.

As a result of the complexity of the pupils' special educational needs and/or disabilities, a judgement on attainment would be inappropriate. Learning, progress and achievement are satisfactory overall in Key Stage 2. In all lessons, relationships are generally strong and most pupils show positive attitudes to learning. Satisfactory learning is the result of adults not consistently checking that what is being taught is fully understood by all pupils. The adults move on too quickly without reinforcing learning effectively. At times, adults talk for too long without giving the pupils sufficient visual cues to assist them in consolidating and developing their learning. Activities are sometimes not well thought out and at times too complicated and then do not really enthuse the pupils. In such lessons, assessment is not used as well as it could be to support learning.

There are pockets of more rapid learning, in Key Stage 2, which is closely linked to good teaching. In these classes, relationships are extremely strong and individual needs are well catered for. Adults have high expectations for their pupils.

Assessment is used accurately to plan activities which are closely linked to pupils' individual learning plans and independent skills are effectively focused on. Attitudes to learning are positive and pupils show much enjoyment in all they do. Pupils were seen thoroughly enjoying themselves as they learnt how to sequence numbers and record number lines that added up to ten, for example. Others spoke enthusiastically about the activities they had completed whilst working independently.

The school's self-evaluation is satisfactory. Senior leaders and learning managers have an accurate understanding of the school's strengths and areas for development and are building capacity to address these concerns. A good system has been developed which tracks pupils' progress in all areas of the curriculum as the pupils move through the school. At present there is nearly two years of information collected on each pupil. The achievement coordinator, who has been appointed since the previous inspection, is able to clearly identify the progress of individuals and different groups. For example, data show higher attaining pupils are generally challenged well and so make good progress. Lesson observations confirmed this.

The learning managers have started to review the curriculum by auditing their subjects and are beginning to develop action plans. However, they are not yet fully involved in analysing data in their specific subject areas to ensure that curricular plans are well match to pupils' interests and needs. Extra-curricular activities, which run during lunch times, after school and at the weekend, have been developed well. They allow pupils to reinforce and develop skills, knowledge and understanding in many curriculum areas. They are well attended and appreciated by both parents and their children. During the monitoring visit, safeguarding procedures were checked and found to meet the latest requirements.

The local authority has provided training and support across a range of school-based issues, particularly in relation to improving the quality of teaching and learning. The Hillingdon Improvement Partnership has provided weekly support for families. The Yeading Collaborative of Schools, a primary and secondary cluster of local schools, has encouraged and funded activities, for example extended school activities. The school is part of the Barnhill sports partnership that provided training and support for school staff and pupils. The school has two cheerleading teams who have been successful in national and international events.

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

Nina Bee

**Additional Inspector**

## **Annex**

### **The areas for improvement identified during the inspection which took place in December 2009**

- Improve the quality of the school's self-evaluation by:
  - introducing systems to track pupils' progress on a regular basis
  - building the capacity of leaders and managers to monitor provision.
- Ensure more consistently good teaching, particularly in Years 3 to 6 by:
  - using assessment data more effectively to set work which is geared to the individual needs of pupils
  - providing more challenge for higher attaining pupils
  - reviewing curricular provision in Years 3 to 6 to ensure that it fully reflects the needs and interests of pupils.