

Wood End Infant School

Inspection report

Unique Reference Number	101936
Local Authority	Ealing
Inspection number	376645
Inspection dates	29–30 September 2011
Reporting inspector	Juliet Jaggs

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

Type of school	Infant
School category	Foundation
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	435
Appropriate authority	The governing body
Chair	Tom Smith
Headteacher	Lucy Rodgers
Date of previous school inspection	13–14 May 2009
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Age group	3–7
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Introduction

This inspection was carried out by four additional inspectors. The inspectors observed teaching and learning in 25 lessons, seeing 16 teachers, and met with members of the governing body, staff and groups of pupils. They observed the school's work, and looked at monitoring and assessment information and school policies. They analysed questionnaires from 25 members of staff and 144 parents and carers. The school's safeguarding procedures were also evaluated.

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

- The extent to which the school's tracking procedures are used to identify the needs of particular groups of pupils to raise their attainment.
- The extent to which leaders throughout the school, including members of the governing body, have an impact on driving improvement.
- The extent to which all pupils make equal progress as they move from the Early Years Foundation Stage through Key Stage 1.

Information about the school

Wood End Infant School is larger than most infant schools. There are a number of different ethnic groups in the school, the largest of which is of Asian heritage, including Indian and Pakistani. Other sizeable groups include pupils of White British and Black African heritage. Over 60% of pupils speak English as an additional language, which is well above average. The proportion of pupils known to be eligible for free school meals is well above average. Just over one in ten children, a proportion that is below average, have special educational needs and/or disabilities. A new headteacher has been in post since September 2011. The school has gained Healthy School status, the Ealing Active Mark, Investors in Families and the 'I can' accreditation.

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?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Since the last inspection, leaders and managers have been working to develop key aspects of teaching and learning. However, the introduction of too many assessment procedures at once overwhelmed teachers so it is only recently that they have begun to collect reliable data about pupils' progress. These weaknesses limit the analysis the school can make of how different groups are performing. As a result, the targets set for pupils lack challenge and attainment is low, particularly that of White British pupils, those of Caribbean and African heritage, boys and those known to be eligible for free school meals. Too few pupils are working securely within the level expected nationally.

Children make a good start in the Early Years Foundation Stage where teachers are well led and practice is consistent. Children who speak English as an additional language sustain this positive start. Because of effective bilingual support teaching, they make sound progress until they leave at the end of Key Stage 1. For other groups in Key Stage 1, including pupils with special educational needs and/or disabilities, learning and progress are too slow because teaching is inadequate. Nevertheless, pupils throughout the school behave well; they feel safe and secure, and know how to stay healthy.

Arrangements to monitor teaching and learning and support better practice in the classroom are ineffective. As a result, although there are examples of good teaching, especially in the Early Years Foundation Stage, there are too many inconsistencies. Few teachers explain to pupils how they will know that they have been successful once they have completed an exercise, so pupils are unable to assess their progress when they finish. Although there is usually a range of prepared activities in lessons, these are not always sufficiently well matched to pupils' abilities, and where teaching is weaker pupils often continue to work on the same task for too long. As a result, pupils do not develop their understanding at a fast enough rate. The level of absence is high; without a good habit of attendance and with low attainment, pupils are poorly prepared for the next phase in their education.

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Weaknesses in the monitoring of teaching and of progress have resulted in inadequate self-evaluation. In spite of the school's ambition to improve the quality of teaching and assessment since the last inspection, unsuitable management strategies mean that both have deteriorated and had a negative impact on pupils' achievement overall. For these reasons, the school is judged to have insufficient capacity for sustained improvement.

Members of the governing body are loyal to the school and committed to their role, especially to their responsibilities for prioritising pupils' safety and well-being. However, they play no part in the school's evaluation procedures so they are not able to challenge improvement effectively. The governing body has also overlooked its statutory duty to promote community cohesion. Nevertheless, a positive ethos means that the school is calm and pupils are welcoming. Pupils enjoy opportunities to celebrate differences between the wide variety of cultures within the school and they embrace diversity wholeheartedly.

What does the school need to do to improve further?

- Raise attainment so that the large majority of pupils are working securely at the national expected level by July 2012 by ensuring that all underachieving groups of pupils make faster progress in Key Stage 1.
- Improve the quality of teaching so that most lessons are good or better by making sure that teachers:
 - clearly explain the purpose of the lesson to pupils
 - assess whether activities need to be changed while the lesson is in progress
 - help pupils understand how well they have achieved during the lesson.
- Improve the effectiveness of assessment so that:
 - it is used strategically to ensure that all groups of pupils have an equal chance of making good progress
 - lessons are planned at the right level to meet the needs of all abilities in the class.
- Improve the effectiveness of leadership and management throughout the school by ensuring that:
 - the governing body fulfils its statutory duty to promote community cohesion
 - appropriate measures are established to monitor and improve the quality of individual teachers' practice.
- Improve attendance so that it is close to the national average for primary schools.

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Please turn to the glossary for a description of the grades and inspection terms

Outcomes for individuals and groups of pupils

4

Most children start school with levels of skills well below those expected for their age. By the time they leave the Early Years Foundation Stage, children have made good progress although their attainment remains below average. By the end of Key Stage 1 standards have dropped too low. Some ethnic groups and pupils known to be eligible for free school meals fall behind. Boys make too slow progress in mathematics. Pupils with special educational needs and/or disabilities make variable progress in lessons, depending on the quality of the additional support they receive. They are sometimes supported well, but too often, when support staff complete too much work for them, their progress is inadequate.

Pupils are keen to learn and they are quick to show one another things they have discovered. For example, the fish tank at the school entrance fascinates them and they often alert one another to it. This attitude is evident in some lessons: for example, Year 2 pupils were excited by their 'Freddy the frog' number line so they were able to explain how they had used it to work out how numbers can be combined to make a total. When they are inspired by activities in class, pupils are also enthusiastic about meeting challenges. For example, pupils in Year 1 wanted to enhance the character profile they were creating in literacy so they worked hard to use their understanding of sounds and letters to form the word 'feather'. Too often, however, their learning is limited by activities that are not pitched at the right level.

Pupils understand the expectations about working hard in lessons. Their behaviour is generally good even though unsatisfactory teaching often means activities are tedious. On these occasions concentration wavers and a few become restless, but they remain cooperative. Pupils negotiate class charters so that they understand their obligations to one another to follow their agreed rules. They are attentive in assembly and appreciate the confident presentations made by their friends.

Pupils show that they know how to minimise risks. They are both energetic and considerate in the playground so they avoid accidents. Most pupils are committed to the 'no chocolate in the lunch box' rule and they make healthy choices recommending water instead of carbonated drinks. Those who are given responsibility in school take it seriously as either school buddies or register monitors.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	4
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities	4

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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and their progress	
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	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	4
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The style of lessons reflects the school's ethos so teachers establish calm class routines where relationships are positive and pupils respond to instructions quickly. Teachers use secure subject knowledge to model techniques well. They prepare interesting activities for the start of the lesson so there is active engagement initially. Promising starts are rarely complemented by the variety of tasks necessary to support pupils' different levels of attainment so more capable learners are not challenged and those who find the work difficult, including those with special educational needs and/or disabilities, are not able to begin independently. Teachers seldom question pupils effectively or circulate round the room while pupils work. As a result, they are not alert to how pupils are responding to the task and sometimes do not modify it quickly enough. With almost no provision for extension and development, teaching is inadequate overall because it is not of a high enough quality to support better progress.

The curriculum has been satisfactorily developed to promote pupils' literacy with, for example, an emphasis on sentence structure in science and the addition of topics to stimulate boys' interest in writing. Interim planning, organised jointly among teachers, provides a consistent framework for activities across year groups. It allows teachers to make adjustments to suit the rate at which different classes and groups progress. Where work is inadequately targeted, this is due to how individual teachers interpret the framework rather than the curriculum itself. Tailored support for some small groups whose attainment is causing concern is provided through extra literacy and numeracy courses out of the classroom. A variety of special events including the publication of a newsletter and a modest selection of extra-curricular activities promote pupils' personal development.

Teachers demonstrate kindness in the way they respond to the emotional and behavioural needs of pupils. Pupils say that they feel cared for in school. As one of them said, 'The teachers will always look after us.' The school makes suitable use of strong links with the Primary Behaviour Service to support individuals and successful

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relationships with local schools mean that pupils move on confidently when they leave Wood End. Pupils’ well-being is particularly enhanced by the links with visiting counsellors through which pupils whose circumstances make them potentially vulnerable are well cared for. Other arrangements to meet the pastoral needs of pupils have become more effective and systematic since the beginning of term. For example, new procedures for monitoring and supporting attendance have had a positive impact and figures for some groups are approaching average levels. Class teachers collect other records about pupils’ welfare including behaviour incidents and plans are underway to centralise this information so that it can be interpreted to identify concerns more quickly.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

In the short time that the new headteacher has been in post she has inspired the school with a new confidence, identifying and addressing key priorities such as fair access to extra-curricular activities and the introduction of a school council. Senior leaders are committed to providing pupils with a positive experience and equal opportunities in learning. However, they have invested too little time in preparing teachers to consider the variety of pupils’ needs. Different groups progress at different rates and there are too few management systems to provide a strategic overview of the school’s work. Efforts to communicate ambition and target improvements have been ineffective. Middle leaders evaluate their areas of responsibility anecdotally and there are few objective records from which to identify strengths and weaknesses. The monitoring and improvement of support for pupils with special educational needs and/or disabilities are inadequate.

Governance is inadequate. Members of the governing body have established tentative management links to different areas within the school but they are too far removed to have any real impact on driving improvement. No formal audit, strategy or evaluation of community cohesion are carried out. However, administrative arrangements to safeguard pupils are comprehensive and risk assessment systems reflect good practice.

The school’s award for work with families is reflected in a sound range of strategies that enable parents and carers to support their children’s learning. There are strong partnerships to support pupils’ well-being, but as yet partnerships are not having sufficient impact on their achievement, which remains inadequate.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school’s engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	4
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	4
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

The children’s needs are at the heart of the provision for the Early Years Foundation Stage. When they arrive at school both their personal, social and emotional development and their communication skills are particularly low. Under effective leadership, the curriculum has been reviewed so that it gives children more opportunities to grow in confidence in these areas. Relationships with staff are good and this, in addition to the attractive environment, means that children settle quickly and soon learn to share. They are increasingly aware of one another and they play safely. By the time they leave, they have made good progress particularly in their language and literacy development.

Indoor and outdoor areas are well resourced so children are keen to explore. Teaching is good and the children respond to high expectations, for example some children in Reception are able to show the resources they have found to apply their understanding of two-dimensional shapes. Their progress is closely monitored and regular formal and informal observations mean adults quickly get to know the children. These assessments are all moderated to ensure they are accurate and work begins early to provide higher attainers with sufficient challenge. Good relationships with parents and carers mean they are able to reinforce new ideas at home.

There is a real sense of unity and purpose in the setting. The children’s welfare is a high priority and all health procedures are rigorous. Practice is consistently good across both age groups. With an increasing emphasis on the extent to which information about the children can be used to provide more individual learning experiences, there is a clear commitment to improving learning.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Almost all parents and carers who returned the questionnaire were extremely positive about Wood End Infant School. They felt that their children were happy at school, where they were kept safe and encouraged to be healthy. Particular comments praised the work of the school in looking after pupils with specific medical needs and more generally in making pupils confident learners.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wood End Infant 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 144 completed questionnaires by the end of the on-site inspection. In total, there are 435 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	98	68	42	29	0	0	0	0
The school keeps my child safe	97	67	45	31	1	1	0	0
The school informs me about my child’s progress	66	46	69	48	3	2	0	0
My child is making enough progress at this school	60	42	65	45	7	5	0	0
The teaching is good at this school	70	49	60	42	2	1	1	1
The school helps me to support my child’s learning	66	46	64	44	3	2	0	0
The school helps my child to have a healthy lifestyle	73	51	63	44	3	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)	52	36	66	46	4	3	0	0
The school meets my child’s particular needs	65	45	61	42	4	3	0	0
The school deals effectively with unacceptable behaviour	59	41	62	43	5	3	1	1
The school takes account of my suggestions and concerns	60	42	57	40	8	6	0	0
The school is led and managed effectively	65	45	60	42	4	3	0	0
Overall, I am happy with my child’s experience at this school	83	58	50	35	2	1	1	1

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 08 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 September 2011

Dear Pupils

Inspection of Wood End Infant School, Ealing, UB5 4LB

On behalf of all the inspectors, I would like to thank you for the warm welcome you gave us when we visited your school. We enjoyed meeting you and talking to you about your learning. It was helpful to hear your views in our meetings as well. Here are some of the things we found out.

Your teachers take good care of you and, as you said, you learn to keep yourselves safe and healthy. Your parents and carers told us that they too are very happy with the experiences you have at school. We liked your system for creating a class charter which helps keep your behaviour good. Events like your international celebration are a good way for you to learn about people from different cultures and we found that you all get on well together.

However, overall we found that the school is not doing well enough and needs special measures to help it. This means that the school will get a lot of support to give you a better education and other inspectors will make regular visits to find out if you are making better progress. There are some important things that need to be better. We have asked the school leaders and managers and governors to:

- improve your reading, writing and mathematics by the time you leave
- make it easier for you to assess how much progress you have made in a lesson
- plan different activities so that everyone in the class has to work hard, and be ready to change these activities depending on how well you get on with them
- improve attendance so that you do not miss too much learning at school.

You can play your part by working hard, attending well and always striving to do your best.

Yours sincerely

Juliet Jaggs
Lead inspector

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