

Wood End Junior School

Inspection report

Unique Reference Number	101935
Local Authority	Ealing
Inspection number	355098
Inspection dates	16–17 February 2011
Reporting inspector	Rob Crompton

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	343
Appropriate authority	The governing body
Chair	Mr Derek Goff
Headteacher	Mrs Anne Hayes
Date of previous school inspection	6 June 2008
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Introduction

This inspection was carried out by three additional inspectors. Observations included 24 lessons taught by 13 teachers. Meetings were held with pupils, members of the governing body and staff. Inspectors looked at minutes of meetings held by the governing body, curriculum plans, assessment documents and a wide range of other information. The questionnaires returned by 176 parents and carers, 65 pupils and 21 staff were scrutinised.

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

- The impact that teaching some boys and girls separately in Year 6 is having on their learning and progress.
- Whether less-able pupils are building well enough on their prior attainment.
- Whether more-able pupils are making good progress through the school from their starting points in Year 3.

Information about the school

Wood End is larger than the average sized junior school. Around three quarters of pupils are from minority ethnic backgrounds. There are 60% who speak English as an additional language, very few of whom are at an early stage of acquiring English. About 15% of pupils are asylum seekers or from refugee families. The proportion of pupils with special educational needs and/or disabilities is above average. These pupils mainly have moderate learning difficulties or have behavioural, social or emotional problems. The school has more pupils who join and leave the school other than at the usual times than is found nationally. The proportion known to be eligible for free school meals is above average. The school runs breakfast and after-school clubs. The school is an Eco School, has Healthy Schools Status and the Sports Mark, and has received the Investors in Families and International Schools awards.

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

The school provides a good quality of education for its pupils. Pupils enjoy learning and behave well. They take part enthusiastically in lessons and in the wide range of curriculum activities. The school provides a welcoming and friendly learning environment, where pupils feel safe and know who to turn to should they have a problem. Parents and carers are overwhelmingly supportive and appreciate the outstanding care, guidance and support their children receive. Their many positive comments included: 'This school is excellent', 'My son looks forward to every day' and 'The staff are very approachable and the headteacher is very welcoming.'

Pupils make good progress through the school and achieve well. By the end of Year 6, pupils' attainment is average, but is rising due to the consistently effective teaching. Progress in Years 5 and 6 is particularly good. Levels of attainment in writing are improving but, although most pupils read fluently and express themselves well verbally, their written work does not always reflect this. Teachers' effective use of assessment information to pitch work at the correct level, together with their skills in engaging and motivating pupils, enables all groups to progress well. Occasionally, there are missed opportunities for the more-able pupils in Years 3 and 4 to tackle more demanding work. The quality of marking, for the most part, is excellent. However, although teachers' comments about the work of these younger pupils are supportive, they do not always indicate how pupils might improve their work in mathematics.

The school is a harmonious community where pupils from a wide range of backgrounds get on very well. The positive atmosphere owes much to the excellent relationships between staff and pupils. The school is well led and there is a clear determination to raise standards and improve provision further. Self-evaluation is rigorous and accurate. The tracking and analysis of pupils' progress are detailed, enabling teachers to implement intervention strategies where there is evidence of underachievement. Morale is high and staff work very well together. Members of the governing body visit regularly, take a keen interest in the school and play a strong role in the good strategic planning. The changes made since the previous inspection demonstrate the school is well placed with a good capacity to sustain further improvement.

What does the school need to do to improve further?

- Raise standards and accelerate pupils' progress in English and mathematics in Years 3 and 4 by:
 - ensuring that work is sufficiently challenging for the more able pupils
 - encouraging pupils to use words and phrases they come across in their reading in their written work

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- providing further feedback to pupils so they can identify the next steps in learning in mathematics.

Outcomes for individuals and groups of pupils

2

Pupils enjoy learning and their overall achievement is good. Levels of attainment when pupils are assessed on entry to the school in Year 3 are generally below average. They make good progress so that, by the end of Year 6, attainment is broadly average. They tend to do better in reading than writing. The rate of progress accelerates as pupils move through the school. The proportion of pupils reaching the higher levels in English and mathematics is rising but is below the national average.

Pupils have very positive attitudes and are keen to improve. They made at least good progress in almost all the lessons observed. Year 5 pupils, for example, are developing good skills in using language to convey emotions and suspense. Writing as Bess in *The Highwayman* by Alfred Noyes, one wrote:

'I have a huge lump in my throat. I can feel my pulse racing. My hands are drenched with a cold sweator is it blood? I draw one last breath. The world is spinning. The musket's nose is near my chest. The trigger is just in my grasp. I pull it'

Some pupils, although they read well, are not as adept at including the vocabulary they encounter in books within their writing. Throughout the school, the pride pupils take in their work is evident in their good handwriting and efforts to present their work as attractively as possible. During practical work, for example in science and art, pupils show good levels of independence and cooperate well.

Pupils respond well to the initiatives aimed at increasing their immediate recall of number facts and most apply these well to solve mathematical problems. More-able pupils rise to the challenge when offered demanding tasks. This was evident in their high quality work on reflection and translation across horizontal and vertical axes in Year 6. Most pupils understand the link between setting out work neatly and accuracy when attempting complex calculations, although the good rate of progress made by the more-able pupils in Years 5 and 6 is not as consistent in the Years 3 and 4 classes.

Pupils with special educational needs and/or disabilities progress well because tasks for them are set at the right level. They benefit from effective support during lessons and in small withdrawal groups, which help to sustain their engagement. Pupils who have emotional or behavioural problems receive sensitive support which helps them to focus on learning.

Pupils from a wide range of backgrounds get on very well with one another. They are mutually supportive and go out of their way to make newcomers welcome. They help the school run smoothly, such as by being members of the school council or prefects. The Eco Schools award reflects their positive contribution to the environment through such activities as recycling. Pupils have a good understanding of how to keep themselves safe, including how to avoid the potential pitfalls in sharing personal information over the internet. They are proud of their Healthy Schools status and participation rates in physical activities are high. Pupils are keen to attend but the average attendance figures are due, mainly, to some parents and carers too readily keeping their children off school.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

The excellent relationship teachers develop with pupils is underpinned by their accomplished behaviour management. Staff are skilled in engaging pupils and sustaining their attention. During a Year 5 lesson, for example, pupils made excellent progress in using persuasive techniques when developing arguments for and against school uniform. Their learning was supported highly effectively by the teacher's amusing demonstrations and highly appropriate film clips. They quickly took on board the power of rhetorical questions, exaggerations and repetition in promoting a point of view. Other Year 5 pupils paid rapt attention as the teacher engaged them in role play about pollination. By the end of the lesson, they could explain the function of various parts of a flower, such as the stigma, anther and style.

In almost all lessons, the more-able pupils are set work which challenges them. This was evident, for example, as pupils in Year 6 set about finding the area of complicated surfaces. In Years 3 and 4, the work is usually pitched at the right level for different ability groups but occasionally the more-able pupils sail through the tasks. 'I can do this, no problem', said one. Another remarked, 'Sometimes we finish early and there is nothing to do'. Pupils' general view, however, is that they are well supported in their learning. Teaching some Year 6 English lessons in separate classes for boys and girls is bearing fruit. Boys who might otherwise be hesitant in commenting on their response to poetry do

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so freely, for example. Girls who tend to hold back during mixed-class discussions are less inhibited. This strategy contributes to the school's success in raising standards in writing.

Teachers and the skilled support staff help pupils who lack confidence or social maturity to participate as fully as possible in school life. This is particularly evident in the excellent support for pupils new to the school and indeed new to the country. Bilingual staff support them very effectively, often sitting alongside pupils in lessons. The school's effectiveness in supporting and guiding pupils is also evident in the care taken by teachers to provide clear feedback in their marking. Most of their comments celebrate pupils' success but also include a pointer for how to improve. One Year 6 teacher, for example, commenting on a pupil's high quality mathematics work, wrote, 'Can you now find the inter-quartile range?' This level of feedback is not always evident in the younger classes, however.

The school's concern for pupils extends to their families. One parent wrote, 'We are very pleased with the efforts being made. In particular, the Talking Together course ? how wonderful that parents no longer have to feel on their own.' During a family learning session for parents and carers and their children, one pupil remarked, 'This group helps me to know why good behaviour is important. I didn't know before. I thought I could just mess about and no one would care.' The school's extended services include well-run breakfast and after-school clubs. The school has its own part-time nurse and has Asthma Friendly School status. Transition arrangements from the nearby infant school are excellent. Year 2 pupils regularly use the computer suite and are invited to concerts and other events. Support for Year 6 pupils moving to secondary schools is equally strong.

Pupils participate keenly in the wide range of after-school clubs and their learning is enriched by visits, for example to performances of the London Philharmonic Orchestra. They have good opportunities to practise and extend the literacy, numeracy and computer skills. Pupils, for example, confidently searched the internet for information on changes in fashion and other areas since the 1940s, selected key facts and created multimedia presentations. Discussions during personal, social and health education lessons successfully promote pupils' self-esteem, their sense of responsibility towards one another, and make a significant contribution to the harmonious school community. Pupils' spiritual development is promoted very successfully during assemblies. This was evident, for example, during an assembly led by Year 5 pupils, under the sensitive guidance of their teacher.

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
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

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How effective are leadership and management?

Senior leaders communicate ambition very well and work cohesively to sustain a shared sense of purpose. They have an accurate view of where the school is and what is needed to take it forward. Strategic planning is good and all staff are working to the same priorities to improve learning and progress. Equality of opportunity is good. Meticulous tracking ensures that any barriers to learning are identified quickly and dealt with effectively, resulting in all pupils having an equal chance.

Good use is made of partnerships with outside agencies and other schools to support pupils in their personal development and learning. The school has recently achieved Investors in Families status in recognition of its productive work with parents and carers. They are informed about changes or important decisions through newsletters or text messaging. 'Praise postcards' are sent to inform parents of particular achievements to be celebrated. Parents and carers are consulted at coffee mornings, at open evenings and through questionnaires. There is no parent/teacher association and the school is seeking further ways to engage parents and carers in contributing to the decision-making process.

The school promotes community cohesion well, particularly at local level. Its influence stretches into the local community through brass band performances and pupils' involvement in activities such as weekly recycling and neighbourhood litter collection. Special events celebrate the cultural diversity of the school population and plans are in hand to develop further links with schools in contrasting localities. The governing body is supportive and governors ask the right questions to ensure that pupils are getting the best possible deal. Safeguarding is effective and evident in daily routines. Child protection procedures are well established. Safety audits are undertaken regularly and any concerns quickly resolved.

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
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

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Views of parents and carers

The proportion of questionnaires received was above average. Almost all parents and carers were happy overall with their children's experience. The concerns raised by a very small minority were investigated but the inspection endorsed the views expressed by most parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wood 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 176 completed questionnaires by the end of the on-site inspection. In total, there are 343 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	92	52	79	45	3	2	0	0
The school keeps my child safe	90	51	83	47	1	1	0	0
My school informs me about my child's progress	79	45	88	50	8	5	0	0
My child is making enough progress at this school	67	38	99	56	7	4	1	1
The teaching is good at this school	86	49	84	48	4	2	0	0
The school helps me to support my child's learning	74	42	92	52	4	2	1	1
The school helps my child to have a healthy lifestyle	65	37	104	59	7	4	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)	65	37	95	54	7	4	0	0
The school meets my child's particular needs	65	37	102	58	5	3	1	1
The school deals effectively with unacceptable behaviour	77	44	90	51	4	2	1	1
The school takes account of my suggestions and concerns	61	35	95	54	6	3	1	1
The school is led and managed effectively	74	42	97	55	2	1	1	1
Overall, I am happy with my child's experience at this school	92	52	81	46	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 2009 to 31 August 2010 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 2009/10 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.



19 February 2011

Dear Pupils

Inspection of Wood End Junior School, Greenford, UB6 0EQ

I am writing to let you know what we found out about your school when we visited recently. Thank you very much for making us welcome and for sharing your opinions with us about the school. We are pleased you enjoy school and work hard. Your behaviour is good and the staff look after you extremely well. You know the importance of eating healthily and taking plenty of exercise, and enjoy taking part in the many interesting activities and clubs that are on offer.

The school is providing you with a good education. Teaching is good and we were delighted to see how teachers make learning exciting and fun. This is helping you to attain average standards but they are improving quickly because you are making good progress. We saw how much you try to present your work neatly. Your notes were set out clearly even on your whiteboards! Those in charge of the school provide good leadership and are working hard to make it better.

In order to help you improve further, we have suggested that those of you in Years 3 and 4 who find the work a little easy could tackle more demanding tasks. Most of you read well and your writing is coming on, but it would be useful to try and use some of the words and phrases you come across in books when you are writing yourselves. It was great to see how you tick off your individual targets when you achieve them. In their marking, teachers mostly indicate the next steps in your learning. We have suggested that they could do more of this when commenting on your mathematics work.

We wish you all the best for the future.

Yours sincerely

Rob Crompton
Lead inspector

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