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Ms Lucy Rodgers
Headteacher
Wood End Infant School
Whitton Avenue West
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Middlesex
UB5 4LB

Dear Ms Rodgers

Special measures: monitoring inspection of Wood End Infant School

Following my visit with Susan Mann, Her Majesty's Inspector, to your school on 26 and 27 March 2012, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection which took place in September 2011. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory.

Newly qualified teachers may not be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Ealing.

Yours sincerely

Kekshan Salaria
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in September 2011

- Raise attainment so that the large majority of pupils are working securely at the nationally 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.

Special measures: monitoring of Wood End Infant School

Report from the first monitoring inspection on 26–27 March 2012

Evidence

Inspectors observed the school's work, scrutinised documents and met with the headteacher, other senior and middle leaders, the Chair of the Governing Body and a representative from the local authority. In addition, inspectors had informal conversations with pupils in classes and around the school.

Context

The composition of the governing body has altered since the previous inspection. A new Chair of the Governing Body and two new governors have been appointed. The local authority has brokered a partnership with a successful local school. A deputy headteacher has been appointed for September 2012.

Achievement of pupils at the school

The 2011 Key Stage 1 results indicate attainment in reading and writing to be above the national averages. In mathematics, attainment was slightly below the national averages. Pupils with disability and special educational needs, White British and Black African heritage pupils achieve below the national average in both reading and mathematics. Inspection evidence indicates that pupils' progress and ultimately their achievement vary in lessons between satisfactory and good because of the variability in the quality of teaching. Mathematics remains a concern and it is too early to see the impact of the recent initiatives to tackle pupils' underachievement in this subject. Pupils' progress throughout the school is accelerating because of the close collaboration with the partner school and the local authority and because the school is now able to draw upon high levels of expertise from a core of experienced senior staff. They are providing effective help which is enabling staff to improve their practice.

Progress since the last section 5 inspection:

- 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 – satisfactory.

The quality of teaching

The overall quality of teaching and learning is improving well. However, senior leaders are aware that some variability remains. The proportion of teaching that demonstrates good features is increasing and, consequently, the rate of progress

made by pupils is improving. Improvements to teaching mean that pupils are calm and generally engage with, and talk enthusiastically about, their learning. Pupils in Year 1, for example, spoke with enthusiasm about how they had baked a 'gingerbread man'. Support from other adults is usually clearly defined and purposeful. They provide sensitive but firm support for those pupils who sometimes find it difficult to engage purposefully with their learning. This means that, in most lessons, disruption to the learning of others is minimised. In the best lessons, teachers identify success criteria for learning that, if achieved, promote good progress. Nevertheless, in a few lessons, these criteria are vague or are not referred to sufficiently well at the end of lessons. As a result, it is more difficult for teachers to assess whether pupils have fully understood. Where the teaching is well informed and provides pupils with opportunities to talk back, they make good progress because they are sufficiently challenged to develop and articulate their views in a confident manner. However, some lessons are too teacher led and directed, encouraging too passive a response from the pupils. The pace of learning is slow for a number of reasons. There is still too much adult direction and not enough time for pupils to learn actively.

In the Early Years Foundation Stage, staff work together closely and are sharing their expertise. The children learn and develop best when adults use questioning effectively to develop their speaking and listening skills and broaden their understanding of the world around them. Children are encouraged to become independent and to make choices about their learning. Planning identifies what is expected to be learnt from adult-led tasks.

Progress since the last section 5 inspection:

- Improve the quality of teaching so that most lessons are good or better – satisfactory.
- Improve the effectiveness of assessment – satisfactory.

Behaviour and safety of pupils

Pupils say that they enjoy coming to school. They feel safe and trust their teachers and support staff. They listen well to each other, take turns and behave well in lessons and around the school. There are good relationships between pupils and staff and amongst pupils, and the school makes a good contribution to their spiritual, moral, social and cultural development. The attendance officer has worked hard to improve pupils' attendance. Pupils and their parents and carers have been made more aware of the importance of coming to school regularly. The result is that the overall attendance figure is increasing. For example, it has increased from 92.9% in March 2011 to 95.4% in March 2012, which is in line with the national average for primary schools. In addition, the number of persistent absentees has been reduced. Senior leaders are aware that it is necessary to remain vigilant and continue to

discourage strongly the occasional absences that still persist and interrupt pupils' learning.

Progress since the last section 5 inspection:

- Improve attendance so that it is close to the national average for primary schools – good.

The quality of leadership in and management of the school

The headteacher provides clear direction for the school. There is a clear understanding of the school's current weaknesses and of its potential. The headteacher listens carefully to staff and has won their trust and respect. She has created a culture of openness and improvement, in which issues about professional development and improving the quality of learning and teaching can be discussed and tackled effectively. The headteacher has introduced a culture of accountability to the school by initiating a programme of formal lesson observations and learning walks. She has engaged all senior leaders with this, adopting a coaching model by working alongside senior colleagues to ensure that all are confident and able to observe lessons and provide accurate feedback to staff. Thus, senior leaders have an accurate view of the quality of teaching and learning across the school. In addition, senior leaders are developing a better view of the performance of pupils who are at risk of underachieving through the introduction of the pupil-progress meetings. These are held by the senior leadership team to discuss the progress of individual targeted pupils from each class and to suggest strategies to improve these pupils' performance. These are all positive developments.

In partnership with the local authority, the headteacher has reviewed the roles and responsibilities of senior staff and identified ways in which they can make a greater contribution to school improvement. The newly appointed senior leaders have varying levels of experience but most are clear about their role. They have welcomed initiatives to develop their expertise and are committed to the process of change. Systems for analysing assessment data on pupils' performance have been improved. Consequently, staff have a clearer understanding of the pupils who are underperforming in reading, writing and mathematics. The headteacher has given middle leaders good support and opportunities to improve their leadership skills in their subject. However, while there has been satisfactory progress in improving leadership, senior leaders are aware there is still much more work to be done to improve the consistency of middle leadership.

Since the previous inspection, governors have increased the rigour with which they hold the senior leaders to account and the Chair of the Governing Body has proved very active in initiating much of the recent improvement.

- Improve the effectiveness of leadership and management throughout the school – satisfactory.

External support

The local authority has continued to provide the school with a good deal of support that is well matched to needs, which has contributed to the improvements noted above. Local authority officers are involved in regular reviews of the school and hold an accurate view of the strengths and weaknesses. A report on the outcomes of a recent review of the school's progress, led by the local authority, was made available to inspectors during the monitoring inspection and matched many of its findings. The work carried out by local authority consultants with teachers has created a greater understanding among staff of what they should do to improve their classroom practice. Teachers have been given the opportunity to observe examples of effective classroom practice in Blair Peach Primary School, enabling them to consider how they may improve the way they teach.