

Tribal  
1-4 Portland Square  
BRISTOL  
BS2 8RR

T 0300 123 1231  
Text Phone: 0161 6188524 **Direct T** 0845 123 6001  
enquiries@ofsted.gov.uk **Direct F** 0117 315 0430  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk) **Direct email:** rebecca.jackson@tribalgroup.com

21 June 2012

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

Dear Ms Rodgers

**Special measures: monitoring inspection of Wood End Infant School**

Following my visit with George Rayner, Additional Inspector, to your school on 19 and 20 June 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 second 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 – good

Progress since previous monitoring inspection – good

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 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.

## **Special measures: monitoring of Wood End Infant School**

### **Report from the second monitoring inspection on 19–20 June 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. Inspectors talked to pupils formally and informally about their work and met with two parents and carers.

#### **Context**

Since the previous monitoring visit, three parent governors have been elected onto the governing body. A substantive deputy headteacher has been appointed and will take up the post in September 2012.

#### **Achievement of pupils at the school**

Attainment is rising as pupils increasingly make better progress. Since the previous monitoring visit in March 2012, the school has implemented a range of strategies to raise achievement. These measures are beginning to have a positive impact on the progress pupils make. For example, school assessment information indicates pupils with disability and special educational needs, and pupils who speak English as an additional language, are doing well in reading, writing and mathematics. The school's leadership has correctly identified mathematics as an area for concern and has made this a focus for staff development. A mathematic consultant from the local authority has been working alongside staff. In the lessons observed, teachers had clearly taken on board the new initiatives. For example, in a Year 1 mathematic lesson, practical activities and the teacher's use of visual aids supported and enhanced pupils' learning. There was good explicit teaching of key vocabulary. As a result, pupils made good use of the correct terminology when answering questions. Pupils comment they find the lessons more interesting and enjoy the activities. The more focused teaching is starting to have a positive impact on pupils' progress.

Progress since the last monitoring 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 – good

#### **The quality of teaching**

There has been good progress in improving teaching and learning and, consequently, pupils make better progress than they have in the recent past. School

leaders continue to work with determination to improve the quality of teaching. Teachers have engaged positively with professional development opportunities and consequently, there is a steadily growing proportion of good lessons. There are common strengths in the teaching. Teachers routinely share lesson objectives with pupils at the start of each lesson. They have good relationships with pupils and manage their classes well. Lessons are planned in detail, with thought given to adapting tasks to suit the prior attainment of different groups, and many teachers make good use of technology to enhance their presentations. Generally, teachers develop a good pace in lessons so that learning moves along well, as each task builds on the previous activity. Occasionally, teachers talk for too long. As a result, there is less time for pupils to complete activities, such as written work, and so the pace of learning slows. There are no endemic weaknesses; points for improvement discussed with teachers vary. Senior leaders know that the key to improving teaching overall is to ensure consistencies by continuing to support individuals with the weaker aspects of their performance.

In the Early Years Foundation Stage, free-choice writing areas include attractive word and phonics lists (which help with spelling) so children can readily draw on these when writing independently. This supports their development of writing particularly well. Teaching assistants make a valuable contribution to children's learning. For example, inspectors observed how the skilled intervention of a teaching assistant, modelling key vocabulary enhanced children's listening and speaking skills. Stimulated by the discussion, two children independently wrote lengthy signs which would help and guide other children in the Reception class in picking strawberries.

Progress since the last monitoring inspection:

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

### **Behaviour and safety of pupils**

Relationships between pupils and staff in the school remain strong. Pupils are friendly, confident and articulate, and speak happily about the recent improvements in the school, particularly in their playground and the library. They are proud to represent their class on the school council and very proud of their school. The good rate of improvement in attendance noted at the last monitoring inspection has been improved. Attendance since the start of this academic year is well above where it was at this time last year. The diligent efforts of the attendance officer and other staff have paid dividends. The school is the second most improved school in the London Borough of Ealing. Particularly noteworthy is the reduction in the levels of persistent absences. The number of pupils who are persistently absent has significantly decreased and, currently, there are no pupils in this category. Parents and carers report that their children are keen, enthusiastic and eager to come to

school. One parent commented, 'My son wants to be in school even when he is ill.' This area for improvement has been successfully dealt with.

Progress since the last monitoring inspection:

- Improve attendance so that it is close to the national average for primary schools - outstanding

### **The quality of leadership in and management of the school**

The school is improving rapidly. Staff morale is very good and there is a strong sense of purpose and drive about the school. Staff appreciate the clarity of direction that the headteacher and senior leaders continue to provide, and the support and guidance they receive. For example, the rigorous system of monitoring teaching has provided support for teachers through advice and training opportunities. Consequently, most teachers have reflected on and improved their practice well. The raised expectations in teaching and learning mean that all teachers are accountable for the progress that pupils make. Governance continues to improve. New members of the governing body have appropriate skills and knowledge. The Chair of the Governing Body is knowledgeable and highly committed and, together with the headteacher and senior leaders, has put considerable thought into developing positive relationships with parents and carers and the wider community. For example, regular meetings are held with parents and carers to update them on the progress that the school is making. Workshops on mathematics, writing and the teaching of phonics have been well attended.

Progress since the last monitoring inspection:

- Improve the effectiveness of leadership and management throughout the school - good

### **External support**

The school has benefited greatly from the well-matched support which the local authority has provided and facilitated. The local authority evaluations are clear and helpful. The headteacher has the full support of the local authority and can call upon its resources as she needs to. The school is no longer dependent upon external sources for support and guidance.