

Wood End Infant School

Whitton Avenue West, Northolt, London UB5 4LB

Inspection dates

23–24 October 2012

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' progress has improved sharply in the last year. From their starting points in the Nursery, all groups of pupils make good progress, resulting in standards that are above the national average.
- Learning is consistently good because teachers plan lessons well. The effective use of computers and resources, the way in which teachers assess pupils' answers to questions and the support given by other adults in classrooms all result in successful learning.
- Early reading is taught very well in the Early Years Foundation Stage. A highly structured and effective programme of linking letters and sounds enables children to learn how to break down words with growing confidence.
- Teachers manage pupils' behaviour consistently well, resulting in behaviour that is good, both in lessons and around the school. Pupils are willing to learn and are keen always to help each other, for example with written or speaking tasks.
- The leaders of the school have very good knowledge of the pupils. The headteacher and other senior staff regularly check carefully on how well pupils are being taught and how well they are learning. They take prompt action to improve teaching where necessary.

It is not yet an outstanding school because

- Although pupils reach above-average standards in reading, writing and mathematics, too few girls reach the higher levels in their reading. This means that girls of high ability could do better in their reading.
- Pupils willingly take on extra responsibilities, such as looking after younger pupils and undertaking tasks around the school. However, opportunities are missed by staff to actively involve pupils in the planning of wider activities in the school.

Information about this inspection

- Inspectors observed 15 lessons, of which five were joint observations with senior leaders.
- Meetings were held with two groups of pupils. Inspectors listened to six pupils read from Years 1 and 2.
- Meetings were held with senior and middle managers, a group of parents and carers, and representatives of the governing body and the local authority.
- Inspectors observed the school's work, looked at the school's self-evaluation of its effectiveness, and examined policies, including those relating to safeguarding, records of pupils' progress, monitoring records of teaching and learning, attendance figures and the school's improvement planning.

Inspection team

Kekshan Salaria, Lead inspector

Her Majesty's Inspector

Olson Davis

Additional inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- Wood End is much larger than the average infant school. The proportion of pupils who speak English as an additional language is substantially greater than the national average.
- About a quarter of the pupils are known to be eligible for the pupil premium, which is in line with the national average.
- The proportion of pupils identified with special educational needs and supported through school action, school action plus and with a statement of special educational needs is above average.
- The school has undergone extensive building work for some time now as part of the expansion to four-form entry.

What does the school need to do to improve further?

- Raise the level of challenge for higher-attaining pupils, particularly girls in reading, by ensuring that all pupils have as many opportunities as possible to practise their reading skills in a range of subjects and topics.
- Provide more opportunities for pupils to be involved in making decisions about their learning and the organisation of the school, such as the topics they study or how money is spent on resources for learning.

Inspection judgements

The achievement of pupils is good.

- Children arrive in the Early Years Foundation Stage with skill levels below those expected for their age. They have access to an attractive indoor and outdoor learning environment and plentiful resources. They make good progress because the organisation of their learning helps them to develop their personal and social skills.
- The unvalidated results of this year's national tests and assessments for seven-year-olds are above the national figure. This is a marked improvement on those of 2011.
- There are no significant variations in the performance of different groups of pupils, and those in receipt of the pupil premium do as well as others. The progress of individuals and groups is carefully checked and action taken quickly to make sure no pupils fall behind.
- The school uses the additional pupil premium funding carefully to cover this work, for example, through well-delivered intervention sessions for reading recovery and to pay for additional teaching assistants.
- Disabled pupils and those with special educational needs make good progress because teaching for them is carefully thought out and small group work is specifically tailored to meet their needs.
- The high number of pupils who speak English as a second language make good progress because teachers emphasise the development of speaking and listening and ensure pupils have plenty of opportunity to talk about their work. As a result, these pupils and all others are well prepared for the next phase in their education and grounded in the basic skills.
- In the Nursery, children start to learn the names and sounds of letters through songs and rhymes; this supports their early reading and writing skills. They do not hesitate when trying to recognise words because they apply these skills really well. Pupils show an appetite for books and talk about them with enjoyment and enthusiasm.

The quality of teaching is good.

- Effective teaching enables pupils to make good progress. Teachers know their pupils well and, as a result of careful checking of their progress, teachers make sure they plan work that is suitable for every pupil's needs, with thought given to adapting tasks to suit different groups, whatever their ability.
- Teachers have strong classroom-management skills and are good at creating a climate which is helpful for learning.
- 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.
- Teachers and pupils make good use of technology. For example, they use interactive whiteboards to reinforce and introduce new learning.
- In lessons teachers use questions well to check pupils' knowledge and understanding and give pupils well-planned opportunities to discuss their ideas with others.
- There are good opportunities to promote the pupils' spiritual, moral, social and cultural development, and to give them a sense of wonder and awe. For example, children in the Nursery talked animatedly about living creatures in the soil they were digging to grow their plants and were equally spellbound by the movements of a baby snail in their nature collection.
- Although teaching is much improved since the previous inspection, senior leaders know there are still a few inconsistencies, for example, in making sure that every opportunity is used for pupils to practise their reading skills in a range of subjects and topics.

The behaviour and safety of pupils are good.

- The school rightly prides itself on the way in which it cares for the pupils. The teachers, learning support staff and a range of visiting staff make sure that the needs of all pupils are met with skill and sensitivity. Pupils who may be experiencing social or learning difficulties at any point in the day are helped immediately to sort out problems.
- Pupils feel safe and trust their teachers and other adults. 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. This is seen in the very effective way that pupils from a wide variety of backgrounds and heritages get on exceptionally well with one another.
- Pupils speak with pride of their school, and parents and carers who spoke with inspectors described the school as 'a community' and commented how happy their children were in the school.
- Pupils' attitudes to learning are exceptionally good, and even in lessons where the pace of learning is a little slow, they remain attentive and ready to learn.
- The school has made determined efforts to improve pupils' attendance, for example, by not allowing holidays during term-time. As a result, attendance has risen over three years and is now above average.
- Although pupils are very happy and enjoy coming to school, they would like to be more actively involved in the planning of wider activities in the school.

The leadership and management are good.

- The school, in all respects, has improved immensely since its last inspection because of good leadership. The headteacher's clear vision and her innovation and creativity are enabling the school to move from strength to strength in its drive towards excellence. Consistent attention to detail underpins how the school runs.
- The deputy and assistant headteachers ably support the headteacher. Together they rigorously check teaching and pupils' progress in order to improve them.
- A number of other leaders are fairly new to their posts. They say that senior leaders are supporting them well to develop leadership of their subjects and their leadership skills.
- As a result of effectively checking the quality of teaching, arrangements made to improve the performance of staff and holding them to account for pupils' progress, there has been a marked improvement in the teaching of reading, writing and mathematics. Teachers' progression up the salary scale is closely linked to their performance.
- The well-developed range of subjects in the curriculum helps pupils to learn important basic skills such as literacy and numeracy while also helping them to understand and appreciate the world around them. A specialist music teacher helps pupils to develop their creative skills.
- Parents and carers are very positive, not just about the quality of leadership, but also about the strength of the partnership between home and school. They value greatly the workshops provided, such as those in mathematics, to enable them to understand how to support their children's learning.
- The local authority has made a valuable contribution to school improvement by providing a high level of support. This has both challenged and supported the school, for example, in the training provided for staff, which has resulted in improving the quality of teaching and pupils' outcomes.
- The strong commitment to equality of opportunity by school leaders ensures that no group is

overlooked and that all make similar progress in their learning. For example, the funding from the pupil premium is spent on supporting the learning of those pupils for whom it is intended through additional tuition in reading.

- Child protection training, safer recruitment and links with support agencies are highly established and, as a result, safeguarding requirements are fully met.

■ **The governance of the school:**

- is providing invaluable support and challenge to the school
 - is carefully managing the financial resources available to the school
 - is asking challenging questions about the performance of pupils and ensures that resources are provided to help improve teaching
 - knows about the quality of teaching and what is being done to ensure it improves further, and understands the progress teachers are making in their professional development and salary progression
 - has worked with staff to engage parents and carers more and remains focused on raising the profile of the school within the community.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement, but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	101936
Local authority	Ealing
Inspection number	398145

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Infant
School category	Foundation
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	465
Appropriate authority	The governing body
Chair	Mr Matthew Jeatt
Headteacher	Ms Lucy Rodgers
Date of previous school inspection	29–30 September 2011
Telephone number	020 8422 5182
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