

Wood End Academy

Vernon Rise, Greenford, UB6 0EQ

Inspection dates 4–5 June 2014

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Requires improvement 3
Achievement of pupils		Requires improvement 3
Quality of teaching		Requires improvement 3
Behaviour and safety of pupils		Requires improvement 3
Leadership and management		Requires improvement 3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils do not make consistently good progress in all subjects and classes.
- Teachers do not all have high enough expectations of how much pupils can learn in lessons. Some do not make sure pupils are engaged in their work.
- Pupils' behaviour requires improvement because pupils are not always enthusiastic about learning. They do not always present their work neatly and take pride in it.
- Marking does not always give pupils advice about what they should do to improve their work.
- The support provided for disabled pupils and those who have special educational needs does not always help them to learn better and make fast enough progress.
- Leaders, managers and governors have not ensured that teaching and achievement have improved enough to be good.
- Middle leaders do not develop the quality of teaching in the subjects they oversee.
- Procedures for checking on teaching and pupils' progress are not robust enough.

The school has the following strengths

- The most able pupils did well in the national tests in 2013, particularly in mathematics.
- Pupils are polite and courteous to each other and to adults. Pupils from different backgrounds get on well with each other.
- The school works hard to promote good attendance. It has improved and is now above average.
- Pupils say that they feel safe in school and the vast majority of parents who responded to the online survey agree with them.
- The school encourages pupils to take part in a wide range of clubs, both in and outside of school, and it rewards them for their attendance.

Information about this inspection

- The inspection team observed 21 lessons including three observations carried out jointly with the two deputy headteachers.
- Pupils' work completed in lessons was looked at along with work they had completed over time in their books. Inspectors heard pupils read, observed their behaviour around the school and attended two assemblies.
- Inspectors spoke with two groups of pupils in meetings and with others in the playground and in lessons.
- Meetings were held with the headteacher, the two deputy headteachers, staff and the Chair and Vice-Chair of the Governing Body.
- Inspectors spoke with parents at the start of the day as they brought their children to school and considered written correspondence from some of them. The 49 responses to the online Parent View survey were considered, along with feedback parents had given to the school about its work. Inspectors took into account 39 staff questionnaire responses.

Inspection team

Susan Williams, Lead inspector	Additional Inspector
Christine Bennett	Additional Inspector
Christopher Crouch	Additional Inspector

Full report

Information about this school

- Wood End Academy converted to become an academy school in May 2011. When its predecessor school, Wood End Junior School, was last inspected by Ofsted, it was judged to be good overall.
- The headteacher has been absent from school since January 2014 and the two deputy headteachers have shared the responsibility for the leadership of the school.
- This junior school is larger than the average-sized primary school.
- Pupils come from a wide range of backgrounds with no main significant minority ethnic group.
- The proportion of pupils who speak English as an additional language is above average.
- An above average proportion of pupils receive the pupil premium. This is additional government funding for pupils known to be eligible for free school meals and looked after children.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school is part of the Swiss Cottage Teaching School Alliance.

What does the school need to do to improve further?

- Improve teaching so that it is consistently good or better by:
 - teachers having higher expectations of how much pupils can learn in lessons so that they are more engaged in their work
 - ensuring pupils always present their work neatly and taking pride in the presentation of their books
 - teachers giving pupils clear advice about how they can improve their work and making sure that pupils take note and act upon the comments they receive
 - ensuring the support provided in lessons for disabled pupils and those who have special educational needs always helps them to make faster progress.
- Improve the impact of leadership and management on raising standards by:
 - middle leaders improving the quality of teaching in the areas they oversee
 - making senior leaders' checks on the quality of teaching and pupils' learning more robust.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because pupils do not make consistently good progress in all classes and subjects. Attainment in writing was below average in 2013. Pupils do more work and learn better in some classes than in others. In mathematics, in 2013, middle and lower attaining pupils did not make good progress from their starting points.
- Pupils who speak English as an additional language and those from minority ethnic backgrounds make similar progress to others.
- Disabled pupils and those who have special educational needs made slow progress in 2013 because the support provided for them did not always help them to learn well.
- In the national tests, in 2013, pupils for whom the school receives additional funding were about one year behind other pupils in mathematics and about one term behind others in reading and writing.
- However, these gaps were half what they were in 2012. Progress for these pupils continues to improve and the gaps are narrowing further. These pupils are provided with a wide range of support, including counsellors to support their emotional development, breakfast clubs and additional resources. They also receive small group and individual tuition.
- Pupils enjoy reading, understand methods to work out how to read difficult words and are able to use them well. The improved progress in reading in 2013 has been maintained. School records show better progress in writing for all pupils currently in the school. The proportion of pupils gaining the highest Level 5 is set to rise significantly.
- The school changed how mathematics is taught this year. This began in Year 3 at the start of the year and progress for this year group in mathematics is faster than in other years. The school has since adopted these successful strategies in other year groups, although there has not yet been time to see significant improvement.
- The most able pupils did well in national tests in mathematics in 2013, with a higher proportion than national reaching the very highest Level 6. In addition to the current improvement at Level 5 in writing, school projections, confirmed by work seen during the inspection, also show an expected small increase at Level 5 in reading and mathematics.

The quality of teaching

requires improvement

- Teaching requires improvement in several classes and subjects, including English and mathematics. Teachers do not always have high enough expectations of how much pupils can learn in lessons. So, on occasions, pupils are not interested and involved enough in their work and they do not make good progress. Teachers do not always check that pupils present their work neatly.
- The support provided for disabled pupils and those with special educational needs does not always help them to make fast enough progress. Sometimes this is because pupils do not understand the work, particularly when the whole class is taught together. It also happens if adults do not help them to think about what they are learning.
- Although work is marked regularly, not all pupils are given clear guidance about the next steps they should make to improve it. Where pupils do receive comments they say that they find them helpful.
- There are examples of where the support provided for disabled pupils and those with special educational needs does help them to learn well and make faster progress. For example, in a Year 6 session, one adult helped these pupils to understand the work by asking them a series of well-chosen questions and discussing ideas with them. Pupils were engaged in the work and enthusiastic about their learning. However, additional support is not always this effective.
- Where pupils learn well the expectations of them are high; for example, in Year 5 in English, pupils' books are well presented and their writing has clearly got better in lessons and over time.

Marking was also strong in these books, with positive comments and helpful steps for improvement. In addition, pupils used 'purple pens' to write a response to the comments in their books.

- More able pupils are generally well supported and provided with work that challenges them, particularly in Year 6 in mathematics. The school has changed how mathematics is taught this year and made clear expectations of the topics to be taught each week. This is leading to better progress for all pupils.
- Pupils who speak English as an additional language are helped to access their learning in all subjects. The school has a number of teachers and teaching assistants who can speak to pupils in their first language, which is particularly helpful when pupils struggle with their learning or lack confidence. In addition, the school has employed an English as an additional language adviser who helps pupils with their learning.
- The school encourages pupils to read regularly. Pupils have regular reading sessions in school and are encouraged to read regularly at home. The school supplies a wide range of reading books for pupils.
- Teachers routinely use a range of modern technologies to make learning interesting and to encourage pupils' concentration. For example, in Year 6, pupils were keen and worked hard before they shared their work with the teacher via the internet.
- The environment is very pleasant. Classrooms are set out well and resources are to hand. Displays are bright and colourful and support learning. They include examples of pupils' work at different levels and a range of colourful artwork.

The behaviour and safety of pupils

requires improvement

- The behaviour of pupils requires improvement. Pupils' attitudes to learning are not always keen enough for pupils to make good progress and work hard. Not all pupils take a pride in the presentation of their work and focus fully on their work in lessons.
- Pupils are polite and courteous around the school to staff, visitors and each other. They are encouraged to greet adults in corridors which they do routinely. Pupils behave well around the school and only rarely does their behaviour slip in lessons.
- The school promotes positive relationships, ensures equality of opportunity and that there is no discrimination. There are very few racist incidents and exclusions. Pupils from a wide range of backgrounds get on well with each other. Pupils that spoke with inspectors say that they generally behave well.
- There are well established and effective procedures to manage poor behaviour. Pupils have cards with pegs in classrooms which start with 'having a good day'. Pupils explained that if they do well they move to 'having a super day', and spoke proudly of then moving to 'outstanding'. For minor misdemeanours pupils have to write a letter home. They then apologise and explain their behaviour to their class the next day. This has been effective in improving behaviour for individuals.
- The school's work to keep pupils safe and secure is good. Pupils said that they feel safe in the school and the vast majority of parents responding to the online survey agree with them.
- Pupils do not have concerns about bullying. They learn about different kinds, including cyber bullying or bullying in the playground. They know who to go to for help if there is a problem.
- The school supports pupils to develop knowledge and skills to help them now and later in life. For example, they hold a Girls Empowerment Day to help girls be more confident. The school also works hard to raise aspirations and is the lead school for the West London Children's University.
- Pupils are accredited for being involved in clubs or activities outside of school. Pupils who reach the target attend an award ceremony at a university and wear caps and gowns. Pupils are enthusiastic about these events and it makes the prospect of attending a university something they wish to do in the future.
- The school has worked hard to promote the importance of pupils attending regularly. Pupils are

excited by rewards, including the bike that is awarded to one pupil each term for excellent attendance. The class with the best attendance each week is rewarded with a treat from a silver plate, and if it achieves 100% the reward is from a gold plate. Attendance has improved and is above average.

The leadership and management

require improvement

- Leadership and management require improvement because leaders, managers and governors have not ensured that teaching and achievement are good. Middle leaders do not take a full role in developing teaching in the subjects that they oversee. They understand the improvements that need to be made but have not had time to work with staff.
- Leaders observe teaching regularly, but they do not always focus on whether pupils are making enough progress. On occasions their views on the quality of teaching are over inflated. Leaders do not look at pupils' work regularly enough to check whether pupils are doing well enough. They also do not check that teachers are all following the school's procedures, such as in their marking.
- The vast majority of staff are positive about the leadership of the school. In the absence of the headteacher, the two deputy headteachers are supporting each other in leading the school. The strong response from the questionnaires shows that staff are confident that they are doing this well.
- Leaders' evaluation of the school's work is broadly accurate and their plans for improvement mostly focus on the correct priorities. Performance management is in place, with targets for teachers to improve their work. Staff were positive in the staff questionnaires about the support they receive. The school works as part of a teaching alliance to train new teachers.
- The school teaches some subjects, such as history and geography, through stimulating and interesting topics. Exciting starts to these topics encourage pupils to enjoy their work and to be inspired in writing, for example writing about imaginary giant eggs which hatched out and were left in the playground. A wide range of music tuition is offered including brass band, recorders, violin, guitar, ukulele and choir.
- The primary school sport funding is being used effectively to develop the health and well-being of pupils. It has increased competitive sport and strengthened pupils' interest in sports. Teachers have accessed training and specialists to work with them to develop their skills. The school has introduced houses to generate more opportunities for competitive sports. Each house has developed its own war cry and rap. Pupils represent the school in high profile team events including football and netball. The cricket team wear whites when representing the school.
- The school promotes pupils' spiritual, moral, social and cultural development well. Pupils have the opportunity for daily reflection in assembly. There are opportunities for lunchtime prayer groups. Pupils are involved in enterprise activities in classes which give them an understanding of business and prepare them for later life. The school makes use of the underground to take pupils on a wide range of visits to enrich their experiences. They visit galleries, theatres, churches and other places of worship.
- **The governance of the school:**
 - Governors are very supportive of the school. They commissioned their own external review to evaluate their work as they realised they had not challenged senior staff about their work enough. They are currently working on the outcomes and advice that emerged from it. They now have links to subject areas and more of them visit the school.
 - Governors have reviewed their statutory responsibilities and have planned training for individuals and the full governing body. They ensure safeguarding meets statutory requirements. They now understand the information about the school's performance and pupils' progress and are aware that some pupils did less well in mathematics and writing than they had hoped.
 - Governors receive updates on the management of the performance of staff. They understand the link between pay and performance and have arranged to sign off pay awards in the future.

Governors know about the quality of teaching from the senior staff and have started to visit to look at it for themselves to see whether it is effectively linked to teachers' pay.

- Governors receive information on pupils' progress, including progress for pupils receiving additional funding. They discuss how this funding is being spent and whether it is spent effectively. They know that these pupils are making better progress, but that it is not yet as good as it should be.

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	136737
Local authority	Ealing
Inspection number	136737

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

Type of school	Junior
School category	Academy converter
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	410
Appropriate authority	The governing body
Chair	Derek Goss
Headteacher	Anne Hayes
Date of previous school inspection	N/A
Telephone number	0208 422 6175
Fax number	0208 422 6175
Email address	admin@woodendacademy.org.uk

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