

Wood End Infant School

Whitton Avenue West, Northolt, Middlesex UB5 4LB

Inspection dates

12–13 December 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders and governors have not maintained the good quality of education from the previous inspection. They have not evaluated the school's performance well enough to ensure secure improvements.
- The quality of teaching, learning and assessment is variable. Strengths in some classes and subjects are not evident in all. Expectations of what pupils can achieve and for their potential to become self-assured learners are sometimes low.
- Although the curriculum provides a broad range of learning experiences, it fails to develop pupils' skills in some subjects. For instance, pupils' scientific knowledge and understanding, particularly in Year 1, are not secure because their learning lacks depth.
- The early years provision requires improvement. Recent changes in the assessment procedures are not ensuring that children achieve in all areas of their learning.
- Governors are not stringently holding leaders to account for the effective use of additional funds. The progress and attainment of pupils who have special educational needs (SEN) and/or disabilities and disadvantaged pupils vary significantly.
- Pupils' outcomes, particularly in writing and mathematics, are inconsistent. Pupils, including the most able, are not challenged enough or have opportunities to extend their writing skills across the curriculum.
- Attendance remains too low for groups of pupils, particularly for those who are disadvantaged. Pupils do not attend school regularly and hence fall behind in their learning.
- Over recent years, persistent absence rates have been higher than national averages. Although improving this term, there are a few pupils who are still persistently absent.

The school has the following strengths

- The headteacher, supported by senior leaders, has already begun to make improvements, which are fully supported by the school's community.
- Safeguarding arrangements are effective.
- Pupils' personal development and welfare are well catered for.
- Pupils generally conduct themselves well and are respectful to others because of the strong relationships that exist in the school.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership at all levels by:
 - evaluating rigorously the school’s actions to remove the inconsistencies that exist in teaching, learning and assessment and secure better outcomes for all pupils
 - ensuring that governors have an accurate evaluation of the school’s performance so that they can hold senior leaders stringently to account for all aspects of the school’s work, including the impact of additional funding
 - ensuring that the curriculum enables pupils in all year groups to develop secure skills and make at least good progress across a range of subjects, including in science.
- Improve the quality of teaching, learning and assessment by ensuring that:
 - teachers have higher expectations for learning and set more demanding work so all pupils, including the most able, make at least good progress across a range of subjects, including in writing and mathematics
 - pupils become less dependent on their teachers and develop into self-assured learners
 - pupils receive opportunities to write extensively across the curriculum
 - disadvantaged pupils and other underperforming groups across all year groups make good and sustained progress.
- Raise the attendance of groups of pupils, particularly disadvantaged pupils and those who are persistently absent, to be at least in line with the national average for all schools.
- Improve the quality of the early years provision by refining assessment procedures to ensure that all children make at least good progress across all areas of their learning.

An external review of the school’s use of the pupil premium funding should be undertaken to assess how this aspect of leadership and management may be improved.

An external review of governance should be undertaken to assess how leadership and management can promote substantial improvements.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leadership and management have not secured all of the improvements from the previous inspection. Insufficient challenge, especially for high-attaining pupils, is not enabling them to make the achievements they should. However, leaders have focused on improving reading for all pupils and the impact of this is clear for high-attaining girls.
- Leaders are insufficiently rigorous in their evaluations of the school's performance. They do not take enough account of the inconsistencies in teaching across a range of subjects, together with the variability in pupils' progress, particularly that of pupil groups. Until recently, leaders failed to track pupils' behaviour effectively to spot trends and issues over time.
- The pupil premium funding is not used effectively. In 2016 and 2017, the attainment of disadvantaged pupils was below that of other pupils nationally and current pupils make slower progress in a range of subjects. Despite the school's efforts to encourage pupils eligible for the pupil premium to attend school more regularly, their attendance remains low.
- Leaders are starting to target the funding for pupils who have SEN and/or disabilities appropriately. The effect of specific teaching arrangements is already evident on some pupils' achievements. Some pupils who have SEN and/or disabilities, particularly in Year 2, are making good progress because of the tailored support they receive.
- The curriculum provides pupils with a broad range of experiences. Subjects such as art and music add to the breadth of the curriculum. Extra-curricular activities enrich pupils' education, such as sports at after-school clubs and trips that are open to all. Some pupils' knowledge is not secure due to inconsistent development of skills in some subject areas, such as in science.
- A set of values based on the theme of respect underpins the curriculum. Pupils' preparation for life in modern Britain is bought about through their learning to value different cultures, faiths and religions. Pupils' development of spiritual, moral, social and cultural skills is actively encouraged throughout the school's work. This supports the school's vision for pupils 'to be the best they can be'.
- Leaders make effective use of the primary physical education (PE) and sport premium. Sports coaches are working well with teachers and teaching assistants to promote the importance of PE and healthy living. Pupils enjoy and achieve well in their physical education.
- Leaders manage the personal development of teachers and teaching assistants well. Targets for teachers to improve their work link to the school's priorities for improvement. Teachers value the professional development they receive because they say that it improves their teaching and helps them to understand pupils' needs.
- Links with other schools, external consultants and the local authority are providing some effective support to the school. Partnership with other schools contributes to the professional development of teachers through collaborative work. Leaders' work with the local authority has highlighted areas for improvement. Inspection findings are not

as positive as the local authority's most recent evaluation of the school.

- Engagement with parents is a particular strength of the school. Workshops on offer enable parents to support their children's learning and internet safety while at home. Parents express their appreciation of being able to visit their child's class to hear them read.
- Leaders and governors have created a happy school that supports a diverse community. The school is popular, with most parents responding positively to Ofsted's online survey, Parent View. Other completed inspection surveys show that staff are equally encouraging of the leadership of the school and pupils clearly like their school.

Governance of the school

- Governors do not have a clear enough picture of all aspects of the school's work. Governors have relied upon the information received from school leaders and external validation of the school's improvement too readily. They challenge school leaders by asking them probing questions but this is insufficiently robust in holding leaders to account for the standards that pupils achieve.
- Governors are not monitoring the school's use of the additional funding closely enough. The attainment and progress of disadvantaged pupils are not good because teaching is inconsistent across the curriculum. The progress of pupils who have SEN and/disabilities in different year groups varies.
- The governing body is supportive of the school. Governors make regular visits to the school, as they are keen to find out about the day-to-day running of the school. They ensure that statutory requirements, including those related to safeguarding, are in place.

Safeguarding

- The arrangements for safeguarding are effective.
- 'Every child has the right not to be harmed by anyone or anything' underpins the culture of safeguarding at this school. The checks made on the suitability of staff to work with children meet statutory requirements. Leaders have ensured that the curriculum includes opportunities for pupils to learn about safety and promote their well-being.
- Staff are appropriately trained, including on the 'Prevent' duty. They are aware to be vigilant to keep pupils safe and understand how to share information in a timely and sensitive way. Detailed written records show that leaders follow up actions to ensure that vulnerable pupils are free from harm.
- Leaders work closely with parents and external agencies to ensure that pupils receive early help when the need arises. Leaders check pupils' absences meticulously and links with the educational welfare officer encourage pupils to attend school. However, persistent absence remains above the national average.

Quality of teaching, learning and assessment

Requires improvement

- Teaching, learning and assessment vary across the school. Over time, teaching has not ensured that all pupils make good progress in a range of subjects.
- Although there are some aspects of effective teaching that is improving pupils' attainment, this is not consistent across all subjects and classes. Pupils in Year 1 make significantly slow progress in science.
- Variability in the teaching of writing and mathematics hampers pupils' progress. At times, resources and activities are not organised effectively to cater for pupils' needs. Some pupils are overly dependent on their teachers and spend valuable time waiting for support or to receive work from their teachers. Some pupils are slow to start their work, as witnessed by inspectors in some learning activities.
- The expectation of what pupils can achieve is low. Work set is not always challenging enough, especially for high-attaining pupils, so they are unable to achieve as well as they should. Often, pupils repeat work they already understand, which slows their progress.
- Assessment of pupils' progress is patchy. Some teachers do not use assessment information to boost all pupils' learning. As a result, disadvantaged pupils and some pupils who have SEN and/or disabilities do not always learn well across the curriculum.
- Some teachers use their secure subject knowledge to plan tasks that engage pupils to learn. Skilful teaching, including appropriate questioning involves less confident learners, as well as those that are keen to contribute. Pupils concentrate well because the work set is interesting and suited to their abilities.
- The teaching of phonics is strong. Teaching is enabling pupils to tackle unfamiliar words and develop a love of reading.
- Typically, teaching assistants are effective in supporting the learning of individuals and small groups. They make sure that they are well informed about what pupils will learn. Some pupils who receive the extra help are able to complete work to the best of their ability.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. The school's value system of respect is encouraging pupils to be aware of their rights and believe in themselves as individuals.
- There are effective arrangements in place to cater for pupils' physical and emotional well-being. Leaders engage with external agencies to provide speech and language support, counselling services and sporting activities. Additionally, parents have the opportunity to attend health workshops provided by the school.
- Pupils have opportunities to be active members of the school's community. They contribute to school life through their responsibilities, such as being part of the 'eco-squad' or acting as school council representatives. Also, they are able develop a skill by

choosing an activity they would like to try to showcase their 'talent', such as Indian dancing.

- Pupils learn how to keep themselves safe through various events, such as school trips, assemblies and visiting speakers. Pupils' learning of e-safety helps them to understand what to do if contacted online by a stranger. They know who to tell if they experience bullying at school and believe that their teachers will sort this out. Pupils say that they feel safe at this caring school.
- Some pupils' reliance on their teachers demonstrates their lack of independence. They are reluctant to explore learning for themselves and make decisions to develop into self-assured learners. Too often, inspectors saw pupils who needed help or had finished their work waiting patiently for their teachers to tell them what to do next.

Behaviour

- The behaviour of pupils requires improvement.
- Attendance rates for groups of pupils, particularly disadvantaged pupils, are low. The attendance of pupils who have SEN and/or disabilities is improving. A few pupils are persistently absent and this has an adverse effect on their learning and achievements. The breakfast club promotes good punctuality rates while providing pupils with a nutritious meal at the start of the day.
- In 2015, exclusion rates were above the national averages. A recently introduced behaviour management system is enabling leaders to start monitoring pupils' behaviour. School records show that although some pupils misbehave, there have been no exclusions since 2016.
- Generally, pupils are keen to learn. Low-level disruptions occur when the work set for pupils does not match their abilities. Pupils told inspectors that sometimes their learning stops when a few pupils in their class become distracted from their learning. They also said that teachers tend to deal with this, so that their learning continues.
- The school's environment is calm and conducive to learning. Pupils generally conduct themselves around the school well, including at lunchtimes. Most pupils show respect and consideration for others because of the strong relationships that exist at the school.

Outcomes for pupils

Requires improvement

- The outcomes of pupils currently in the school are not good. The progress that pupils make is inconsistent across a range of subjects because of the uneven teaching they receive. Some pupils are ready for the next stage of their education and others are not.
- Some pupils are not making enough progress in their writing and mathematics. Pupils have few opportunities to develop their writing skills across the curriculum. In mathematics, pupils receive too little demanding work to extend their learning.
- Pupils' progress in science, particularly in Year 1, is slow. Pupils fail to make measurable gains in their knowledge because they are not learning scientific topics in great depth. Scrutiny of pupils' work with senior leaders confirmed this.
- The progress made by the most able pupils is not rapid enough. Pupils receive limited

opportunities to develop their skills to reach greater depth in their learning. Published results show that the proportion of pupils with high starting points who go on to reach equally high standards is small.

- The attainment of all pupils in reading, writing and mathematics at the end of key stage 1 varies. Pupils' attainment in all subjects was below the national average in 2016. However, the proportion of pupils who attained in all subjects was slightly above the national average in 2017. The attainment of pupils who have SEN and/or disabilities was low. Standards reached by disadvantaged pupils were below the standards reached by other pupils nationally in all subjects.
- Current pupils eligible for pupil premium funding are not achieving well enough. They receive insufficient work matched to their needs, so their progress is slow in a range of subjects. School records show that the proportions of disadvantaged pupils who achieve across the curriculum vary significantly.
- The progress of pupils who have SEN and/or disabilities currently at the school varies. School leaders have responded to the needs of this group by providing a bespoke learning programme, particularly for those pupils in Year 2. As a result, they are making good progress from their starting points in most subjects. Some pupils who have SEN and/or disabilities in Year 1 do not benefit from extra help they receive, so their progress is slow.
- Pupils generally make strong progress in their reading from their starting points. They develop the foundations for reading by acquiring good phonics skills to help them read new words. In 2017, pupils, including those who are disadvantaged, achieved above the national average in the Year 1 phonics screening check.

Early years provision

Requires improvement

- On entry, children start with a range of skills and understanding for their age. Some children join the school with additional needs, requiring support to develop early communication and language skills. Development in these areas remains low by the time the children leave the Reception Year and start Year 1.
- Outcomes in the early years provision vary. The proportion of children who reached a good level of development was broadly in line with the 2017 provisional national average. As a result, these pupils were appropriately prepared to start Year 1 by the end of the Reception Year. The proportion of children exceeding age-related expectations at the end of the Reception Year was below average in all curriculum areas.
- The assessment of pupils in the early years provision is developing. Recently appointed early years leaders are changing the assessment approaches to track children's development. Most-able children are not identified quickly enough to ensure that they make the progress they should. Similarly, children's learning profiles fail to capture the progress children make across all areas of learning, including technology.
- Teaching and learning in the early years provision vary. Adults use a range of appropriate indoor resources to enthuse children's interests. Where the children's assessment information is not used to plan learning, their needs are not met and this hinders their progress. School records show variations in the proportions of children

developing their skills across the curriculum, such as in writing and mathematics.

- Various resources in the outdoor provision support pupils' learning. For example, some children were matching the correct shapes with numbers in the sandpit. Some of the equipment outdoors is in need of updating to stimulate further learning for the children.
- Teaching encourages appropriate child-led play sessions. Adults interact with the children and know when to intervene and ask questions to extend their learning. For instance, as children played in the 'home corner', adults used this opportunity to ask about the colours of different types of fruit. However, not all adults' interactions are effective to challenge and extend children's learning across all areas of the curriculum.
- Leaders manage the extra funding in the early years provision appropriately. Close links with external agencies support children's needs, including speech and language therapists. As a result, the outcomes of disadvantaged pupils in some curriculum areas are improving, but not across all learning areas.
- Children behave and play together well. Children are curious and enjoy accessing toys and equipment and exploring the learning environment. They respond well to caring adults because relationships are strong and trusting.
- Partnerships with parents are strong. The school enables parents to support their child's learning through workshops. Children are developing their reading skills through parents listening to their child read in the classroom. Parents are positive about their child's experiences when starting school.
- Leaders have ensured that safeguarding arrangements for the early years provision are in place. Children are happy, valued and cared for.

School details

Unique reference number	101936
Local authority	Ealing
Inspection number	10041060

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

Type of school	Infant
School category	Foundation
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	293
Appropriate authority	The governing body
Chair	Matthew Jeatt
Headteacher	Madhu Bhachu
Telephone number	02084 225182
Website	www.woodendfirst.ealing.sch.uk
Email address	admin@woodendfirst.ealing.sch.uk
Date of previous inspection	23–24 October 2012

Information about this school

- The school meets requirements on the publication of specified information on its website.
- Wood End Infant School is slightly larger than the average-sized infant school.
- The school has three Reception classes and 50 places for children in the Nursery.
- The proportion of pupils who speak English as an additional language is above average.
- The proportion of pupils from minority ethnic backgrounds is above average.
- The proportion of pupils who have SEN and/or disabilities is in line with the national average. The proportion of pupils who have a statement of special educational needs or an education, health and care plan is in line with the national average.
- The proportion of pupils who are eligible for additional pupil premium funding is below average.

- The school has brokered support from the local authority and external consultants and is part of a local schools' network.
- The school runs a breakfast club and various after-school clubs each day.
- The current headteacher was appointed in September 2017, after being interim headteacher at the school. The current deputy headteacher was also appointed in September 2017.

Information about this inspection

- Inspectors observed teaching and learning across all year groups, including the early years. Of these observations, some were carried out jointly with senior leaders. Inspectors made visits to the school's breakfast club and an after-school activity.
- Inspectors examined pupils' work in various forms. Some pupils' books were looked at together with senior leaders. Inspectors listened to some pupils read and spoke to them about their reading.
- In addition to meeting with pupils formally, inspectors spoke with others during their lessons and at various times during the school day.
- Inspectors spoke with parents at the start of the school day and took into account 63 responses to the Ofsted online survey, Parent View, and 19 written comments.
- Inspectors took account of 14 questionnaires completed by pupils and 15 questionnaires completed by staff.
- Meetings were held with senior leaders, subject leaders, teachers, teaching assistants and six governors, including the chair and vice-chair of the governing body. The lead inspector also met with the school's link officer appointed by the local authority.
- A range of documents were examined, including the school's own self-evaluation and development plan, minutes of governors' meetings and information about pupil premium spending. Records relating to pupils' achievements, attendance, behaviour and safety and reports evaluating the school, including from the school's link officer, were also considered.

Inspection team

Rosemarie McCarthy, lead inspector	Ofsted Inspector
Ann Debono	Ofsted Inspector
Rekha Bhakoo	Ofsted Inspector

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