

Inspection of Wood End School

Yeomans Avenue, Harpenden, Hertfordshire AL5 3EF

Inspection dates: 14 and 15 November 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since November 2008.

What is it like to attend this school?

At Wood End School pupils and staff exemplify the school motto 'learning together, respecting each other'. This permeates through everyone's day-to-day life.

Pupils attending this school get an exceptional learning experience. They are motivated, hardworking and demonstrate a real thirst for knowledge. Pupils achieve exceptionally well. They learn confidently across the full curriculum.

Behaviour in school is exemplary. This means pupils learn without disruption. They are polite, considerate and keen to contribute to all lessons.

Pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality. For example, pupils represent the school in sporting events, compete in public speaking competitions and represent themselves and others in a mock court of law.

Mutual respect and tolerance of different faiths and beliefs are demonstrated by all pupils. They want to learn from others. Pupils engaged enthusiastically in a Diwali workshop involving members of the school community. Fundamental British values are revisited regularly. As a result, pupils are exceptionally well prepared for life in modern Britain.

What does the school do well and what does it need to do better?

The school has designed a broad and ambitious curriculum that goes above and beyond in preparing pupils for their next stage of education. From early years, leaders identify the knowledge and vocabulary they want pupils to remember. Curriculum plans detail what pupils need to learn, and this ensures pupils' learning builds year on year. For example, in computing, pupils confidently learn about computer aided design to successfully draw, design and model on screen.

The curriculum structure considers how teachers can ensure that pupils routinely recap previous learning. This contributes towards pupils remembering things in the long term. Consequently, pupils achieve exceptionally well across the whole curriculum.

Reading is a priority. Pupils love to read. Teachers make sure that the books pupils read match the sounds they know. This helps pupils to become fluent readers. Staff are well trained in how to teach early reading. They are quick to identify pupils who need extra help. These pupils achieve well. Pupils are very proud of their new library. They revel in the chance to visit each week. Pupils access a wide range of texts. This broadens their knowledge and exposes them to new vocabulary, which pupils can use well in all areas of the curriculum.

The school has ensured that all pupils can access the curriculum. Pupils with special educational needs and/or disabilities (SEND) work to meet the same expectations as others, with well-planned adjustments made according to pupils' needs. Trained staff support learning for pupils with more complex needs successfully. This ensures these

pupils access an equally ambitious curriculum alongside their peers. Consequently, pupils with SEND achieve very well.

Relationships between pupils and staff are strong. Adults model expectations and pupils respond positively. Children in the early years understand the expectations clearly and quickly. Children engage eagerly in well-planned activities and quickly become independent learners. For example, they manage their own behaviour and enjoy drinks and snacks together at a time of their choice. This embedded approach to learning ensures they make excellent progress. Children are very well prepared for Year 1. Social times across the school are harmonious. Older and younger pupils engage in a range of activities at lunchtime and do so independently.

Pupils' personal development is at the heart of the school. There is a strong shared vision of excellence beyond academic achievement. The school provides a wide range of carefully planned opportunities to nurture, develop and stretch pupils' talents and interests. A range of sports clubs, enrichment days and opportunities in the arts are available. There is also a high uptake of pupils learning musical instruments. The school ensures disadvantaged pupils have these opportunities too.

Staff feel valued and leaders are mindful of their workload. They are proud members of the team. School leaders prioritise professional development. This enables staff to develop and refine the curriculum offer for pupils.

Governors work closely with the school and ensure it strives for excellence and continued improvement. The whole community share this ambition for the school.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last

six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	117358
Local authority	Hertfordshire
Inspection number	10242323
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	455
Appropriate authority	The governing body
Chair of governing body	Tristan Harvey
Headteacher	Richard Boulton
Website	www.woodend.herts.sch.uk
Dates of previous inspection	27 and 28 November 2008

Information about this school

- There is a breakfast club, which is managed by the school.
- The school make use of one unregistered alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, deputy headteacher, the special educational needs coordinator, subject leaders, staff and governors.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, computing, history and science. For each deep dive, inspectors discussed the

curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with pupils about their learning and looked at samples of pupils' work. The lead inspector also listened to pupils read with a familiar member of staff.

- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors reviewed a range of documents, including behaviour logs, attendance records, pupil records, records of governors' meetings, school development plans and school self-evaluation documents.
- Inspectors considered 265 responses to the Ofsted online questionnaire, Ofsted Parent View.
- Inspectors spoke with pupils throughout the inspection to gather their views.
- Inspectors met with staff throughout the inspection to gather their views.

Inspection team

Jonny Wallace, lead inspector

His Majesty's Inspector

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