



Wood End Park Community School

Inspection Report

Unique Reference Number 131487
LEA Hillingdon LEA
Inspection number 282216
Inspection dates 10 July 2006 to 11 July 2006
Reporting inspector Raminder Arora AI

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

Type of school	Primary	School address	Judge Heath Lane
School category	Community		Hayes
Age range of pupils	4 to 11		UB3 2PD
Gender of pupils	Mixed	Telephone number	02085737829
Number on roll	738	Fax number	02088489837
Appropriate authority	The governing body	Chair of governors	Mr Pedro Barquinha
Date of previous inspection	30 October 2000	Headteacher	(Acting) Mrs Elizabeth Dove

Age group	Inspection dates	Inspection number
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Introduction

The inspection was carried out by four Additional Inspectors.

Description of the school

This is a very large primary school with a very wide ethnic mix of pupils. Around a third of pupils speak English as their first language and the number of pupils new to learning English is increasing. The proportion of pupils with learning difficulties and disabilities is above average. The school has a Learning Support Unit (LSU) on site, fully integrated and supported by the work of learning mentors. The proportion of pupils entitled to free school meals is high. A significant number of asylum seekers and pupils from traveller families attend this school. Pupils' mobility is high. Pupils' attainment on entry is much lower than average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Inspectors and the school agree that Wood End Park is an improving school that provides pupils with a satisfactory education and looks after their personal care and well being effectively. Pupils are happy at school and behave well, although attendance remains unsatisfactory. Parents overwhelmingly support the school. Their comments include, "the staff are approachable, caring and understanding".

Provision in the Foundation Stage is satisfactory and continues to improve. As a result, children including those beginning to learn English, make satisfactory progress. The pupils start school with standards that are well below what is expected of four-year-olds, and when they leave, standards are just below the national average. The current provisional results for Years 2 and 6 show notable improvements. Achievement is satisfactory overall and this reflects teaching in the main school, which is satisfactory. The monitoring of teaching successfully identifies the next steps to secure improvement, for example the need to provide challenge for the more able pupils. There are satisfactory means of checking pupils' progress, but the practice is inconsistent. Teachers do not always use the assessment information effectively in planning. A high priority is given to improving pupils' literacy skills but history, geography and religious education (RE), do not receive sufficient teaching time.

Leadership and management are satisfactory. The school benefits from working effectively with other local schools and organisations. The governors have become more active in monitoring the work of the school, following recent training. However, they have great difficulties in recruiting new governors. Self-evaluation is satisfactory, as is the school's action plan to remedy weaknesses and move forward. Progress since the previous inspection and value for money are satisfactory, and the school is well placed to keep on improving.

What the school should do to improve further

- Ensure that teaching meets needs of the more able pupils.
- Provide sufficient time for pupils to learn history, geography and RE.
- Ensure that systems for assessing pupils' progress are fully consistent and used effectively.
- Strengthen the efforts to improve attendance.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory. They enter the school with lower than expected skills particularly in speaking and listening, and in their personal, social and emotional development. Overall, children in the Foundation Stage

make satisfactory progress and attain standards that are below those expected at the end of Reception.

Pupils in Key Stages 1 and 2, continue to make satisfactory progress. In 2005, standards by the end of Years 2 and 6 showed improvement, but remained below the national average. The provisional results for 2006, while still below indicate further improvement in English, mathematics and science. This is due to the recent implementation of a commercial literacy programme designed to accelerate learning. There are signs that reading and writing standards have improved across the school, and the programme is proving useful for pupils new to learning English. Strategies to improve pupils' learning in numeracy are beginning to have a positive impact.

Pupils with learning difficulties and disabilities make satisfactory progress, as do those learning English as an additional language. A few vulnerable pupils make slower progress than their peers due to erratic attendance. Effective support from the Learning Support Unit has a positive impact on pupils' overall progress. Pupils are on track to reach the challenging targets set. More able pupils do not always make the progress they should when work is not sufficiently challenging. The school has plans to improve this. Good improvements to the resources for information and communication technology (ICT), are improving pupils' computer skills, to support learning in other subjects. History, geography and RE are not allocated sufficient teaching time, as a result pupils' skills in these subjects are less well developed than they should be.

Personal development and well-being

Grade: 2

The quality of pupils' personal development and well-being is good. They enjoy their education considerably, and behave very well. Despite good efforts by the school, attendance remains below the national average, which lowers achievement for some pupils.

Pupils' spiritual, moral, social and cultural development is good. Vulnerable pupils and those with learning difficulties show good behaviour and social development because of the support they get in class and in the Learning Support Unit. Pupils of different ethnic groups work and play together harmoniously. They feel safe and secure and know who to go to if they have any problems. They maintain healthy lifestyles through a range of physical activities and healthy eating choices. Pupils actively contribute to the community through the school council. They raise money for local charities. Pupils are making satisfactory progress in their literacy, numeracy and ICT skills, which will support their future working lives.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall. Inspectors also noted examples of outstanding teaching which indicates an improving picture, as a result of the high profile given to teaching and learning across the school. In the best lessons, teaching is well structured and focussed to meet the needs of pupils. The teachers employ a

variety of teaching styles including the use of ICT to make lessons interesting. Good use is made of effective strategies and interesting resources to support the learning of pupils new to English. In most lessons, the support staff provide skilled help to benefit pupils' with learning difficulties and disabilities. There are satisfactory assessment systems which teachers use to plan lessons, but not always effectively. As a result, there is sometimes a mismatch of work to pupils' ability. In some lessons, appropriate challenge for the more able is not evident. Consequently these pupils do not consistently achieve as well as they should.

Teaching and learning are satisfactory in the Reception classes. An interesting range of activities are planned appropriately and matched to children's needs but this has not always been the case.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. It is generally broad and balanced and reviewed frequently to ensure its relevance to pupils of all ages and aptitudes. The curriculum has been broadened with the recent introduction of French in Year 5, which is to be extended to other classes. However, there is insufficient time given to history and geography; pupils do not have enough opportunities to gain knowledge, skills and understanding in these subjects. Provision for ICT is satisfactory and its use in all subjects is developing. The children in the Foundation Stage learn well and are stimulated through practical experiences and well-planned play. The curriculum is enriched by educational visits and events such as the recent Sports Day and a very successful Science Week. Personal, social and health education is central to the school ethos and fostered through a programme of emotional and social development. Attention to multicultural issues is well embedded into teachers' planning and there are special events, which help pupils to appreciate the cultures and beliefs of others. Pupils report that they enjoy the opportunities for teamwork and the range of lunchtime and after school clubs on offer.

Care, guidance and support

Grade: 2

The school takes good care of all its pupils including the most vulnerable. One parent wrote, "the school has been very supportive towards myself and my children". The school's code of behaviour ensures that pupils feel secure and free from any form of racism or bullying. Pupils with social and emotional difficulties are very well supported in classes and in the Beacon Learning Support Unit. The school works very well with other agencies to promote the self-esteem and well-being of vulnerable pupils which enables them to play their full part in school life. All health and safety issues are carefully addressed. Child protection arrangements are good and widely understood. Risk assessments are very effective and conscientiously observed. Pupils with special educational needs and those learning English as an additional language are well guided by the support staff. However, assessment of pupils' performance is not fully consistent.

Pupils are set targets but these are not regularly checked. Consequently, work is not always planned to match their needs.

Leadership and management

Grade: 3

The leadership and management are satisfactory. The acting headteacher has a clear vision of the school, which is shared by all staff and governors. This has resulted in many improvements since the last inspection, including the improved stability of staffing.

Teaching and pupils' achievements are not yet good but this is an improving school and it is on track to accomplish this end. Self-evaluation is satisfactory. The school knows its strengths and weaknesses well and is taking appropriate actions. The leadership teams are well-established and working successfully to promote pupils' achievements. Leadership is committed to developing all staff, in order to improve practice. This is demonstrated in the school's recently renewed 'Investors In People' status. The impact of this is seen in the improved test results and the satisfactory progress pupils make from a low attainment on entry.

Governors are supportive of the school. Their strategic role is improving despite their dwindling numbers and the governors nominated by the local authority attending infrequently. Parents are very positive about the school, andquot; All staff are very committed and have done exceedingly well.andquot; The capacity for further improvement is satisfactory.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Pupils

Following our visit to inspect your school we would like to tell you how much we enjoyed seeing you at work and at playtimes. A special thank you to those children who spent time talking with us, and telling us their views and ideas. There are lots of things we like about your school. Some of these are: * Your school is friendly and welcoming. You behave well and get on well with each other. * You listen carefully to what your teachers have to say and try hard in your lessons. * Your headteacher is determined to ensure that you all make good progress and no one is behind in his or her learning. We are very happy to see that you are improved well in English. * Your class teachers and all of the other people, who help run your school, are keen at making sure that you get the very best education.

You get a satisfactory education and all the adults in your school want it to be even better. To help them to do this, we have asked them to make sure that you do not miss any school and that you know how well you are doing in lessons and all different subjects. The teachers are going to help you to get even better at learning mathematics and science so that more of you can get to the higher levels. They also want to make sure that you spent enough time in learning history, geography and religious education.

I think that everyone at Wood End Park can work together to do these things. I hope that you go on enjoying all the things you do there, that help you to learn and be happy.

With best wishes,

Raminder Arora

Lead Inspector