

Wood End Junior School

Inspection report

Unique Reference Number	101935
Local Authority	Ealing
Inspection number	307857
Inspection date	6 June 2008
Reporting inspector	Barry Jones

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

Type of school	Junior
School category	Foundation
Age range of pupils	7-11
Gender of pupils	Mixed
Number on roll	
School	340
Appropriate authority	The governing body
Chair	Mr Derek Goss
Headteacher	Mrs Anne Hayes
Date of previous school inspection	3 May 2005
School address	Vernon Rise Greenford UB6 0EQ
Telephone number	020 8422 6175
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Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues.

- How effective are the school's strategies to raise achievement in writing and science?
- How well does the school induct late joiners to the school, how well are they cared for and do they make good progress?
- How effective are leaders and managers in promoting good achievement and a high quality education?

Evidence was gathered from performance data, external monitoring, observations of teaching and pupils' work. Parents' questionnaires and discussions with children, the chair of governors and staff also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Wood End is a larger than average junior school. It has higher proportions of pupils from minority ethnic backgrounds and who speak English as an additional language than most schools. There are 29 different home languages represented. About 8% of pupils are at the early stages of learning English. About 10% of pupils are asylum seekers or from refugee families. The proportion of pupils with learning difficulties and disabilities is above average. These mainly have moderate learning or have behavioural, social or emotional difficulties. The school has more pupils who join and leave the school at unusual times than is usually found. The school has Healthy Schools status, Activemark, International School (Foundation level), Basic Skills Quality Mark and the Investors in People award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Wood End is a good school. Pupils are welcomed as part of a very caring community. They do well academically and make excellent progress in their personal development. The overwhelming majority of parents are very happy with the school. As one parent wrote, 'The school has dedicated teachers who teach a wide curriculum. I am very pleased with my daughter's progress'.

Standards on entry to the school are a little below average and this is the picture at the end of Year 6 too. However, the increasingly high proportions of pupils who join the school from abroad with little English, distorts the picture. From their starting points in the school, most pupils make good progress as a result of the good teaching. Teachers use a good range of teaching approaches and manage their classes well. Pupils respond by being very well behaved and this means that there are positive working atmospheres in classrooms. As a group of pupils said to the inspector, 'We learn new things in lessons, but they are fun too.' They make most rapid progress in reading. This aspect has appropriately been afforded a high priority and this is paying dividends. An accelerated reading project in Year 6 has usefully enabled parents to participate in their children's learning. Writing standards lag behind those for reading but this is being tackled vigorously. A range of activities have been introduced and the school's own monitoring shows that these are leading to improvements. Results for Year 6 in the national tests in 2007 dipped, principally because of a drop in science results. There was a careful analysis of the results. As a result, changes have been made to the curriculum, additional time given to the subject and support given by an external consultant. It is too early to judge the impact of this work. The school recognises that in science more opportunities need to be provided to pupils to work practically in order to improve their investigative skills.

Pupils develop an excellent understanding of other beliefs and cultures. They take on responsibilities willingly, for instance, the older ones look after the younger ones. The school council is very active and its members say that they are listened to by the school. For example, they initiated the anti-racism week. Relationships in the school are outstanding and pupils say they feel very safe. There is a very positive ethos and all pupils are valued. Pupils play a full part in maintaining this very strong sense of community. New arrivals are made to feel very welcome. One girl had recently arrived from Poland. She explained that she was sad to leave her friends behind. She said that, 'On my first day at school my parents thought I would go home crying. I made friends easily and I was so happy'. The school has induction packs and other pupils act as 'buddy partners'. Even for those pupils who join with little spoken English, the school is usually able to find someone who speaks their language. These pupils settle well consequently. Because of effective support, they make good progress in speaking and reading but slower progress in writing and mathematics. The school rightly prides itself on the excellent way it cares and supports every individual. Provision for pupils with moderate learning difficulties is very good. Consequently, these pupils progress as well, and often better, than their classmates. The school has its own counsellor and she helps those with emotional difficulties to play their full part in school life.

Academic guidance is good and pupils know their targets. Teachers mark work thoroughly and offer constructive feedback on how pupils might improve further. There are good procedures for tracking pupils' progress. The use of assessment data is more mixed. Where underperformance by an individual pupil is detected, support and challenge is provided which usually helps them to get back on track. Subject leaders supported by senior managers use data well to analyse performance in their subjects and to offer guidance to their colleagues. Opportunities are

missed to analyse the data for trends and patterns for groups of pupils. For instance, the school does not have a clear picture of the progress of the groups of pupils who joined the school after the start of Year 3. Analyses done during the inspection shows that they are making similar progress to their peers but often from a lower starting point.

There is a rich curriculum and this contributes significantly to pupils enjoying school. There are a wide range of visits and visitors which add to the pupils' interest. These include artists, poets, sculptors and drama groups. These are further enhanced by a range of good sporting and musical activities. Pupils enjoy themed weeks such as science and International week. Their high motivation is shown by the very marked improvement in attendance since the previous inspection. The school has adopted very rigorous procedures, allied to a rewards system, which is highly valued by the pupils. As a result, attendance has improved from being below average to be better than the local authority average and in line with the national figure. The school has excellent links with a range of other agencies and partners. For instance, there are good links with the local secondary school. Pupils are prepared well for the next stage in their education.

The school is led well by the new headteacher. She has strengthened the monitoring of teaching and learning. She has also successfully encouraged other teachers to prepare for management roles. The subject coordinators carry out their duties well. Given its track record the school has good capacity to improve.

What the school should do to improve further

- Raise standards in science by providing more opportunities for pupils to work practically and to undertake investigative work.
- Analyse the trends and patterns for different groups using the data it collects on pupils' attainment.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

17 June 2008

Dear Pupils

Inspection of Wood End Junior School, Greenford, UB6 0EQ

Thank you very much for your help and cooperation when I inspected your school. You told me that you enjoy coming to school very much and that the teachers make learning fun. Some of your school council members told me that their views are valued by the school. They suggested that there should be an anti-racism week and this was taken up. They were quick to add that this is not a problem in the school and you all get along very well! I was very impressed by your costumes on 'book character' day. The Robin Hoods, superman and little red riding hoods and all the others made it a very colourful day.

I agree with you and your parents that Wood End is a good school. These are the things that I liked especially.

- You come from many different backgrounds but become part of a family community.
- You make newcomers very welcome and so they make friends quickly.
- You achieve well, particularly in reading.
- You behave well and this helps you to learn.
- You are attending much better. Keep it up.
- You have good teachers.
- The school is led well by the headteacher and her team.

The school is keen to do even better. There are two things that I have asked the school to do.

- Raise standards in science by providing more opportunities for you to do work and to undertake investigative work.
- Analyse the trends and patterns for different groups using the data it collects on your work.

I wish you continuing success in the future.

Yours sincerely,

Barry Jones

Lead Inspector