

# Wood End Infant School

## Inspection report

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<b>Unique Reference Number</b>	101936
<b>Local Authority</b>	Ealing
<b>Inspection number</b>	323554
<b>Inspection dates</b>	13–14 May 2009
<b>Reporting inspector</b>	Graham Stephens

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Infant
<b>School category</b>	Foundation
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	351
Government funded early education provision for children aged 3 to the end of the EYFS	100
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Tom Smith
<b>Headteacher</b>	Mrs Janet Brown
<b>Date of previous school inspection</b>	27 June 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Whitton Avenue West Northolt UB5 4LB
<b>Telephone number</b>	020 8422 5182
<b>Fax number</b>	020 8422 6411

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<b>Age group</b>	3–7
<b>Inspection dates</b>	13–14 May 2009
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This school is much larger than most infant schools. The proportion of pupils entitled to free school meals is above average. The proportion of pupils whose first language is not believed to be English is much greater than in most schools and has increased in successive years since 2006. The proportion of pupils who have learning difficulties and /or disabilities, many of whom find English and sometimes mathematics challenging, is average. More pupils than in most schools either join or leave the school at times other than at the beginning of the school year. Since 2006 there have been proportionately more boys than girls. The school has provision for the Early Years Foundation Stage in Nursery and Reception classes.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory but improving school. In the Early Years Foundation Stage, children are making good progress from their starting points. In Key Stage 1, progress is satisfactory and pupils attain standards that are just below average by the time they leave in Year 2. The school recognises the need to improve the rate of progress and raise standards, especially in boys' writing, reading and aspects of mathematics. With good support from outside agencies, effective intervention strategies have been established that are having a positive impact, resulting in accelerating progress and higher standards for some, but not yet all, pupils.

The school has established very good links with parents, running well-attended 'family learning' sessions on a regular basis. The overwhelming majority of parents are supportive of the school. 'I believe that Wood End Infants provides children with a good start in life', reflects the comments received.

Teaching, although satisfactory, is improving. Teaching observed varied from satisfactory to outstanding. As the staff recognise, to have a positive impact on the progress that pupils make, teaching needs to become consistently good throughout the school. Differences in the pace of lessons, the quality of questioning, the match of work to ability and the management of pupils were among the factors that affected the quality of lessons. Many of the pupils who find aspects of language and mathematics challenging are withdrawn regularly from class, often to work with teaching assistants in small groups. Pupils respond very positively to this attention and the skilled teaching they receive. A minority make good progress and a few make outstanding progress. Similarly, pupils at an early stage of speaking English quickly learn to understand spoken language and begin to play a full and active part in all activities. Other aspects of their language development, particularly reading and writing, improve over time. By the end of Year 2 they are well prepared for their next stage of education.

Pupils' behaviour is good. Both inside classes and around the school, they were observed behaving well and showing consideration and respect to others. The school's Behaviour Policy is well known and applied by all staff, although low-level behaviour from a small minority of pupils, such as calling out and talking out of turn, occasionally causes disruption. Good systems exist to withdraw and support pupils who are occasionally disruptive and who need time to reflect on the impact of their behaviour. Very good links with the local behaviour support team enable the school to draw on advice and support when it is needed.

Provision for the care and support of pupils is a top priority. Safeguarding procedures are secure, well-known and applied. This results in pupils' good personal development and well-being. Pupils feel secure and know what they need to do to stay safe. They play and work together well. They enjoy school. Despite the school's best efforts, attendance is only satisfactory. This is largely because of the persistent absence of a few pupils and the number that take leave to visit family during term time.

Individual targets for learning are set and pupils know where they are recorded and what they mean. The curriculum is being reviewed and beginning to improve as teachers explore links between subjects and provide more opportunities for pupils to apply the skills they are taught.

Leadership and management are satisfactory. The headteacher and assistant headteachers - the senior leadership team - are determined to involve more staff in the decision-making process. The senior leadership team has successfully included staff in writing the school development plan, which is kept under constant review. Although the senior leadership team

has a good understanding of the progress that individual pupils make, they do not use this information effectively to identify overall strengths and weaknesses that would inform their strategic planning. Staff have a clear understanding of their roles and responsibilities but short-term objectives are sometimes not made explicit and this makes it difficult for senior leaders to hold them to account for the work they have done. Governors support the school well but do not focus sufficiently on challenging the headteacher and staff to give account of achievement and standards attained and how they might be improved.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Much has been done in a very short time to improve the provision in the Foundation Stage. It is now good and children make good progress. Their skills vary when they enter the Nursery class but are generally below the expected levels, and well below in aspects of language and communication. Many are at an early stage of learning English. By the end of the Reception year, they are achieving levels that are in line with those expected for their age in many aspects. They make good progress in reading and writing but attainment is below that expected for their age and these remain key areas for development. Teaching in the Foundation Stage is engaging and provides children with good opportunities to acquire essential skills and independence. Good use of the outside areas enriches and extends what the children learn in class. The school is aware that more areas for planting and increased cover to protect children from the weather would further extend the learning opportunities provided in the outside learning area. Nursery children enjoy a full range of activities that are interesting and imaginative. There is a good balance between activities led by adults and those children choose for themselves. In Reception, children learn to extend their concentration with more demanding, adult-led activities in guided reading and writing and numeracy. Children are eager to participate in all that is provided for them and work hard to do well. As one child said, 'It's really cool at school, there's lots to do'. These very positive attitudes, instilled in the early years, form a firm foundation on which to build learning in future years.

The new Early Years Foundation Stage manager is leading the provision well. Adults act as an effective team to ensure that the planned activities incorporate children's ideas and interests. Parents are safe in the knowledge that their children's welfare is given a high priority.

### **What the school should do to improve further**

- Accelerate progress and raise standards in reading, writing and mathematics. In particular, improve the quality of boys' writing by consistently applying the strategies that have been introduced.
- Improve the consistency of teaching so that it is at least good throughout the school.
- Ensure that information from the systems developed to track the progress and monitor the performance of pupils are widely understood, applied consistently and used by senior management and governors to gain an overview of progress that will help them plan strategically for the longer term.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Statutory tests in 2008 indicated that standards had declined to well below average. Analysis showed that a large proportion of pupils at an early stage of speaking English entered Year 2 in the months preceding the test. This lowered the overall levels of attainment because they did not have time to benefit fully from the programmes of work planned to support them. Pupils make satisfactory progress from their starting points on entry into Year 1 to the end of Year 2. Pupils enter Year 1 with standards that are below average in calculating with numbers, writing and reading. Pupils currently in Year 2 are on track to attain the targets set and to attain standards that are just below average. While the majority make satisfactory progress, there is evidence to indicate that groups identified for additional support, especially in reading and aspects of mathematics, are responding well and their progress is accelerating. The school has highlighted the need to improve writing skills, and especially those of boys, through the introduction of a revised, practical curriculum. It is too early to comment on the impact of this work on standards and progress.

## Personal development and well-being

### Grade: 2

The pupils really enjoy school and learning. They work hard to make progress. Pupils are polite and friendly which, together with their good behaviour in class and around the school, makes the school a calm and friendly environment. They have a very clear understanding of healthy eating and of the need for fitness. As a result, they enjoy the physical activities the school provides. Pupils say that they feel safe and are happy to be at school. They feel confident in approaching staff if they have a worry or concern, knowing that they will be listened to and supported. All relationships in the school are very positive and valued by the pupils. As a result of the robust and creative measures being employed by the school to combat lateness and improve attendance, there have been improvements and attendance is now satisfactory. Pupils' spiritual, moral, social and cultural development is good overall. They have a very well-developed understanding of right and wrong, showing respect for one another whatever their cultural or religious background. Pupils enjoy taking responsibility as Play Leaders, helping their peers in the dining room and playground at lunchtime.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching is inconsistent but improving. Observations and the school's own monitoring indicate that although too many lessons are satisfactory, there are pockets of excellent practice. In the satisfactory lessons, the pace varies but is often too slow to maintain the interest of all pupils. In a small minority of classes, systems to encourage good behaviour are not applied consistently. Successful lessons are lively and pupils are interested and keen to complete tasks. Both teachers and teaching assistants are proactive, working well together to ensure that pupils are given every opportunity to achieve the learning objective that has been set. Pupils who have learning difficulties, mostly those who find aspects of English and mathematics challenging, are identified quickly and well supported by well-trained and skilled teaching assistants. Their progress is carefully tracked and many make good progress, especially with their reading. Pupils who speak

English as an additional language build well on the secure start received in the Early Years Foundation Stage. A significant minority make good progress in all subjects and especially in reading as their confidence and skills in speaking, listening and writing improve.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is under review. Teachers are now exploring links between subjects and are beginning to create more opportunities for pupils to apply the skills they learn, especially writing, in different situations and contexts. Consequently, in one lesson, pupils were encouraged to recall and consolidate their knowledge of phonics - the sounds letters make - 'helping' the teacher spell words associated with a trip recently made to Windsor Castle. Many other visits are undertaken, both locally and further afield, to motivate the pupils, introduce new experiences and challenge their thinking. The school recognises the need to review planning to ensure that skills are taught more systematically. It also acknowledges that more opportunities need to be created for pupils to access and use information and communication technology (ICT) to support their learning in all subjects. Themed days and weeks are used to good effect, as seen in the displays around the school. The International Weeks, where large numbers of parents and pupils celebrate in national costume, help to consolidate pupils' understanding of the different cultures and backgrounds represented by pupils. The school has a good range of enrichment activities, including clubs for sports and music. The extra-curricular activities are well supported.

## **Care, guidance and support**

### **Grade: 2**

All the adults in the school community are fully committed to the care, guidance and support of all pupils. This is fully appreciated by the pupils and their parents. The school has a friendly atmosphere that underpins the valuable support the pupils receive. The arrangements for child protection are very secure and the school meets requirements relating to safeguarding. The school works very effectively with outside agencies to ensure all pupils are enabled to take a full part in the life of the school. The school has good systems in place for promoting good behaviour; these ensure that pupils have very positive attitudes to learning. The school has employed a wide range of strategies to bring about an improvement in pupils' attendance. The marking of pupils' work gives positive feedback. It provides advice on how to improve but rarely refers to the pupils' targets that are regularly set in English and mathematics.

## **Leadership and management**

### **Grade: 3**

The headteacher, well supported by her two assistant headteachers, is successfully involving more staff in the management process. Continuing professional development is actively encouraged and opportunities for all staff, both teaching and non-teaching, to be very involved in the review and implementation of the school development plan have been initiated. Although much information is collected on the progress that pupils make, it is not always presented in a form that will give senior managers and governors an overview that can be taken into account and included in their longer-term strategic planning. Good links have been established with outside agencies, and the local authority offers good support and practical advice. This has helped the school establish clear priorities for the shorter term and progress is monitored regularly. Governors are well organised and understand the strengths and weaknesses of the

school. However, they do not hold the school rigorously to account for the standards attained and the progress pupils make. Community cohesion is satisfactory. The school draws on the experiences and background of many of the pupils and is aware of the school's context within the local community. Links with schools and communities further afield are at an early stage of development.

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## Annex A

## 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?	3
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?	2
The capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

<sup>1</sup>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.

## Personal development and well-being

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

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

27 May 2009

Dear Pupils

Inspection of Wood End Infant School, Northolt, UB5 4LB

Thank you for being so polite, friendly and helpful when we came to visit your school. We enjoyed meeting you, looking at your work and hearing about all the interesting things that you do.

You go to a satisfactory school but I think there are many things that happen in your school that are good and here are some of them.

- Your teachers care for you very well.
- They plan many exciting and interesting things for you to do.
- You play well together and your behaviour is good.
- Your teachers provide many interesting clubs, out-of-school activities, visits and visitors.
- You enjoy school and know what you have to do to stay safe and healthy.

Every school has things that could be improved.

- Standards in English and mathematics need to improve further. Especially, you all need to try even harder to improve your writing.
- We have asked your teachers to make sure that all your lessons really help you to improve all aspects of your work so that you make even better progress and your standards continue to improve.
- We have asked the people that run your school to use all the information they have about the work that you do and what is happening in the school to plan very carefully so that the school continues to improve year after year.

Yours faithfully

Graham Stephens

Lead Inspector