

Wood End Park Community School

Inspection report

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| Unique Reference Number | 131487 |
| Local Authority | Hillingdon |
| Inspection number | 328598 |
| Inspection dates | 11–12 May 2009 |
| Reporting inspector | Ruth McFarlane |

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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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School (total) | 784 |
| Government funded early education provision for children aged 3 to the end of the EYFS | 0 |
| Childcare provision for children aged 0 to 3 years | 0 |
| Appropriate authority | The governing body |
| Chair | Mr Tariq Ali |
| Headteacher | Mrs Elizabeth Dove |
| Date of previous school inspection | 10 July 2006 |
| Date of previous funded early education inspection | Not previously inspected |
| Date of previous childcare inspection | Not previously inspected |
| School address | Judge Heath Lane Hayes UB3 2PD |
| Telephone number | 020 8573 7829 |
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|--------------------------|----------------|
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Introduction

The inspection was carried out by four Additional Inspectors.

Description of the school

This very large primary school serves a multicultural community. The proportion of pupils who come from minority ethnic backgrounds is far higher than average, and a great many are new to learning English when they join the school. Less than a third of pupils are of White British heritage. The largest minority ethnic groups are Somali, Black African and Asian Indian. The number of pupils with a statement of educational needs is about average, but the proportion of pupils with learning difficulties and/or disabilities is well above average. These difficulties are mostly moderate learning difficulties, behavioural, emotional and social difficulties, or in the spectrum of speech, language and communication difficulties. Movement in and out of the school is much higher than average. Extended services are provided, some run by the governors, including parent support arrangements, a breakfast club and a learning support unit. Other services are run by the local authority and are not the subject of this inspection. The Early Years Foundation Stage children are accommodated in four Reception classes with a total capacity for 120 children.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

In accordance with section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to the standards attained and the achievement of pupils in Years 3 to 6 in English and mathematics.

Much of the school's work is satisfactory and improving, although there are significant shortcomings leading to underachievement in Years 3 to 6. The Early Years Foundation Stage provides a satisfactory start to children's education. Pupils continue to make satisfactory progress in Years 1 and 2. In 2008 pupils at the end of Year 2 attained improved standards in their teacher assessments in reading, writing and mathematics. Though standards were below average, this represented satisfactory achievement in relation to their starting points. In the 2008 national tests, Year 6 pupils reached standards in English, mathematics and science that were well below average. Consequently, their progress and achievement were inadequate. Teaching assistants are used appropriately to support pupils with learning difficulties, and the work of the learning support unit is effective, hence these pupils are making satisfactory progress. Current standards in Year 6 are much the same as in 2008.

In 2008 a school-wide emphasis on improving teaching led to greater understanding of what constitutes a good lesson. This is why many lessons observed were good while other evidence, such as assessment information about pupils' progress, showed that teaching over the year has been less effective. This inconsistency is also reflected in the patchy progress that pupils make across classes in Years 3 to 6. Lessons are good when teachers place an appropriate emphasis on speaking and listening skills, and use strategies that meet the particular needs of the many pupils whose first language is not English. However, not all staff provide this expertise. As a large proportion of pupils enter the school at other than the usual times, many of whom are at an early stage of learning English, this teaching weakness has an adverse impact on progress in those year groups affected. This is especially the case for the more able in this group, for whom expectations are not high enough. The most effective lessons meet the needs of all pupils because tasks are well matched to their abilities and enable them to make good rates of progress. However, not all staff are equipped with these skills. In the lessons observed during the inspection a start has been made in addressing some weaknesses and this has had a positive impact on the progress pupils make in Key Stage 1, with some signs of improvement in Years 3 to 6. Teachers' marking, although improved since the last inspection, is still of variable quality. Because of this, pupils sometimes do not know how to improve their work and make further progress.

Care, guidance and support are satisfactory. A parent's comment, 'Teachers look after my child very well', is shared by others. But academic guidance has only recently improved. Teachers do not always check pupils' progress rigorously enough, so that too many pupils have not made the progress expected over their time in the school in English and mathematics. The school's monitoring system has not, until recently, identified this clearly enough. The school has begun to track each pupil's progress, though the use that teachers make of assessment information in planning work is still variable. The previous targets set by the school, although challenging, have rarely been achieved because pupils' learning needs have not been precisely identified and met. There is evidence that this is beginning to change. Staff have recently undertaken

training on the analysis and use of assessment data. The targets set for 2010, while demanding, are more realistic and leaders and managers show an understanding of how they can be achieved.

Several aspects of pupils' personal development and well-being are good, but pupils' attendance remains well below average. Pupils' good understanding of how to keep healthy, noted at the last inspection, has been maintained. They behave well. Cultural development is a strength and pupils have good opportunities to mix in the community, for instance in Young Enterprise activities. However, progress in basic skills is slow so preparation for the pupils' futures is inadequate.

Leaders and managers have a broadly accurate view of the school's strengths and weaknesses and have taken recent action to improve some important aspects of the school's work, for example, a more stringent monitoring programme and staff training regime. The impact is seen in improved progress in Key Stage 1. Current plans have the potential to bring about improvement in English and in mathematics, but it is still too early to see the results. Middle leaders have responded well to their training and are already monitoring their departments more effectively. Because of the weaknesses in English and mathematics, there has been insufficient improvement overall since the last inspection, but more recent improvements show that the school has a satisfactory capacity to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 3

The majority of children enter Reception with skills and abilities that are below those expected of their age and because of the high number of children who are at an early stage of learning English, their level of related skills is well below that expected of four-year-olds. Inspection evidence shows that children make satisfactory progress overall even though they enter Year 1 with standards that are below expectations. This represents satisfactory achievement. The bubbly enjoyment children show testifies that learning here is fun and their personal development is good. They are given suitable opportunities to make their own choices and think independently. Effective ongoing assessment and teachers' planning enable the children's individual needs to be met. Caring teaching reinforces learning in relevant and meaningful ways, through an appropriate variety of indoor and outdoor activities. Leadership and management of the Early Years Foundation Stage are satisfactory. Staff have developed suitable partnerships with parents. The school pays appropriate attention to children's welfare, and helps them understand how to keep safe and develop healthy habits. As a result, children enjoy their happy and secure environment.

What the school should do to improve further

- Raise standards and improve pupils' achievement in Years 3 to 6 in English and mathematics.
- Make more effective use of the monitoring and evaluation that is now in place, to identify where teaching and learning need to be improved.
- Improve the consistency of teachers' marking and their use of assessment to show pupils how to improve their work.
- Raise expectations in all lessons, particularly for pupils who are learning English as an additional language.

Achievement and standards

Grade: 4

Children start school with levels of skill and knowledge that are below those expected for their age. Although national assessments by the end of Year 2 show that standards are below average in reading, writing and mathematics, this represents satisfactory rates of achievement. However, Year 6 pupils attained well below average standards in English, mathematics and science in the 2008 tests. Their progress from Years 3 to 6 was too slow and the school did not achieve its targets because the majority of Year 6 pupils failed to make the expected progress. Pupils' limited progress in English and mathematics is also reflected in their work. Consequently, pupils' achievement in Years 3 to 6 remains inadequate.

Personal development and well-being

Grade: 3

Pupils' personal development and well-being are satisfactory. Attendance levels are below average and there is a relatively high number of persistent absentees. Pupils are polite and helpful. Their behaviour is good in lessons and around the school. Pupils say they generally feel safe at school because adults are easily approachable and they are confident that their concerns will be addressed swiftly and sympathetically. Pupils' spiritual, moral, social and cultural development are good. There is a strong ethos of respect and consideration for others which permeates the school. Pupils show a willingness to take on responsibility by raising money for several charities, by being elected to the school council and by training as playground mentors to support younger pupils. Their personal development is well supported through their eager participation in school and class productions. They have benefited from school initiatives on healthy eating, and are knowledgeable about the importance of exercise. Enterprise days support pupils' economic well-being, but inadequate progress in acquiring literacy skills limits their preparation for their futures.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory overall. The recent focus on raising achievement by monitoring and evaluating classroom practice has started to have a positive impact. Many good lessons were seen, but these have yet to translate into improving standards throughout the school. Teachers are making increasingly effective use of assessment information in their planning to enable pupils to achieve as well as they can. The warm relationships between teachers and pupils and between the pupils themselves create an environment conducive to learning. Where teachers have high expectations, pupils work productively both individually and in groups. In a Year 5 mathematics lesson, for example, the pace was brisk, work was challenging and pupils were fully engaged. In other lessons learning is less successful because activities do not match pupils' needs and capabilities and teachers sometimes expect too little, especially from those in the early stages of learning English. Marking is improving but is not yet consistent and pupils are not always told how they can improve their work.

Curriculum and other activities

Grade: 3

The curriculum has improved in breadth and coverage since the last inspection. Information and communication technology (ICT) is included in several subject areas. Personal, social and health education is satisfactory and is enhanced by regular input from the 'Life Bus', which provides useful information, for instance on drugs awareness. Planning for all subjects is clear, including planning for specific groups. However, the implementation of plans for pupils whose first language is not English is inconsistent and depends on teachers' skills in this area, and this affects these pupils' progress. There are a number of after school and lunchtime clubs, mostly for sports. The curriculum is enriched by visits to local places of interest as well as receiving visitors to school, including community police officers and faith leaders who enhance pupils' links with the community.

Care, guidance and support

Grade: 3

Good pastoral and emotional support is provided, ensuring that pupils, including those more vulnerable, feel safe, secure and well cared for. Child protection, safeguarding, health and safety and first aid arrangements are secure and understood by all. Strategies to promote good behaviour and good relationships work well. Monitoring of attendance is good and recent steps to enhance the promotion of regular attendance are beginning to have an impact on reducing the number of persistent absentees, though attendance is still well below average. Academic support and guidance are adequate for most pupils, but helpful advice in teachers' marking on how to improve their work is not consistent across classes. Support for pupils for whom English is not their main language has been reviewed recently and strategies to improve teachers' skills to support this large group are just beginning to be implemented.

Leadership and management

Grade: 3

Leaders and managers have correctly identified strengths and weaknesses and in a number of cases they have taken successful action to improve pupils' achievement in some classes. These include improving standards at Key Stage 1. While weaknesses in writing and mathematics among older pupils have been correctly identified, action to correct them has been too slow. Until recently, monitoring has not focused with sufficient precision on identifying and correcting weaknesses in teaching or in the use of assessment to identify individual pupils' learning needs. Middle leaders are generally effective, for instance in supporting those with learning difficulties and/or disabilities. The headteacher has recently rightly delegated some of her responsibilities and is now in a better position to provide strategic leadership. The governing body has suffered recent changes in membership, but is now in a satisfactory position to support the school and to hold it to account.

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Annex A

Inspection judgements

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| 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

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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 4 |
| Effective steps have been taken to promote improvement since the last inspection | No |
| How well does the school work in partnership with others to promote learners' well being? | 3 |
| The capacity to make any necessary improvements | 3 |

Effectiveness of the Early Years Foundation Stage

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|---|---|
| How effective is the provision in meeting the needs of children in the EYFS? | 3 |
| How well do children in the EYFS achieve? | 3 |
| 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? | 3 |
| How effectively is the welfare of children in the EYFS promoted? | 3 |
| How effectively is provision in the EYFS led and managed? | 3 |

Achievement and standards

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|--|---|
| How well do learners achieve? | 4 |
| The standards ¹ reached by learners | 4 |
| How well learners make progress, taking account of any significant variations between groups of learners | 4 |
| How well learners with learning difficulties and/or disabilities make progress | 3 |

¹Grade 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

| | |
|---|---|
| How good are the overall personal development and well-being of the learners? | 3 |
| 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 | 3 |
| The extent to which learners enjoy their education | 3 |
| The attendance of learners | 4 |
| The behaviour of learners | 2 |
| The extent to which learners make a positive contribution to the community | 2 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 4 |

The quality of provision

| | |
|--|---|
| How effective are teaching and learning in meeting the full range of learners' needs? | 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? | 3 |

Leadership and management

| | |
|--|-----|
| How effective are leadership and management in raising achievement and supporting all learners? | 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 | 4 |
| The effectiveness of the school's self-evaluation | 3 |
| How well equality of opportunity is promoted and discrimination eliminated | 3 |
| How well does the school contribute to community cohesion? | 3 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 4 |
| 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? | Yes |

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

11 June 2009

Dear Pupils

Inspection of Wood End Park Community School, Hayes, UB3 2PD

We very much enjoyed meeting you and seeing your work when we visited your school recently. We want to thank you for spending time with us. We especially enjoyed talking to you as we found you friendly and able to express your views clearly.

The inspectors have judged that your school should be given a Notice to Improve as many of you, particularly in Years 3 to 6, should be doing better. Much of the education you get at school is satisfactory, but the standards that older pupils reach in writing and mathematics are not good enough and the school needs some extra help to improve in this area.

Here are some of the other things we found out.

- Teaching is improving. Many lessons are interesting and fun. Teachers use ICT well. Those of you who need it get good help from the teaching assistants. However, sometimes you spend too long having to listen to the teacher, or the good ideas you sometimes come up with are not followed up.
- You know a lot about how to keep healthy. Your behaviour is good and you listen to each other and to your teachers. You told us that you mostly enjoy school, especially the sporting activities on offer.
- You are cared for well and some of the teachers give you targets, but there is room for improvement in the way these are used to help you learn.

The headteacher, other staff and governors lead the school in a satisfactory way.

We have asked the school to improve four things.

- To make sure you make as much progress as possible in English and mathematics.
- To make sure that lessons are checked and monitored to help you do as well as you can in all classes.
- To make sure that teachers assess and mark your work in a way that shows you how to improve it next time.
- To make sure that you are given more tasks that make you think a bit harder.

You can also help by making sure you come to school regularly, and working as hard as you can to improve your work.

Yours faithfully

Ruth McFarlane

Lead Inspector