

Wood End Park Community School

Inspection report

Unique Reference Number	131487
Local Authority	
Inspection number	343798
Inspection dates	30 June –1 July 2010
Reporting inspector	Carole Skinner

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	801
Appropriate authority	The governing body
Chair	Ms Kuldeep Lakhmana
Headteacher	Dr Martin Young
Date of previous school inspection	1 May 2009
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Introduction

This inspection was carried out by four additional inspectors. They visited 33 lessons, observed 28 teachers, and saw two assemblies. Inspectors observed the school's work and examined a wide range of information, including the school's assessment records, safeguarding information, monitoring records and the school improvement plan. Inspectors also scrutinised 158 responses to the parents' questionnaire

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- ' the impact of recent initiatives to raise attainment and accelerate learning and progress for all groups of pupils, particularly those who speak English as an additional language and the more able pupils
- ' how successfully the school is improving the quality of teaching in order to promote consistently good progress for all pupils
- ' how effectively target-setting and tracking procedures are contributing to the drive to eliminate underachievement
- ' the effectiveness of leadership, management and governance in overcoming the barriers to good progress, eliminating underachievement and building increased capacity for sustained improvement.

Information about the school

This very large primary school serves a culturally diverse community in West London. The proportion of pupils who are eligible for free school meals is high. Approximately three quarters of the pupils come from minority ethnic backgrounds, which is far higher than in most schools. The largest of these groups are Somali and Asian Indian pupils. Many pupils are at an early stage of learning to speak English. The proportion of pupils with special educational needs and/or disabilities is well above average. Most of these pupils have moderate learning, speech and language or behavioural, social and emotional difficulties. There is a higher degree of movement into and out of the school than is usual. Children in the Early Years Foundation Stage are taught in four Reception classes. In January 2010, Wood End Park federated with a nearby primary school under a single governing body. The headteacher is executive headteacher of both schools, with heads of school assuming day-to day-responsibility for the separate schools. The head of school took up her post at Wood End Park in April 2010. The work and outcomes of the partner school did not form part of this inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?**3****The school's capacity for sustained improvement****2**

Main findings

Overall effectiveness: how good is the school? 3

The school's capacity for sustained improvement 2

In accordance with Section 13(5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school no longer requires significant improvement. Wood End Park is improving rapidly under the incisive and determined leadership of the executive headteacher and head of school. They have successfully created a renewed sense of urgency and commitment among staff to raising attainment and accelerating pupils' progress. Raised aspirations for all pupils and an unswerving focus on improving teaching have led to a marked improvement in attainment and progress for the pupils currently in Year 6. These pupils have made good progress to reach broadly average levels of attainment. Many pupils in other year groups are making good progress but this is not yet a consistent picture. Pupils' overall achievement is satisfactory because rates of progress differ between classes and year groups due to variations in the quality of teaching. In good lessons, pupils make faster progress because teachers tailor activities carefully to their different needs and levels of ability. In satisfactory lessons, teachers do not make sufficient use of assessment information to ensure that the planned tasks build effectively on each pupil's previous learning.

The curriculum meets requirements and is under review. It is adequately planned and promotes pupils' personal and social development well. Planning is not sufficiently fine-tuned to ensure that the curriculum meets the needs of the pupils who are more able and those with particular gifts and talents. The school has begun to create more meaningful links between subjects, but there are too few opportunities for pupils to develop and use their literacy, numeracy and information and communication technology (ICT) skills in other subjects. The school is aware that there is insufficient emphasis on developing pupils' appreciation and awareness of different cultures and ways of life in other parts of the United Kingdom and around the world. Plans to address this are at an early stage of implementation.

Wood End Park is a very harmonious community where pupils from different backgrounds get on very well together. Pupils feel safe because staff care for and support them very well. As one pupil commented, 'I feel safe because I know everyone around me will protect me and sort out any problems.' The school successfully promotes healthy lifestyles and pupils respond well to this, participating with enthusiasm in a wide range of physical activities. Uncompromising efforts to improve pupils' attendance have successfully ensured a significant reduction in unauthorised absences. Leadership and management at all levels have a thorough and accurate understanding of the school's

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strengths and areas for improvement and are driving improvements at a good pace with success in key areas identified in the last inspection. For example, rigorous and frequent checks on teaching and individual pupils' progress lead to timely and sharply focused actions resulting in improvements in identified shortcomings. Governors play a key role in determining the school's strategic direction, not least their decision to enter into federation with a successful local school. This and other valuable partnerships bring many benefits to the school, including a wide range of expertise to support teachers. The leadership and management have demonstrated that they have ample capacity to sustain and build upon recent improvements.

What does the school need to do to improve further?

- Improve the quality of teaching so that the large majority is good by July 2011 by:
 - ensuring that all teachers make rigorous use of day-to-day assessments to plan work that builds effectively on all pupils' previous learning
 - making sure that teachers make the best use of time in each lesson to maximise learning
 - developing the skills of learning support assistants in order to maximise their impact and effectiveness
 - disseminating the good practice that already exists in marking so that all pupils understand the steps they need to take to improve
 - ensuring that pupils know and understand their individual learning targets and are given opportunities to assess their own progress at the end of lessons.
- Tailor the curriculum and related activities so that they meet pupils' needs more effectively by:
 - ensuring that they provide sufficiently challenging tasks and experiences to extend learning for the more able pupils and those who are gifted and talented
 - providing more opportunities for pupils to use and develop their literacy, numeracy and ICT skills through a range of subjects
 - expanding opportunities for pupils to learn in greater detail about life and culture in different parts of the United Kingdom and around the world.

Outcomes for individuals and groups of pupils

3

The proportion of pupils who reached or exceeded national expectations in Year 6 has improved considerably this year. Attainment is now broadly in line with national averages, having been low for the past three years. The school has been particularly successful in helping some less able pupils to reach average levels in Year 6. There is an improving picture in other year groups, too, with an increasing number of pupils making good progress and only a very small minority making too little progress. This is helping to prepare pupils more effectively for the next stage of education.

Throughout the school, pupils show enthusiasm for learning. They enjoy lessons most

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and make better progress when they are engaged in 'hands-on' learning. One Year 6 class made good progress in a science lesson when they investigated ways to repair a broken switch in an alarm system, using their knowledge of conductors and insulators. In a few lessons, less able pupils make slower progress than other groups because tasks are not broken down enough for them to ensure good understanding. The more-able pupils often make less progress than they are capable of because their tasks lack sufficient challenge. Nevertheless, these pupils generally do well in Year 6, often making up considerable lost ground. Greatly improved provision for pupils who speak English as an additional language is helping to accelerate their progress. Progress is also speeding up for pupils with speech and language difficulties because of the wide range of additional support they receive. These pupils are making satisfactory progress.

Pupils are polite, courteous and welcoming. They have a strongly defined sense of right and wrong and most behave well in lessons and around the school. They show concern for others and reflect sensibly on their own experiences and the feelings of others in assemblies and class discussions. In one assembly, pupils confidently talked about situations where they have had to face the consequences of their actions. Pupils enjoy taking on roles of responsibility, for example as classroom helpers and reading buddies or training to be play leaders. Pupils' contribution to communities beyond the school is less well developed.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The extent of pupils' spiritual, moral, social and cultural development	3
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How effective is the provision?

High levels of care and concern for pupils' well-being lie at the heart of the school's warm and encouraging ethos. Very thorough arrangements for the care of vulnerable pupils and support for their families, often through partnerships with external agencies, enhance their safety and well-being. Welfare assistants and learning mentors play a key role in helping to break down the barriers to learning. Children are well supported on entry to Reception and when they move on to secondary school.

Almost all of the teaching is at least satisfactory and around half is good. Many lessons are well paced and carefully planned. Occasionally, lessons are dominated by the teacher talking and pupils have too little time to work in pairs, groups or independently. Some learning support assistants work well with pupils to promote good understanding while others are not sufficiently focused on the intended outcomes for particular pupils. Often, good questioning enables teachers to check the depth of pupils' understanding but teachers do not always use pupils' responses effectively to address misconceptions or reshape the lesson. Marking is variable in quality and, although there is some emerging good practice, it does not always show pupils how to improve their work. Many pupils do not understand their targets sufficiently to be able to use them to check their own progress. This is because they are often expressed in language that is difficult for pupils to understand. There are too few opportunities for pupils to check their own progress during and at the end of lessons.

The school offers pupils a suitable range of experiences across all subjects, sometimes enhanced through visits to places such as Hampton Court and the Science Museum. Personal, social, health and citizenship education has some strong features. For example, pupils learn a lot about how to keep healthy, through designing a leaflet for a salad bar and by taking part in the 'Nutritious and Delicious' workshops. Older pupils enjoy the 'Junior Citizenship' initiative and are taught about drug awareness and conflict resolution. The sports partnership involves pupils in a wide range of activities and there is an exciting variety of clubs, such as street dance, tennis and Bollywood dancing. High on the school's agenda is the need to develop a more creatively planned curriculum which meets the needs of different groups of pupils more effectively.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

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How effective are leadership and management?

Senior leaders have effectively communicated their high aspirations for the school so that these are shared widely among staff. Effective leadership of and teamwork between the four teachers in each year group is bringing greater consistency of approach. Team and phase leaders play a key role in monitoring pupils' progress and checking the impact of actions to improve this. Initiatives to improve the teaching of writing and the provision for pupils who speak English as an additional language and those who join part-way through a year have all been successful in accelerating pupils' progress. This demonstrates the school's commitment to ensuring equality of opportunity for all. Actions are well considered, carefully targeted and thoroughly monitored. One-to-one support for staff to improve their practice in the classroom has already had a marked impact, though much remains to be done to iron out the remaining inconsistencies.

Governors are a driving force who support and challenge the school in equal measure. They are rigorous in ensuring the health, safety and well-being of pupils and staff, for example through vigorous vetting of all adults who work with the pupils. Comprehensive arrangements for child protection are implanted consistently by all staff. The governors took a bold but well-considered step when deciding to federate with a neighbouring school, a decision which has already brought many benefits to both staff and pupils in terms of the wide range of additional expertise that the school is now able to draw upon. This and the close partnerships with the local authority, City Challenge and local secondary schools are being used to good effect to improve the quality of learning for all pupils. Senior leaders and governors have thoroughly audited the school's contribution to community cohesion and, at a local level, the school's influence is reaching out into the community. Plans are established to improve links with schools in very different localities, both at home and abroad and pupils are starting to understand better their place in the wider world.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2

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The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

As in other areas of the school, provision in the Early Years Foundation Stage is strongly improving. The recent emphasis on improving the teaching of reading, writing and calculation skills has paid dividends. Many children have made good progress in these areas of learning, often from low starting points, although few reach the higher levels of attainment. Thorough assessment and recording of children's progress through the stages of development enable teachers to plan activities that build on previous learning. Most of the strengths in teaching were observed in sessions when teachers gave direct input to extend children's skills, knowledge and understanding. On these occasions, children often make good progress because tasks are tailored to their individual needs. Progress is less marked in those activities which children choose for themselves. The intended outcomes for these activities are not always clear enough for adults to capitalise on opportunities to question children about their learning or intervene in order to address misconceptions or extend the children's understanding.

All adults give good attention to the children's welfare. Constant reminders about how to keep healthy, for example by washing hands at snack time, help children to remember important rules. Careful supervision ensures children are always kept safe from harm. Leadership is growing in effectiveness and has a clear view of where further improvement is needed. Monitoring of the provision is becoming increasingly rigorous.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Most parents are happy with their children's experience at Wood End Park. A very small minority expressed concerns about the way the school deals with unacceptable behaviour. Inspectors found that there are good procedures for ensuring that learning is not disrupted through inappropriate behaviour. All teaching and support staff are well trained to manage pupils who have particular behavioural and emotional difficulties.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wood End Park Community School to complete a questionnaire about their views of the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	77	49	75	47	5	3	1	1
The school keeps my child safe	64	41	87	55	5	3	0	0
The school informs me about my child's progress	67	42	78	49	9	6	2	1
My child is making enough progress at this school	52	33	88	56	1	2	8	1
The teaching is good at this school	67	42	80	51	9	6	0	0
The school helps me to support my child's learning	56	35	86	54	15	9	0	0
The school helps my child to have a healthy lifestyle	54	34	97	61	5	3	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	45	28	95	60	14	9	1	1
The school meets my child's particular needs	35	22	105	66	10	6	2	1
The school deals effectively with unacceptable behaviour	47	30	74	47	20	13	10	6
The school takes account of my suggestions and concerns	31	20	98	62	17	11	4	3
The school is led and managed effectively	34	22	101	64	10	6	5	3
Overall, I am happy with my child's experience at this school	67	42	81	51	6	4	4	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



2 July 2010

Dear Pupils

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

We enjoyed our visit to your school very much. Thank you very much for talking to us and letting us see your work. Your school has improved a lot over the past year and is now satisfactory. It is getting better day by day because your headteachers and staff are doing many things to help you make better progress. Here are some of the good things we found:

You enjoy school and try hard to do your best in lessons.

Most of you behave well and look after each other and this helps you to feel safe in school.

You know a lot about how to keep fit and healthy. It was good to see all those healthy lunchboxes!

Your teachers and support staff take good care of you and you know who you can talk to if you have a problem.

Many more of you are now coming to school every day.

You are making better progress now than when inspectors last visited your school, especially in Year 6.

We have asked the school to do two main things to help you all make even better progress.

Help teachers to make sure that all of you make good progress in lessons. You can help by learning your targets and checking how well you are doing.

Make some changes to the curriculum to help more of you reach high standards and to broaden the range of activities you do.

Wood End Park has the potential to be a good school. You can keep working hard and help the staff to make sure it is successful.

Yours sincerely

Carole Skinner

Lead inspector

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