

25 February 2010

Dr Martin Young  
Headteacher  
Wood End Park Community School  
Judge Heath Lane  
Hayes  
UBE 2PD

Dear Dr Young

Ofsted monitoring of schools with a notice to improve

Thank you for the help which you and your staff gave when I inspected your school on 11 February 2010 and for the information you provided before and during my visit. Please extend my thanks to the pupils and to the Chair of the Governing Body and vice chair, as well as colleagues from the local authority who gave their time to speak to me.

As a result of the inspection on 11 and 12 May 2009, the school was asked to:

- 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.

Since the previous inspection there have been some changes to staffing. The school has formed a hard federation in conjunction with a nearby primary school, known as The Park Federation. An executive headteacher has been appointed. He is currently acting as the head of school at Wood End Park School. A substantive head of school will take up her post in April 2010. The governing bodies of both schools have amalgamated and are currently organising themselves into the relevant committees. A comprehensive restructure has taken place with newly defined roles and responsibilities. The leadership team, although now established, is relatively new.

Having considered all the evidence I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement and in raising the pupils' achievements.



Inspection and school evidence points to children's knowledge and skills on entry to the Early Years Foundation Stage as being well below the age-related expectations. In 2009, unvalidated Key Stage 1 and Key Stage 2 results demonstrate that pupils attained standards that are well-below national expectations in all subjects. Standards seen in lessons and in the pupils' books indicate slight improvements in standards, particularly in Year 6. A whole-school focus to improve writing is helping standards to rise. Across the school, pupils' progress is variable and inconsistent; pupils in Year 6 are doing particularly well, but progress is slower in other year groups. This is because the legacy of weak teaching is still having an impact on the rate of pupils' progress.

Overall, teaching and learning are satisfactory and pupils' behaviour in classrooms and around the school is good. This is because teachers have positive relationships with their pupils and have high expectations of behaviour. In the better lessons, teachers set work that is well matched to the needs of pupils; good questioning linked to the learning objective and a practical and interactive teaching approach support the good pace of learning. Talk partners are used to enhance pupils' speaking and listening skills effectively. Teachers make good use of the interactive whiteboards to interest and engage pupils. They target questioning well and use whiteboards to check pupils' understanding during the lesson. Teachers ensure that classrooms are calm and industrious places to work. These have a language-rich environment, are well organised and have high quality work on display; this is particularly the case in Key Stage 2.

In the less effective lessons, teachers do not always introduce lesson objectives successfully and these objectives are often couched in jargon which is difficult for pupils to understand. Data are not used to plan lessons that effectively tailor teaching in order to meet the wide ability range in each lesson. Furthermore, tasks are not readily adapted if pupils do not respond as expected. In particular, teachers spend too much time talking, allowing insufficient time for pupils to develop their speaking skills or explore issues for themselves and consolidate their understanding. Although, teachers have higher expectation for their pupils they are not always skilled in modelling the small steps in learning needed to enable pupils to access more difficult work.

The coordinator for English as an additional language is very enthusiastic and hard working. She has ensured effective procedures for the induction and assessment of pupils and links with parents are in place. However, during lessons there is insufficient support for pupils at the various stages of learning English as an additional language; teachers make few concessions to the needs of these pupils. There is insufficient focus on key vocabulary, on explaining terminology or on providing visual props and prompts. Helpful displays and aids for learning, such as word walls, are not referred to consistently during lessons.



The leadership provided by the headteacher is very strong and provides clear direction and purpose. He has quickly established his vision and leads the school with enthusiasm, dedication and a clear commitment to improvement, especially in relation to the progress pupils make. Senior leaders are fully committed to raising attainment while maintaining the strong nurturing ethos for which the school has a justified reputation. As a result, all pupils are offered good levels of care and support which are instrumental in helping them learn and to develop self-esteem. Senior leaders have readily taken on the challenge of tackling the root causes of underachievement. Systems to monitor teaching and learning are in place. However, monitoring lacks rigour and does not sufficiently evaluate the impact of teaching on learning and the progress the pupils are making. Senior leaders are aware there is not enough good or better teaching throughout the school to accelerate pupils' progress at the rate needed to raise standards quickly.

Individual pupil targets have been introduced and generally, pupils know these and say they are helping them to improve their work. Good teaching makes clear what pupils need to do to achieve them. Senior leaders meet with teachers each term to review each pupil's progress, ensuring that early signs of underachievement are dealt with promptly. Teachers are generous with their time, offering additional classes during holidays and after school which pupils are taking up enthusiastically. During the past nine months, governors have developed a more rigorous approach towards their key task of keeping the school under review. They have a good understanding of the barriers that the school's pupils face, and of the strategies that have been put in place to overcome those barriers. Procedures to ensure the safety of pupils meet government guidelines at the time of the inspection.

The local authority has worked closely with the school providing a satisfactory level of support. The staff consider this support to be useful. However, there are no effective systems and procedures to monitor and evaluate the impact of the actions taken, or of the pace of development in raising the quality of the education provided for the pupils. A wide range of external partners, including the partner school and City Challenge, is providing good support.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Kekshan Salaria  
Her Majesty's Inspector

