

# Wood End Park Academy

Judge Heath Lane, Hayes, Middlesex, UB3 2PD

**Inspection dates** 15–16 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	N/A
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The majority of pupils learn well and make good and sometimes outstanding progress in reading, writing and mathematics.
- Pupils who find reading difficult are well supported so that they make rapid progress.
- Pupils have an exemplary attitude towards learning, along with positive relationships between staff and pupils. There is a calm harmonious, purposeful environment for all pupils to learn.
- Leaders and managers are well placed to secure further improvement. Through robust management systems, they have successfully improved achievement, behaviour and teaching in recent years.
- Governors have a strong understanding of the academy's strengths and areas of development and provide appropriate levels of support and challenge.

### It is not yet an outstanding school because

- Teachers do not use assessment effectively in lessons to meet the need of the pupils.
- There are inconsistencies in opportunities for pupils to respond to teachers' marking.
- The use of information technology is not used effectively to enhance pupils' learning
- Attendance is not above average, due to some persistent absenteeism by some pupils.
- There are few opportunities for older pupils to develop leadership skills across the school.

## Information about this inspection

- Inspectors observed 31 lessons, of which 18 were jointly observed with the principal and senior members of staff.
- Inspectors considered a range of evidence, including the school’s development plan and self-evaluation documents, the school’s data on current pupils’ attainment and progress, pupils’ work in books, attendance records, the governing body minutes, safeguarding information, classroom displays and records relating to behaviour and safety.
- Meetings were held with three groups of pupils, the senior leadership team, subject coordinators, members of staff, the Chairman of the Board of Directors, and the chief executive of the three schools, and a number of parents were spoken to.
- Inspectors attended an assembly, observed break times and visited the breakfast club. Inspectors also observed after-school clubs, as well as listening to a number of Year 2 and Year 6 pupils read.
- Inspectors took into account 12 responses to the online Parent View questionnaire submitted before and during the inspection. Inspectors also took account of 33 questionnaires completed by members of staff.

## Inspection team

Jameel Hassan, Lead inspector

Additional Inspector

Philip Littlejohn

Additional Inspector

Fatiha Maitland

Additional Inspector

Crystal Gail Robertson

Additional Inspector

## Full report

### Information about this school

- This school is much larger than the average-sized primary school.
- Children join the Early Years Foundation Stage full time in Reception.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for children in local authority care and pupils entitled to free school meals, is well above average. There are no children from service families currently on roll.
- Over three quarters of the pupils are from ethnic minority heritages and nearly a quarter from White British backgrounds.
- The proportion of pupils who speak English as an additional language is well above average.
- The proportion of disabled pupils and those with special educational needs supported through school action is average. The number of pupils who are supported through school action plus and who have a statement of special educational needs is below average.
- There is a breakfast club each day, managed by the governing body.
- The school meets the current government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- Wood End Park Academy works in a federated trust with James Elliman Academy in Slough and Cranford Park Academy in Hayes. There is a Chief Executive and a Board of Directors responsible for all three schools.
- Each school has an academy council responsible for governance.

### What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
  - making sure all teachers are effective in their use of assessment throughout a lesson, to meet the needs of all pupils
  - enabling pupils to have the opportunity to respond to teachers' marking and feedback to strengthen what they have learnt
  - making sure pupils have opportunities to extend their learning by using information technology within lessons.
- Increase the opportunities for older pupils to develop leadership skills so that these impact on their learning and the success of the school.
- Increase attendance of pupils so that it is above average, by reducing persistent absenteeism.

## Inspection judgements

### The achievement of pupils is good

- Children enter the Reception with skills and knowledge that are below those expected for their age. By the end of Reception, pupils' attainment is in line with national expectations in most areas of learning but, considering their starting points, they make good progress.
- In 2012, the results of the Year 1 phonics screening check were above the national average.
- By the end of Key Stage 1, attainment has been improving in reading, writing and mathematics and according to the school's own accurate data, this trend is likely to continue, maintaining broadly national expectations.
- By the end of Key Stage 2, pupils from most ethnic groups securely reach national expectations in reading, writing and mathematics, with a pattern of embedded continued improvement. Pupils who speak English as an additional language make better than expected progress because of the good support they receive.
- In 2012 Year 6 pupils and more able pupils, from Black African heritage and White British backgrounds, did less well than their national counterparts. This has been rigorously addressed and inspection evidence indicates that these two groups have made accelerated progress, with pupils making two terms progress or more in one term.
- By the end of Key Stage 2, the school's progress data in the last two years has been significantly above national average and this is likely to continue for the next year, showing that progress is consistently good.
- Pupils in Years 4 and 5 entered Key Stage 2 significantly below national expectations. However, with the detailed monitoring of individual pupils and appropriate interventions to support those who were behind national expectations, there is rapid progress across these year groups. In reading, writing and mathematics, the majority of pupils in all years are making at least an additional term's progress above what is expected for their age.
- Disabled pupils and those with special educational needs are broadly in line with their peers at the end of Year 6. With the help of learning support assistants and activities meeting their needs, these pupils are now making good progress from their starting points. Outside agencies, such as speech therapy, are used to good effect to help those pupils who have very specific learning needs.
- By the end of Key Stage 2, the attainment of pupils who are entitled to pupil premium funding is significantly above pupils nationally in both English and mathematics. The school is using the additional funding well to ensure that these pupils continue to make good progress and achieve well.

### The quality of teaching is good

- Pupils achieve well because of consistently good and some outstanding teaching across all key stages. Interactive whiteboards are used well to engage pupils and to help make teachers' expectations clear along with pupils showing their working out. Teachers and learning support assistants are very well motivated and know the pupils well, which helps pupils to take an interest in their learning and to want to do their best. Teachers' good subject knowledge and use of appropriate questioning encourage pupils' thinking, although the use of information technology is not used effectively to enhance pupils' independent learning.
- From Reception classes onwards, pupils benefit from good teaching that has a strong emphasis on developing pupils' language skills and extending their vocabulary. The teaching of letters and their sounds gives most pupils the confidence to sound out words while reading stories with an adult.
- In the less than good lessons, teachers do not use assessment effectively to support the needs of all the children and activities do not meet their needs, so they do not always make expected progress. There is too much teacher talk, not giving pupils enough time to work independently

and improve their learning.

- Teachers have high expectations. They make sure that pupils know their challenging targets, both long and short term. In the outstanding and good lessons, pupils are given the opportunity to check their work to see they have met these targets, and to respond to teachers' comments to correct and improve their work. However, not all teachers do this effectively in all subjects. In some cases, pupils are not aware of what they need to do next to improve, and so do not make as much progress as they could.
- The relationship between teachers and pupils is good. Pupils want to do what the teachers ask them to do and challenge themselves. They are really keen, wanting to be totally involved in their learning. For example, in an outstanding writing lesson in Year 1, pupils asked interesting questions and used opportunities to explain their work accurately to each other. They independently used their challenging targets to guide them along, with reminders from the teacher. The end product was that they wrote really accurate, detailed, descriptive sentences of an African lion, showing that they are making exceptional progress.
- Pupils read widely, and often. They have a good knowledge of fiction and non-fiction books and a good understanding of which authors they prefer and why. The school supports them well by ensuring that they have the correct reading book for their ability. From Reception onwards, pupils learn the sounds of letters and use them well when they read. Reading is monitored to ensure pupils make rapid progress. Reading is developed effectively through guided reading sessions, which improves pupils' ability to understand what they are reading. A reading record is given to pupils, along with a reading book to take home, so parents can support their child's progress in reading.

### **The behaviour and safety of pupils are good**

- Pupils are polite and well mannered both in class and outside class. They are courteous towards each other and the adults that care for them in school. At break and lunchtimes, pupils happily share the play equipment provided.
- Pupils' attitudes towards learning are positive. They work well both with others and on their own in almost all lessons that were seen during the inspection. They take turns, sharing resources and discussing their learning within a calm atmosphere.
- The older pupils have an opportunity to learn about safety through a local programme called Junior Citizen. They learn how to keep safe at home, near railways, on the road, from strangers and from drugs. Younger pupils learn of road safety and internet safety within the school curriculum.
- Pupils have opportunities to improve their social, moral, spiritual and cultural development. The school develops a sense of unity and empathy through raising funds for a range of charities, including the Kilimanjaro trek for the Samaritans. The pupils take great pride in their reward systems, feeling valued by the school for their personal and collaborative achievements.
- Pupils have a good understanding of what constitutes bullying and the various types of bullying. There is curriculum time given to dealing with bullying, called 'bully busting'. In the staff questionnaire, a few members of staff were concerned about bullying and behaviour; however, through discussions with pupils, inspectors found no evidence of bullying or bad behaviour during the inspection. Pupils told inspectors they believe the school deals with bullying effectively. They can write their concerns and put them in a 'worry' box. An adult responds quickly to their concerns by talking to the pupil in confidence. If needed, an intervention is put in place, so the incident can be resolved. Parents have few concerns about bullying and they agree that the behaviour is good at the school.
- Incidences of behaviour are logged well and there has been a decrease in fixed term exclusions. This is due to the behaviour policy which is consistently applied across the school. Pupils adhere to the school's code of conduct. They take pride in their school, and pupils from various backgrounds work harmoniously together.
- Pupils' attendance is broadly average and improving and although the school is taking effective

steps to tackle those who are persistently absent, there are still pupils who continue to be away for long periods of time.

## **The leadership and management** are good

- The principal has high expectations, to which senior leaders are accountable. She makes sure pupils achieve better than national expectations throughout the school. To ensure this happens, the leadership team regularly check on pupils' learning to secure further improvements. They use data effectively to improve the achievement of minority groups, thus promoting equality of opportunity and tackling discrimination effectively. They highlight any potential underachievement and provide good support for those pupils who need it most. Senior leaders hold teachers to account through detailed performance management systems, to ensure pupils' achievement continues to improve. Middle managers have additional targets for their areas of responsibility to ensure their subject areas are improving and that all groups of pupils are making better than expected progress.
- Pupils from Year 1 to Year 6 have an opportunity to be on the school council and support the school. However, there are few opportunities for the older pupils to develop their leadership skills throughout the school.
- The school runs a breakfast club so parents can leave their children in a safe place while they go to work. After-school clubs are well attended and make a good contribution to pupils' achievement and well-being. These include art, sport and drama activities.
- The curriculum is broad and balanced. Pupils go swimming and there are visits to museums, so pupils can learn from first-hand experiences, such as the Victorian day, throughout the school. Local history is used for pupils to learn about where they live including how and why London got its sewers through a topic called 'The big stink'. As a result, there are good opportunities to develop their writing skills across other subjects and pupils report they enjoy the school curriculum and look forward to the active learning lessons provided. The school celebrates the diversity of the pupils by the curriculum encompassing Black History, thus promoting good role models from different cultures. There are opportunities for pupils to hear from visitors, go on trips, and attend competitions with other schools.
- Parents and carers have an opportunity to be involved in the school through a parent teachers' association and the school fosters good relationships with them. Parents and carers believe their children make good progress and that the school meets their particular needs and that they are kept informed of their child's development through regular meetings.
- **The governance of the school:**
  - The board of directors and academy council, along with the chief executive, set the school's strategic direction and have a good understanding of its needs. They are well informed about the key issues facing the school and have been actively involved in planning for the future with senior staff. Through regular meetings, they challenge and support leaders effectively. Council and board members have had support from the local authority and have had training on data, which has helped them form an accurate view of the school's performance and the quality of teaching. They also have a good understanding of their financial responsibilities. They know which groups of pupils are performing well and which need additional support, and have overseen the allocation of the pupil premium within the school, knowing how effective it is in improving pupils' achievement. The principal has robust performance management targets and the governors hold the principal fully to account for ensuring that staff salaries and their performance are closely linked. The school meets its statutory requirements for safeguarding.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	138621
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	409421

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

<b>Type of school</b>	Academy sponsor-led
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	832
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Muralee Nair
<b>Principal</b>	Surjeet Johra
<b>Date of previous school inspection</b>	Not previously inspected
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