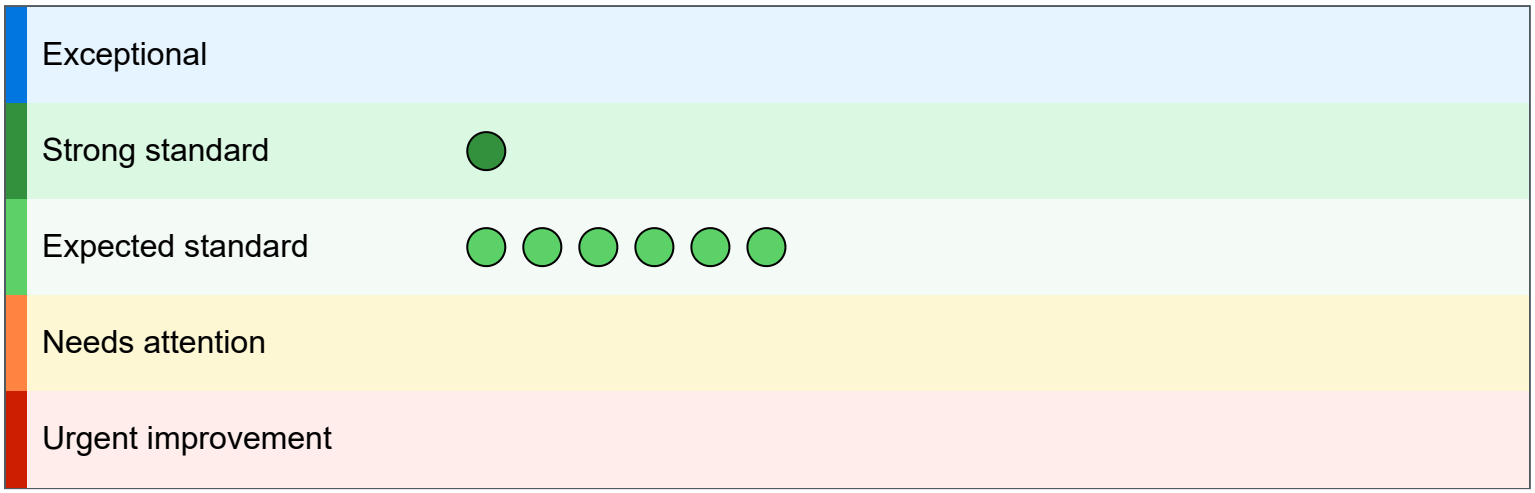
Wood End Infant & Pre-School

Address: Redbridge, Stantonbury, Milton Keynes, Buckinghamshire, MK14 6BB

Unique reference number (URN): 110368

Inspection report: 21 April 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Early years

Strong standard

Children in early years make a great start to their early education. They achieve well and are very well prepared for Year 1. Staff prioritise developing children's communication and language skills. Staff emphasise and model rich language and vocabulary effectively. Often this is through the rhymes and songs that children learn. Children seek help from adults if they cannot resolve a problem or when they have worries.

Leaders have carefully designed the early years curriculum. Children, including those with special educational needs and/or disabilities, access learning across the curriculum effectively. Leaders work supportively with parents and carers. Staff quickly identify any barriers to learning or wellbeing that children may have. This includes children who join at different times of the year. Staff build highly positive relationships with children. They respond sensitively to children's individual needs. Staff display expertise in their communication with children, which helps children to develop and rehearse their knowledge and skills.

Reading is prioritised. Leaders ensure that staff receive the training they need. Staff have a secure understanding of the school's chosen phonics programme. They teach this skilfully. Staff support children effectively to keep up with the phonics programme as soon as they start at the school. They ensure that children get the chance to practise their reading and writing across all areas of learning.

Expected standard

Achievement

Expected standard

Overall, pupils achieve well. They are ready for the next stages in their education. Pupils who are disadvantaged, those who speak English as an additional language and those with special educational needs and/or disabilities progress well from their starting points.

Typically, staff match learning activities well to pupils' levels of understanding. Pupils are confident in using both their reading and mathematical knowledge in different ways to access the whole curriculum successfully. However, pupils' writing is not yet as well developed, especially some pupils' letter formation and spelling. As a result, pupils do not produce writing of as high a quality as they could.

Across the school, most pupils develop appropriate knowledge across a broad range of subjects. Pupils' knowledge is usually detailed in subjects such as science and history. Leaders have considered carefully how they best support pupils to be ready for their next steps in learning.

Attendance and behaviour

Expected standard

Over time, attendance rates are improving for all groups of pupils, although for some groups of pupils this is not yet in line with national averages. Leaders have created a welcoming environment in which pupils enjoy coming to school, and they attend regularly. Leaders carefully check pupils' attendance each day. They identify purposeful actions to support all pupils, including those who are disadvantaged and those with special educational needs and/or disabilities (SEND). Leaders work closely with families to remove barriers and help pupils to attend more regularly.

Pupils behave well. They are polite, kind and cooperative with others. Pupils show respect to adults and one another. Leaders have high expectations for pupils' behaviour and conduct. Most pupils consistently meet these. Pupils understand and follow clear routines and rules, especially when staff consistently insist on pupils following them. This creates a generally calm and orderly environment.

Most pupils settle quickly into lessons and usually focus on their learning without distraction. Bullying is rare. Staff deal with any unkind behaviour quickly and sensitively. Staff know pupils well. They provide thoughtful adjustments to support pupils with SEND. Pupils develop positive attitudes towards their learning. They engage well during lessons.

Curriculum and teaching

Expected standard

Leaders have put in place a broad, ambitious and well-ordered curriculum. They know where this is working well and where further refinements are needed. Knowledgeable staff are skilled in delivering the curriculum well. For example, they explain new concepts and learning clearly. Tasks are well designed to build on pupils' prior learning. However, staff do not check pupils' understanding consistently well. This means that some gaps that pupils have in their knowledge are not identified and addressed as quickly as they could be.

Throughout the school, staff prioritise the development of pupils' basic skills in reading and mathematics. Staff choose texts carefully to support pupils' understanding. This helps pupils to build their vocabulary effectively. Typically, staff successfully make sure that pupils have the practice that they need to become confident with these skills. The school's approach to teaching writing is not embedded as well, which hinders some pupils in developing accuracy in their written work.

Overall, staff have a secure understanding of pupils' needs and barriers to learning. Typically, they adapt learning when this is needed and support pupils well. For example, staff use information about pupils to ensure that teaching is designed around their identified needs and targets. They provide sensitive support so that pupils with special educational needs and/or disabilities access the curriculum confidently.

Inclusion

Expected standard

Leaders have high expectations for pupils. They foster a culture where diversity is celebrated and each pupil is valued. Leaders' decisions are made in pupils' best interests. For instance, leaders have made changes to resources and the environment to support

pupils' individual needs and overcome any barriers to learning or wellbeing that they may have. This ensures that pupils feel a sense of belonging and enables them to focus on their education. Consequently, pupils develop increased confidence and independence during their time at the school.

Leaders ensure that staff receive the training that they require to identify pupils' needs quickly and help pupils to access their learning. They work efficiently with external specialists and pupils' families to ensure that the support provided to pupils is effective. Leaders check this carefully and use their evaluations to inform their ongoing work. As a result, pupils with special educational needs and/or disabilities, and those known to social care, progress well through the curriculum from their individual starting points.

Additional funding is used appropriately to enhance access to the curriculum for disadvantaged pupils. This enables these pupils to achieve well. Leaders check their approaches have a positive impact on pupils' education and wellbeing.

Leadership and governance

Expected standard

Leaders and those responsible for governance have fostered a culture of high expectations for pupils' academic and wider development. They empower staff to take strategic actions, which ensures a positive experience for all pupils. Leaders make decisions in the best interests of all pupils, particularly those who are disadvantaged and those with special educational needs and/or disabilities or other barriers to their learning. They ensure that these pupils receive the support they need to succeed.

Leaders and governors focus purposefully on raising aspirations for what pupils can achieve. Together with staff, they work effectively to ensure that pupils have every opportunity to achieve well. Leaders have a secure understanding of the school's strengths and the areas that they need to prioritise. This has led to improvements since the last inspection. Leaders have put into motion the right actions to ensure that pupils learn even more effectively. The governing body fulfils its statutory duties. Governors know the school's context well. They support and challenge leaders effectively to ensure that pupils' educational experience is usually of a high quality.

Leaders prioritise staff workload and wellbeing. This helps to foster a team spirit in which staff feel valued. An open culture exists in the school where staff feel empowered to share their views. Staff benefit from a well-structured professional development programme that is informed by research and tailored to the school's strategic priorities. Leaders ensure that parents and carers also feel involved in the school. Parents appreciate the efforts that staff make to help their children achieve, belong and thrive.

Personal development and wellbeing

Expected standard

Leaders ensure that a well-structured personal development programme is in place, covering high-quality and age-appropriate relationships and health education. Pupils speak confidently about healthy relationships and fundamental British values, such as tolerance and diversity. They fully embrace the differences that exist between themselves and others. Pupils learn how to stay safe online. For example, they understand the importance of keeping personal information private and know how to report any concerns.

Pupils take part in trips that enrich their understanding of the curriculum and the wider world. For instance, pupils have been sailing on an electric boat on a local canal. Pupils develop leadership skills through a range of positions of responsibility. For example, older pupils support their peers and model desired behaviours in their roles as pupil leaders. Each day starts with circle time, which provides pupils with a safe and familiar way to communicate with trusted adults if they are worried or anxious.

A wide range of clubs is available, including sports, music and other activities linked to pupils' specific interests. Pupils highly value these. Leaders use additional funding to ensure that all pupils benefit from additional opportunities. For example, they organise ‘enrichment Fridays’ that are based on the needs of pupils, especially those who are disadvantaged. These days include activities such as cooking and sewing, which help pupils to develop important skills.

Leaders provide deeply committed and effective support for families. They work closely with other professionals to ensure that families receive the help they need. Leaders take a determined approach to coordinating this support to ensure it is timely and appropriate. Staff meet pupils' wider needs effectively, for example by providing breakfast, uniforms and reasonable adjustments when necessary. Parents and carers speak positively about this support and the impact that it has on their children's wellbeing.

What it's like to be a pupil at this school

Pupils are very proud to be part of this nurturing school. Relationships are at the heart of everything the school does. Pupils use the school's rules to help them make positive decisions and work together happily. Staff form trusting relationships with pupils that help them to feel safe. There is a calm and kind atmosphere. Staff know pupils well and foster a culture of mutual respect and care.

Incidents of bullying or discrimination are very rare. Pupils know that staff will help them deal quickly with any concerns they may have. Pupils feel listened to and valued. They have a firm sense of belonging. Over time, pupils attend school more regularly than they did, although there are some pupils who still do not come to school as often as they should.

Pupils, including those who are disadvantaged and those with special educational needs and/or disabilities, work hard to meet the expectations that staff have for their behaviour and achievement. Staff reduce any barriers to learning that pupils may have. Typically, pupils achieve well. This is especially true in the early years, where children get off to a flying start. Overall, pupils leave school well prepared for the next stage of their education.

Pupils benefit from a wide range of experiences that are matched carefully to their learning. For example, they deepen their geographical and locational knowledge with a visit to the beach. Pupils build their knowledge of different beliefs through an annual cultural day.

Pupils develop responsibilities through leadership roles, including school councillors. They broaden their understanding of the world around them and make connections with what they learn, particularly through using the on-site woodland area. For example, pupils learn how to

care for animals by creating 'bug hotels'. They link activities in the woodland area to books that they read in class.

Next steps

- Leaders should further develop staff's expertise in checking and deepening pupils' understanding so that gaps and misconceptions in pupils' knowledge can be addressed effectively.
- Leaders should continue to develop pupils' writing by embedding their approach to accurate and well-sequenced letter formation and spelling.
- Leaders should continue with their approach to tackling pupils' absence, including for those who are disadvantaged, to improve levels of attendance further.

About this inspection

The chair of the board of governors in this school is Lorraine McKay.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and staff. They also spoke with the school's improvement partner from the local authority. The lead inspector met with 3 members of the governing board, including the chair.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Headteacher: Claire Wilson

Lead inspector:
Neil Pilsworth, His Majesty's Inspector

Team inspector:
Leah Morgan, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

This data is from 21 April 2026

School and pupil context

Total pupils

69
Well below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

90
Well below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

39.13%
Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

7.25%
Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

27.54%
Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	5.3%	5.2%	Close to average
2023/24 (3 term)	7.2%	5.5%	Above
2022/23 (3 term)	7.7%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	13.2%	13.3%	Close to average
2023/24 (3 term)	17.9%	14.6%	Close to average
2022/23 (3 term)	20.4%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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