

The Woodbridge Park Education Service

Inspection report

Unique Reference Number	131201
Local Authority	Hounslow
Inspection number	360229
Inspection dates	17–18 May 2011
Reporting inspector	Melvyn Blackband

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

Type of school	Pupil referral unit
School category	Pupil referral unit
Age range of pupils	5–16
Gender of pupils	Mixed
Number of pupils on the school roll	123
Appropriate authority	The local authority
Headteacher	Carole Carr
Date of previous school inspection	12 February 2008
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 15 lessons taught by 15 teachers and held meetings with pupils, staff, members of the management committee and the local authority. They observed the school's work, and looked at a range of documents including the most recent data on pupils' progress, safeguarding records and policies and assessment information. They also looked at recent management committee reports and those from the School Improvement Partner. The 33 questionnaires returned by parents and carers were analysed along with those completed by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The attainment and progress of the different groups of pupils in the different sites of the service to establish whether the younger and older pupils are making sufficient progress, and whether those pupils with special educational needs and/or disabilities are making the progress of which they are capable.
- To establish to what extent the pupils' behaviour and attendance affect their progress.
- The strengths and areas for development in the standards of teaching and assessment and how these have contributed to the pupils' progress.
- The effectiveness with which leaders at all levels are monitoring and evaluating outcomes and provision and to what extent the service has set appropriate and challenging targets for improvement.

Information about the school

Woodbridge Park Education Service is a cross phase pupil referral service which has three centres run by the same management team and shares the same management committee. The three centres are:

- KS1/2- based at The Bridge catering for primary aged pupils
- KS3- based at the Syon Park site catering for pupils aged 11 to 14
- KS4- based at the Wood Lane site catering for pupils aged 14 to 16.

In addition, the service has several other areas of provision. There is an Outreach service for pupils aged 5 to 11, the Continued Access to Education department (CATE) which tutors pupils with medical needs, the Way Ahead Scheme based at YOT (Youth Offending Team) which provides interim tuition for pupils to support their integration back to school or to another educational provision and the Starlight Ward classroom, based at West Middlesex Hospital which provides for pupils throughout the age range. Many of the pupils on the three main sites have been permanently excluded from mainstream schools; others have been referred by the Special Needs section of the local authority or have transferred from the Primary BESD school at secondary transfer. About one third of the pupils are girls and about three quarters are White British. Almost half of the pupils are entitled to free school meals and over half have social care or mental health services involvement. A third of pupils have statements of special educational needs for behavioural, emotional and social difficulties."

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

3

Main findings

In this satisfactory pupil referral unit the pupils are relaxed and confident and they have positive attitudes to their learning and each other. The vast majority of parents and carers support the school. Pupils' personal skills are developing satisfactorily and they have a good understanding of how to keep themselves safe. Sensitive and vigilant pastoral care ensures that by the time the pupils leave they are well-rounded young people. The pupils' behaviour is good and has shown consistent improvement. There has been a drastic reduction, for example, in the number of fixed-term exclusions. This is a significant achievement since most pupils are referred to the service because of their challenging behaviour and negative attitudes to school. The improvement in behaviour has made a strong contribution to their learning.

The pupils aged 5 to 11 years who attend the KS1/2 unit make good progress and by the time they leave this setting they have caught up with pupils in mainstream schools. Pupils who enter the KS3 unit between the ages of 11 and 14 or the KS4 unit between the ages of 14 and 16 often have a history of poor attendance and poor attitudes to learning. A majority of pupils at the KS3 unit and a minority of pupils at the KS4 unit have begun, this year, to make progress at expected levels or above. This is because of steadily improving teaching, the quality of care and support for the pupils and the school's recently revised system of tracking and monitoring the pupils' progress. Attendance is at average levels. Most pupils attend significantly more often than they did at previous schools. However, despite the school's efforts to promote good attendance, a small number of families have not been able to ensure that their children attend regularly, particularly at the KS4 unit, and this often contributes to their lack of progress.

Nevertheless, the pupils' attainment is broadly average and their achievement overall is satisfactory. Their progress in lessons is consistently sound and sometimes good. Pupils in each year are now making accelerated improvements in their learning. There is still not, however, enough good teaching to ensure the pupils make better progress. In particular, assessment information is not used well enough to ensure that lesson activities challenge all the pupils to make the best progress that they can. Pupils do not always have clear enough individual short-term targets and therefore sometimes do not know how to improve their work. Pupils with additional learning difficulties, such as those with special educational needs and/or disabilities and those at the CATE facility and the Starlight Ward, make good progress. This is as a result of a high level of individual and well-organised tuition.

The curriculum provides well-balanced opportunities for pupils in all units to follow the same activities as mainstream schools. There are well-monitored opportunities for pupils to practise the basic skills of literacy, numeracy, science and research skills in information and communication technology. There are not, however, enough opportunities for older

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pupils to develop vocational skills and this can contribute to the feeling of a small minority of pupils at Wood Lane that they do not enjoy school and this sometimes leads to their consequent poor attendance.

Recent improvements to the pupils' learning have been driven by the experience and expertise of the headteacher. She has overhauled the management structure of the school and provided senior managers with the knowledge and time to monitor, evaluate and improve aspects of provision more closely and effectively. Leaders are determined that the service is on 'a journey' towards excellence. The self-evaluation of strengths and weaknesses is increasingly robust and recent improvement planning clearly lays out what the service needs to do to make progress that is more significant. Given the outcomes for pupils, at the present time, the school provides satisfactory value for money and there is a satisfactory capacity to improve further.

What does the school need to do to improve further?

- Raise the attainment of all pupils by:
 - improving the use of assessment information to ensure that work is consistently well matched to pupils' individual needs
 - ensuring that pupils have clear short-term individual targets which they understand and which show them how to improve their work.
- Raise attendance levels further by providing specific support for those pupils with persistent absence.
- Increase the relevance and variety of the Key Stage 4 curriculum by offering the pupils aged 14 to 16 a wider choice and range of vocational options.

Outcomes for individuals and groups of pupils

3

Pupils join the school with levels of knowledge, understanding and skills which are generally below those expected for their age. Subsequently, as confirmed by the work seen by inspectors in lessons, whatever their background and experience they make satisfactory and improving progress. The quality of learning in all lessons is at least satisfactory and in half of the lessons seen, it was good, with occasionally outstanding outcomes. This is because teachers have increasingly high expectations of the pupils' progress. This was particularly so at the KS1/2 unit where lessons observed were interesting, challenging and gave the pupils enjoyment in their learning. This was reflected in the good and improving outcomes for pupils. The school's data as well as the current level of work observed confirm that many pupils are on track to reach nationally expected levels of progress, although this is not yet the case for older pupils at the KS4 unit where only a minority of Year 11 pupils are expected to reach their GCSE and Entry Level targets. Through increasingly focused monitoring, the school is well aware of the relative underperformance of some pupils. Specific remedial measures are beginning to close the gap. For instance, the well-planned literacy support enables pupils to increase their reading and spelling ages and so derive full benefit from their learning. Pupils generally enjoy and develop positive attitudes to their learning. This is a major step forward for some pupils compared to their careers in mainstream schools and is reflected in their good behaviour and levels of concentration. This was noticeable in a Year 9 English lesson where pupils listened to and confidently joined in reading extracts from a book. The

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carefully targeted support and the teacher's constant checks on the pupils' understanding enabled them to make outstanding progress and display excellent behaviour. The pattern of good behaviour and increased levels of concentration are becoming more common and are starting to make a significant contribution to learning.

The majority of pupils have a satisfactory understanding of, and subscribe to, a healthy lifestyle. Most pupils, for instance, enjoy the breakfast club and take full advantage of the sporting opportunities they are given. School surveys, confirmed by parents and carers, indicate that the vast majority of pupils feel safe at school. On each site, the pupils get on well and one pupil commented that 'it's just like a big family'. This ability to work together, the extent to which they develop basic skills and the gradually developing opportunities for work experience prepare them satisfactorily for further education, although outcomes for a minority are affected by their poor attendance. There are developing links with the local community but pupils generally do not have clear perceptions of the wider community, for instance of London as a whole. This affects their interest in and understanding of different cultures. The pupils' spiritual, moral and social development is satisfactory. Pupils demonstrate tolerance and empathy as they try to resolve disputes and they have a developing sense of what is acceptable conduct.

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

Standards of teaching, while satisfactory overall, are improving. Teaching is uniformly good at the KS1/2 unit. Where teaching is good across the service it is characterised by the teachers' good knowledge of the subject and by well-paced and interesting lessons. Many teachers are subject specialists. Teachers use effective techniques to check pupils' understanding, for example by using well-targeted questions. In most classes, the pupils receive a very high degree of individual tuition from the teacher and well-informed support assistants. This promotes good relationships, gives the pupils confidence to learn from their mistakes and maintains their motivation to remain on task and to behave well. However, in less successful lessons assessment of the pupils' day-to-day progress is not sharp enough. This can lead to less effective planning for individual learning needs and imprecise targets which do not help the pupils to understand how well they are making progress or how to improve their work.

The curriculum is satisfactorily matched to pupils' needs and aspirations. The pupils on all sites have the opportunity to follow a mainstream timetable and there is a suitable emphasis on the development of basic skills, particularly in improving reading, writing and spelling skills. Teachers make sure in most lessons that pupils have the opportunity to practise these skills in a variety of situations. Pupils with additional needs receive intensive literacy and numeracy support. The pupils' timetables, particularly for those at the KS1/2 and the KS3 units are steadily being personalised and tailored to their needs. This is having a positive effect on progress. Older pupils at the KS4 unit have the opportunity to follow GCSE and Entry Level courses in a range of subjects but at present, the pupils have limited choice in the range of vocational training offered. This diminishes the interest and motivation of some pupils.

The school's strong emphasis on promoting the pupils' emotional well-being results in them feeling secure and well looked after. Safeguarding arrangements are good. There are good partnerships with a range of outside health and social care professionals which support pupils effectively. Pupils whose circumstances have made them vulnerable and those who arrive later during the school year are well supported. Attendance is closely monitored and the service is active in combating absence, while acknowledging there is more to do. There are good transition arrangements between key stages and when pupils are about to leave school. The service maintains good partnerships with local colleges and has an excellent record in ensuring leavers go on to further education or training.

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?

The headteacher has been pivotal in establishing a clear vision and in leading change and improvement. She has established a committed leadership team which monitors standards throughout the school. The team is aware of the need to raise teaching standards further, for instance by involving subject leaders in monitoring and training across all sites. The management committee supports and challenges the school, for example in ensuring that all aspects of safeguarding, child protection, risk assessment and the necessary checks on staff are carried out to a good standard. Members of the committee know the strengths and areas for development in the service, understand the challenges it faces and are directly involved in setting appropriate priorities for improvement.

Leaders make sure that all pupils have equal access to learning opportunities and they are making determined efforts to ensure there is no discrimination against any group and to improve every pupil's progress. Relationships with parents and carers are good. Parents and carers report that the school keeps them well informed of their children's progress. There are effective partnerships with local schools and colleges and with a wide range of health and social care professionals. These links provide good added value and support to the pupils' learning and well-being. The school manages the development of pupils' understanding of community cohesion satisfactorily. Pupils have a good understanding of their school community but their knowledge of ethnic, religious and cultural traditions in the national and global communities is more limited.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
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
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

The school and its leaders clearly enjoy the confidence and support of most parents and carers who returned the questionnaire. A number of individual comments praised the

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quality of care and support, the effectiveness of teaching and the leadership. A very small minority raised concerns about behaviour and the progress their children were making. Inspectors followed up these concerns. The pupils' behaviour was found to be good and much improved from previous years. The school acknowledges that there is more to be done to raise the levels of progress of some pupils to good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Woodbridge Park Education Service to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 33 completed questionnaires by the end of the on-site inspection. In total, there are 123 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	11	33	17	51	4	12	1	3
The school keeps my child safe	19	57	13	39	1	3	0	0
My school informs me about my child's progress	27	81	6	18	0	0	0	0
My child is making enough progress at this school	16	48	14	42	3	9	0	0
The teaching is good at this school	19	57	13	39	1	3	0	0
The school helps me to support my child's learning	22	66	10	30	1	3	0	0
The school helps my child to have a healthy lifestyle	14	42	17	51	2	6	0	0
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)	17	51	15	45	0	0	0	0
The school meets my child's particular needs	19	57	11	33	2	6	0	0
The school deals effectively with unacceptable behaviour	19	57	13	39	1	3	0	0
The school takes account of my suggestions and concerns	18	54	14	42	1	3	0	0
The school is led and managed effectively	21	63	11	33	1	3	0	0
Overall, I am happy with my child's experience at this school	21	63	9	27	1	3	2	6

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



19 May 2011

Dear Pupils

Inspection of Woodbridge Park Education Service, Isleworth TW7 5ED

Not long ago my colleague and I visited your school. We really enjoyed meeting you and talking to you in the classrooms. Woodbridge Park is a satisfactory school with some good features, although there are some things it can still do better. This is what we found.

- The majority of you are starting to make good progress in your work.
- Most of you have a good understanding of how to keep yourselves safe.
- You behave well. Standards of behaviour have really gone up this year. Well done indeed! Most of you come to school as often as you can.
- You are safe and well looked after. All the adults take care to make sure you are secure and able to learn well.
- Your parents and carers are pleased with the way the service is run and with the progress you are making.

To help you to make still better progress, I have asked the teachers to use the details about how you are getting on in lessons to give you clearer learning targets. This will show you more easily how to make your work better and will help your teachers to give you work which is just right to help each of you to improve even faster.

A few of you do not come to school as often as you should and I want teachers to try even harder to make sure you attend school more often.

I would also like teachers to increase the scope and variety of vocational courses on offer to pupils at the KS4 site. This will be of interest and value to those pupils choosing a career and preparing for life after school.

You can all help the service to get even better, of course, by always trying your best and behaving well.

Yours sincerely

Mel Blackband Lead inspector

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