

John Watson School

Inspection report

| | |
|--------------------------------|----------------------|
| Unique Reference Number | 123333 |
| Local Authority | Oxfordshire |
| Inspection number | 359412 |
| Inspection dates | 13–14 September 2011 |
| Reporting inspector | Nina Bee |

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

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|--|--|
| Type of school | Special |
| School category | Community special |
| Age range of pupils | 2–19 |
| Gender of pupils | Mixed |
| Gender of pupils in the sixth form | Mixed |
| Number of pupils on the school roll | 80 |
| Of which, number on roll in the sixth form | 14 |
| Appropriate authority | The governing body |
| Chair | Caroline Griffiths |
| Headteacher | Sally Withey |
| Date of previous school inspection | 18–19 September 2007 |
| School address | Littleworth Road Wheatley Oxford OX33 1NN |
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Introduction

This inspection was carried out by two additional inspectors. Ten teachers were observed and eleven lessons were seen. Discussions were held with staff, governors, younger pupils in the primary section and secondary aged students. Whilst observing the work of the school, the inspectors looked at evidence of internal monitoring, academic performance data, safeguarding documentation and teachers' planning. Responses to questionnaires from 37 parents and carers were analysed, along with 32 from staff and 30 from pupils and students.

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

- They examined pupils' achievement and whether the teaching allows all pupils, including those students in the sixth form, to make sufficient progress.
- They looked in particular at the reasons why some teaching is judged by the school as less than good.
- They analysed the self-evaluation process and how effectively stakeholders are involved in it and how they then work together on school improvement.

Information about the school

John Watson provides for pupils and students with severe and profound learning difficulties. A small minority have autistic spectrum disorders or behavioural difficulties. All pupils and students have statements of special educational needs. The large majority of pupils come from White British backgrounds. The remainder come from a range of other ethnic groups. Very few are identified as having English as an additional language. The proportion of pupils and students known to be eligible for free school meals is broadly average. Nursery and primary aged pupils share a site with Wheatley Primary School and Wheatley Nursery School. Secondary aged students are housed in a building on the campus of Wheatley Park, a local secondary school.

The headteacher of John Watson is also head of Wheatley Nursery School. The children in the Early Years Foundation Stage are taught alongside mainstream children in Wheatley Nursery School. At the time of the inspection there were no children under 4. Since the previous inspection, the school has added Sixth Form provision.

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

John Watson is a satisfactory school. It provides good care, guidance and support which results in pupils and students progressing well in their personal development. Adults work hard to provide a warm and caring environment for everyone to learn. This is evident when you see the big smiles as they arrive each morning. Strong partnerships, particularly between the local nursery, primary and secondary schools provide good opportunities for pupils and students of all ages to be integrated into mainstream schools where possible. Behaviour is good as is social, moral and cultural development. Pupils and students of all ages get along well with each other. Many examples were observed of pupils in primary and older students in secondary helping each other out during lessons. Pupils and students across the age range show a good understanding of foods which are healthy and why it is good to adopt a healthy lifestyle. Primary pupils spoke about eating healthy snacks whilst they were learning about life in France. Pupils and students say they feel safe in school and know that when the taxis come they have to 'wait'. The more articulate say that the adults keep them safe by 'holding their hands'. All of them have a good understanding of water safety because they swim regularly.

Achievement is satisfactory overall but the youngest children achieve well in the Nursery as do the oldest students in the Sixth Form. Teaching and learning are satisfactory overall. Despite learning being good in just over half of lessons seen, teaching and learning are satisfactory overall because the proportion of good teaching is not high enough. School data confirms this. Planning does not always address individual needs although in some instances it is better than the actual delivery of the lesson. In addition, support staff are not consistently guided effectively by the teachers to contribute fully to learning. The good curriculum enables most pupils and older students to benefit from working alongside their mainstream peers. Older students in Key Stage 4 and the Sixth Form benefit greatly from achieving a range of accredited courses.

Senior leaders and managers have a satisfactory understanding of the strengths and weaknesses in the school. However this information is not well documented on a school improvement plan. School improvement documentation does not contain criteria by which managers can show impact of their actions or details of how and when progress will be evaluated. Not all stakeholders are given adequate opportunities to contribute to school improvement planning or self-evaluation and the school has identified this as an area for development. However, since the previous inspection, the school has maintained good provision for children in the

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Early Years Foundation Stage and personal and social development throughout the school. Sixth Form provision has been successfully developed and is now allowing students to achieve well both personally and academically. A focus on language and communication has enabled pupils, students and staff to use multiple strategies for all when developing communication skills. Higher attaining pupils and students show a good awareness of the needs of less able communicators. Given these successes, the capacity for sustained improvement is satisfactory.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve the quality of teaching so that all pupils and students learn well by:
 - checking, both planning and delivery of lessons, to ensure that individual targets are consistently focused on throughout the day.
 - ensuring that, in all classes, support staff contribute effectively to learning
- Enable all stakeholders to develop a better understanding of the school's strengths and weaknesses by involving all staff, governors, parents and carers as well as pupils and students in the self-evaluation process.
- Produce a written plan to outline the school's strategic development which includes:
 - clearly identified priorities for improving outcomes and provision
 - criteria by which the managers can demonstrate the impact of their actions
 - details of how and when progress will be evaluated
 - contributions from all stakeholders.

Outcomes for individuals and groups of pupils**3**

Pupils and students enjoy their time in school and settle quickly in lessons. Achievement is satisfactory overall and in some classes learning is good. For example, pupils in Years 5 and 6 were seen learning effectively as they enthusiastically and confidently expressed their views about the mock air-raid they experienced in their classroom during a focus on Second World War. All pupils and students, whatever the nature of their special educational needs and/or disabilities make at least satisfactory progress. Different groups make similar progress including the very few pupils and students who are at an early stage of learning English. Inconsistencies in the quality of teaching across the school are the reason why progress is not good overall. Consequently, pupils' and students' engagement in learning is also inconsistent. The pace of learning slows when teachers' planning or

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the delivery of the lesson, including the contribution made by support staff, does not focus effectively on pupils’ and students’ individual targets.

All pupils and students achieve well in their personal and social development as they learn to respect and work alongside others. Attendance is broadly average. Many pupils and students have medical needs which negatively affect their attendance. Good behaviour was seen in all lessons and during breaks where all pupils and students have good opportunities to play and socialise with their mainstream peers. Pupils and students are generally well prepared for life beyond school. All of them are involved in raising funds for local and national charities and higher attaining pupils and students are aware of the reasons for this. Many students access some form of work experience and all leave Key Stage 4 with an ASDAN Transition Challenge accreditation. In the sixth form they are well supported to achieve realistic aspirations and so are able to move on to appropriate settings when they leave school.

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 | * |
| 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 | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: | |
| Pupils’ attendance ¹ | 3 |
| The extent of pupils’ spiritual, moral, social and cultural development | 2 |

How effective is the provision?

Teachers and support staff create a calm and purposeful environment in which to learn. Individual needs are recognised, well documented and known by all. Relationships are strong and as a result, pupils and students are keen and eager to

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

* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils’ age.

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learn. Teaching is satisfactory overall because not all lessons are suitably planned to cater for individual needs. At times, the use of support staff in classrooms is not as effective as it could be.

The curriculum is well adapted to meet the needs of all pupils and students at each age and stage of their education. Specialist teaching for a few subjects, for example science, is provided for secondary aged students. School data shows that many of these students make good progress in science. There are good opportunities for everyone to experience lessons alongside their peers in mainstream particularly in subject areas such as physical education lessons. Older students speak proudly of going to some lessons in mainstream without support. Partnerships with others out in the local community are particularly good. They enable visits out to be arranged for all, and periods of work related experiences for older students. These activities enhance the experiences pupils and students receive as well as promoting their personal and social skills development.

All pupils and students receive good quality individual support which addresses their personal needs well. Well targeted support for pupils and students is based on good knowledge and expertise that develop from accurate observations and monitoring of their needs along with suitable links with families. There are good links with external agencies particularly those concerned with their medical needs. Information is well documented for all pupils and students. It was not possible to see any sessions of the after school club which is held three times each week. However documentation and discussions with staff indicated that this provision caters well for the pupils and students.

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 | 2 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

The headteacher and her senior team along with the governing body are committed to improving achievement. This vision is not shown clearly enough in the details of school planning to have a strong impact on driving improvement. Good partnerships have been developed which particularly impact strongly on the integration of pupils and students into mainstream and introducing students to the world of work. The headteacher has an accurate understanding of the quality of teaching and learning within the school but this is not well documented. There are weaknesses in the way the school evaluates how well it is doing. Self-evaluation is satisfactory. Too few

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stakeholders are involved in the process of identifying the school’s strengths and areas for improvement. In addition, areas for improvement and how school improvement is progressing are not well documented on a school improvement plan which everyone has ownership of. The systems used to track pupils’ and students’ progress have been improved since the previous inspection. A wealth of information is collected. Senior managers are at the early stages of analysing this information and using it to its full potential. The governing body are becoming more involved in relation to all aspects of their role and have correctly identified that more structure is needed within their group. They take their safeguarding responsibilities seriously and at the time of the inspection safeguarding arrangements were secure and statutory requirements were fully met. The school engages soundly with parents and most of them feel they are satisfactorily informed. There are some effective systems particularly relating to communication links between home and school but a few parents are not entirely happy with some aspects of the work of the school. The school’s promotion of equality of opportunity is satisfactory because of weaknesses in relation to planning for individual needs and the delivery of a few lessons. Satisfactory procedures have been developed to promote community cohesion. There are some good local links established, especially with local schools, but the school recognises that more work is needed in relation to national and global links.

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 | 3 |
| 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 |

Early Years Foundation Stage

The five children in the Early Years Foundation Stage are on roll in the school but also at Wheatley Nursery where they all learn alongside mainstream children. The Nursery was inspected last term and children with special education needs and/or disabilities were reported to make good progress. An observation in the Nursery

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confirmed that learning is good as children work with great enjoyment in small groups either with or without an adult focus. One child was seen, well integrated, as a small group experimented with a magnifying glass as they looked at small items. They were all very interested when they saw the magnifying glass make objects such as a hair seem larger than life. Another child played safely with the group of children who chose to play on the climbing apparatus. Transition arrangements are good and allow children to settle in quickly and easily. Consequently, two children who only started Nursery this week played happily in the well resourced and safe outdoor area. Relationships between adults and the children are secure. As a result, they feel safe and happily come to Nursery. The co-ordinator has built up strong links between John Watson School and the Nursery and informs staff clearly of children’s individual needs. As a result, the staff at the Nursery have a good understanding of how these children with severe, profound or complex difficulties and/or disabilities learn and so are able to cater for them well. The care, guidance and support the children receive are good.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Sixth form

The sixth form provision has been introduced and developed since the previous inspection and allows students to achieve well and make good progress towards their targets. The good curriculum enables them to successfully pursue and achieve in a range of suitable examination courses which include ASDAN, BTEC, Entry level and occasionally GCSE. Individual progress is recorded effectively in all subject areas. Currently, this data is not analysed as well as it could be. There is good care and provision for personal and social development. As a result, behaviour is good and students develop warm and secure relationships with each other, their teachers and the other adults who support them. The well led and managed provision encourages good progress and allows students to experience the life of work outside in the local community as well as integrate effectively with students in the mainstream secondary school which is on site.

These are the grades for the sixth form

| | |
|--|----------|
| Overall effectiveness of the sixth form | 2 |
| Taking into account: | |
| Outcomes for students in the sixth form | 2 |

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| | |
|---|---|
| The quality of provision in the sixth form Leadership and management of the sixth form | 2 |
|---|---|

Views of parents and carers

Almost all parents and carers who returned questionnaires felt that their children were safe in school and that they enjoyed school. Responses show that parents and carers are generally happy with the teaching and the progress their children make but a few are not. A very small minority think that the school does not meet their child’s particular needs. Weaknesses seen in some of the teaching does identify some occasions where this is an issue. A few parents feel that the school is not well led and managed. Inspection evidence does identify some weaknesses in this area. Overall, most parents are happy with the experience their children receive at John Watson.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at John Watson School 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 37 completed questionnaires by the end of the on-site inspection. In total, there are 80 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 24 | 65 | 9 | 24 | 3 | 8 | 0 | 0 |
| The school keeps my child safe | 21 | 57 | 15 | 41 | 1 | 3 | 0 | 0 |
| The school informs me about my child’s progress | 15 | 41 | 17 | 46 | 4 | 11 | 0 | 0 |
| My child is making enough progress at this school | 11 | 30 | 16 | 43 | 4 | 11 | 1 | 3 |
| The teaching is good at this school | 13 | 35 | 18 | 49 | 2 | 5 | 0 | 0 |
| The school helps me to support my child’s learning | 13 | 35 | 19 | 51 | 4 | 11 | 1 | 3 |
| The school helps my child to have a healthy lifestyle | 13 | 35 | 21 | 57 | 2 | 5 | 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) | 15 | 41 | 17 | 46 | 2 | 5 | 1 | 3 |
| The school meets my child’s particular needs | 14 | 38 | 18 | 49 | 2 | 5 | 1 | 3 |
| The school deals effectively with unacceptable behaviour | 16 | 43 | 16 | 43 | 2 | 5 | 0 | 0 |
| The school takes account of my suggestions and concerns | 16 | 43 | 13 | 35 | 4 | 11 | 1 | 3 |
| The school is led and managed effectively | 14 | 38 | 14 | 38 | 6 | 16 | 1 | 0 |
| Overall, I am happy with my child’s experience at this school | 16 | 43 | 17 | 46 | 3 | 8 | 0 | 0 |

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 | 43 | 47 | 10 | 0 |
| Primary schools | 6 | 46 | 42 | 6 |
| Secondary schools | 14 | 36 | 41 | 9 |
| Sixth forms | 15 | 42 | 41 | 3 |
| Special schools | 30 | 48 | 19 | 3 |
| Pupil referral units | 14 | 50 | 31 | 5 |
| All schools | 10 | 44 | 39 | 6 |

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 08 April 2011 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.



15th September 2011

Dear Pupils

Inspection of John Watson School, Oxford, OX33 1NN

It was really nice to see how much you all enjoy coming to school and thank you for talking to us and telling us all about your school. Many of you said that you like learning and that your teachers help you. We were pleased to see how kind you are towards each other and how you help each other out when you can. You go to a satisfactory school. This means that there are some things that are good and a few things which need improving.

These are the things we found out about your school.

- Children in the Nursery get off to a good start.
- You are all well looked after and cared for and say you feel safe in school.
- You all learn a lot about eating food which keep you healthy.
- Teaching is satisfactory and you make sound progress.
- You all learn a lot about people from different cultures. Pupils in the primary classes spoke with confidence about what they had learnt about France.
- Older students are offered a wide range of courses which are well matched to their individual needs.
- Secondary students have good opportunities to go out into the local community to learn about what the world of work is like.
- The provision in the sixth form is good overall.

We have asked the school to do a few things to improve the education you receive.

- Check carefully that learning is good for each of you in all lessons.
- Make sure that all staff, governors, parents, and especially you are involved in identifying what is good in school and what needs improving.
- Develop a clear school improvement plan to show what needs to be improved and how it is going to be achieved. Then share the plan regularly with everyone so that, after a while, it will be clear, to all, how the school is improving.

You too can all help by continuing to do your best in all lessons.

Yours sincerely,
Nina Bee

Lead inspector

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