

# Woodstock School

## Inspection report

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<b>Unique reference number</b>	109401
<b>Local authority</b>	Bristol
<b>Inspection number</b>	377915
<b>Inspection dates</b>	7–8 March 2012
<b>Lead inspector</b>	Sarah Mascall

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

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<b>Type of school</b>	Special
<b>School category</b>	Community Special
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	50
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Julia Skinner
<b>Headteacher</b>	Hilary Harris
<b>Date of previous school inspection</b>	22 October 2008
<b>School address</b>	Rectory Gardens Bristol BS10 7AH
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<b>Age group</b>	5–11
<b>Inspection date(s)</b>	7–8 March 2012
<b>Inspection number</b>	377915



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## Introduction

Inspection team

Sarah Mascall

Additional Inspector

Sally Hall

Additional Inspector

This inspection was carried out with two days' notice. The inspectors visited 10 lessons and observed eight teachers and one learning support assistant. Meetings were held with staff, members of the governing body and a representative of the local authority. Discussions were held with seven individual pupils about their work; inspectors also listened to them read and gained their views of the school. Meetings were held with three parents and carers.

The inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at pupils' work and information on their progress, safeguarding policies and other documents. Questionnaires from 14 parents and carers, 18 staff and 49 pupils were scrutinised.

## Information about the school

Woodstock is a school for pupils who have statements of special educational needs for social, emotional and behavioural difficulties. A small minority of pupils are in the care of the local authority. The majority of pupils are from White British backgrounds although 26% of pupils come from minority ethnic heritages. The school makes use of a very small number of alternative providers to support pupils in developing their academic, personal and social skills.

In November 2010 the headteacher was seconded to support another special school on a part-time basis. At this time she became the executive headteacher of Woodstock, a head of school was appointed and the senior leadership team reorganised.

**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

<b>Overall effectiveness</b>	<b>4</b>
<b>Achievement of pupils</b>	<b>4</b>
<b>Quality of teaching</b>	<b>4</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- In accordance with section 13 (3) of the Education Act 2005, Her Majesty’s Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to the quality of teaching and pupils’ progress in mathematics.
- The school is not satisfactory because teaching is inadequate and pupils underachieve, particularly in mathematics.
- Since November 2010 there has been a dip in attainment. Pupils make insufficient progress in mathematics resulting in their inadequate achievement overall. The new approach to teaching reading is ensuring that pupils’ literacy skills are improving.
- Teaching is inadequate. Teachers do not make enough use of their knowledge of pupils to ensure work is matched to each pupil’s needs. In mathematics, there are weaknesses in teachers’ subject knowledge and they do not always ensure that pupils have a sufficiently wide range of experiences. While marking is effective in ensuring that pupils know the levels at which they are working, it does not always indicate how they can improve. The curriculum makes a good contribution to pupils’ social, emotional and behavioural development but there are weaknesses in the planning of topic work because not all subjects are taught in enough depth.
- Behaviour is managed very effectively by all staff throughout the school. The behaviour of pupils is good. They develop a clear understanding of what is right and wrong and the vast majority improve their behaviour considerably during their time at the school. For many, this enables them to return successfully to mainstream schooling. The positive attitudes of pupils to learning are reflected in their much improved attendance at school.

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- Leadership of teaching and management of performance are satisfactory. Senior leaders have a clear vision for the school and have ensured teachers' skills have developed in many aspects including: teaching letters and sounds; managing behaviour; and, ensuring the focus of lessons is clear. Targets to raise performance are challenging and are driving the recent improvements, particularly in English. Recent initiatives have been planned carefully to ensure their sustainability and are securely embedded. Whilst senior leaders are better focused on improving the outcomes for pupils, a few subject leaders are in the process of developing their skills in monitoring pupils' progress within topic work.

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

- By September 2012 improve the quality of teaching, particularly in mathematics, so all pupils make good progress, by ensuring that:
  - teachers' subject knowledge in mathematics is secure
  - teachers' planning in mathematics identifies a wide range of experiences that are to be taught
  - teachers make better use of the information they have about pupils so that work is consistently matched well to the needs of individuals
  - marking enables pupils to have a clear understanding of what they have to do to improve.
- By September 2012 improve the management and organisation of topic work by ensuring that:
  - planning for topic work is more robust so that all pupils have a consistently wide range and depth to their experiences
  - subject leaders monitor the contribution topic work makes to pupils' progress.

## **Main report**

### **Achievement of pupils**

Overall pupils' attainment is low. While some pupils are making progress in line with their peers nationally, this is not consistent; too many pupils are not making the progress that they should and their achievement has declined. Senior leaders stepped in quickly to increase the rate of pupils' progress, focusing initially on literacy. As a result, progress in English is at least satisfactory with an increasing number of pupils making good progress. Better planning in mathematics is ensuring that the progress made by pupils is also improving but it has not had a sufficient impact in raising attainment and overall, achievement in mathematics is inadequate.

The new scheme to teach letters and sounds (phonics) and improve writing is used well throughout the school. Pupils talk very positively about how much they enjoy it

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and how they feel they are improving their reading and writing. Standards in reading at the end of Year 2 and Year 6 are below average but the gap with attainment nationally is closing. The findings of the inspection do not match the views of parents and carers who feel their children are making good progress.

Achievement and progress in the aspects of history, geography and religious education that are taught through topic work are variable across the school. The progress of some pupils is slowed as, in some topics, the pupils' experiences of particular subjects is limited.

Pupils are very positive about how well they are doing. They are confident in reading out loud and are keen to explain, for example, how they do addition. In lessons they concentrate well and make every effort to succeed. In a literacy lesson, for example, pupils suggested words to spell such as 'delicious' and 'scrumptious' and worked well together to spell the words correctly. Pupils make inadequate progress when the work in lessons is not well matched to their ability. This was evident in a mathematics lesson where the task of counting on in 10s was too easy for some and too difficult for others.

The school has recently improved its systems for tracking pupils' progress as well as the progress of the different groups. As a result, senior leaders are now quick to identify areas of underachievement and support has been put in place for individual pupils who show signs of underachieving. There is no evidence of any group of pupils achieving at a different rate from their peers, including disabled pupils, those with special educational needs, and those who are in the care of the local authority.

### **Quality of teaching**

Despite recent improvements in the teaching of English, significant weaknesses in teaching remain. In mathematics, not all teachers ensure that their planning provides a wide range of learning experiences. This means that sometimes pupils do not get enough variety in the way they learn and what they learn. In addition, teachers' subject knowledge is not always sufficiently secure and this leads to missed opportunities to move learning on more rapidly. For example, in a lesson on time, more-able pupils responded to a question using the 24-hour clock. Even though giving the correct answer, they were told their answers were not correct and that they would be taught about the 24-hour clock in a future lesson. Teachers do not always provide work that is sufficiently challenging and ensure that the needs of pupils are met. In too many lessons the tasks are the same for all, regardless of pupils' different abilities. However, good practice was very evident in a mathematics lesson focusing on ascending and descending numbers where different activities were set for pupils of different abilities, so all were challenged.

A key strength of teaching throughout the school is the very good management of behaviour. Staff are both consistent, and persistent, in supporting pupils to maintain good behaviour. This ensures that lessons are generally free from disruptions and there is an ethos of learning in each class.

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Teachers work together to plan topic work and enrichment activities, which ensures that there are often appropriate links between subjects. However, subject leaders are not monitoring the contribution made by topic work to the pupils' progress. The teachers' strong management of behaviour and the good focus on personal development within topic and enrichment work mean teachers promote pupils' spiritual, moral, social and cultural development well. Pupils' work is marked regularly and teachers write detailed comments. However teachers do not identify clearly enough what the pupils need to do to improve their work. Pupils are not always able to read the comments because the teachers' handwriting is not always legible; few pupils said they knew how well they were doing or knew how they could improve. Parents and carers consider teaching to be good but the inspection team found that weaknesses in teaching mean not all pupils are making the progress they should.

### **Behaviour and safety of pupils**

Pupils attend Woodstock School because their behaviour has been very poor in mainstream settings. They comment on how their behaviour has improved and this is supported by their parents' and carers' positive views. All feel that behaviour is good and that their children are safe. The findings of the inspection support these views. The school's good tracking systems confirm that pupils have made striking progress in their control of their behaviour. Pupils talked about how safe they feel in school and very few raised concerns about bullying of any sort. They understand that bullying could take different forms and say that if they have concerns they can talk to staff. The very supportive relationships pupils have with each other are particularly evident. On several occasions pupils congratulated each other when they gave good answers in class; when one pupil commented that he could not pronounce a word, another told him not to worry because he found it difficult too. Their ability to empathise and to understand the correct way to behave reflects the school's good promotion of pupils' social, spiritual and moral development.

Pupils have very positive attitudes to their work and this is reflected in attendance rates which are above average for many. There is a very small number of pupils who do not attend as well as they could and the school has very rigorous systems to support them back into school.

### **Leadership and management**

Until November 2010 the systems for monitoring teaching had been effective in raising the quality of teaching, which was judged internally, and by external consultants, as good. However since that time the quality of teaching has deteriorated and it is now inadequate, particularly in mathematics. This is because, despite a high level of training, a few staff were resistant to the rise in expectations. As a result there are now inconsistencies in the quality of teaching.

Leaders and managers have prioritised improvements to the teaching of reading. Senior leaders have instigated more rigorous systems for monitoring pupils' progress,

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holding all teachers more closely to account and pupils are making better progress in English. Not all staff adapted readily to this, but the positive responses from staff to the Ofsted questionnaire show that morale is now much higher. One teacher commented, 'I feel very well supported by the leadership in both my personal and professional well-being.'

School development planning is focused on making the necessary improvements. The action taken, such as training by advanced skills teachers, following the dip in achievement in English have been effective. As a result there is a more consistent approach to teaching literacy. The management of behaviour, a key outcome for pupils, has remained consistently good. Attendance has significantly improved since the last inspection. Improvements already secured demonstrate the school has the capacity to improve further.

The governing body has played an important role in supporting the school. Governors ensure that senior leaders are better supported in managing new initiatives and this has resulted in focused support for pupils at risk of underachieving in literacy. Arrangements for safeguarding are effective and the vetting of staff is thorough. The school tackles discrimination effectively, but given the underachievement in mathematics, is not ensuring equal opportunities for all pupils.

The curriculum is in the process of being developed. However, there has been insufficient time for actions to have any clear impact on pupils' progress. Although some subject leaders are developing their areas of responsibility this is not consistent and topic work is not monitored effectively. As a result, the subjects taught through topics are not always covered in enough depth. The range of enrichment activities is a strength of the curriculum and does much to support pupils' spiritual, moral, social and cultural development. Pupils value the opportunities to do all the different activities such as gardening, and understand, for example, the impact of the environment on growing plants.



## 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	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



Dear Pupils

### **Inspection of Woodstock School, Bristol BS10 7AH**

Thank you so much for being so friendly and helpful when we came to visit you recently. We very much enjoyed meeting you and a special thank you to those of you who completed questionnaires or took time to come and talk to us and show us your work.

At present we do not think your school is providing a satisfactory education for you. It has been given a 'notice to improve', which means an inspector will come and check on how much progress the school has made. Staff have done a lot to help you improve your behaviour and you told us how safe you feel and that you think behaviour is good. We agree with that – well done! However, since the headteacher has been out of school some of the time the quality of teaching has not been as good as it should be. Because of this you are not doing as well as you should in your learning, especially in mathematics. We have asked the school to do a number of things. These include making sure that:

- all your mathematics teachers are confident about teaching the subject
- you have more opportunities to learn lots of different things in mathematics
- teachers set work for you that is not too easy and not too hard
- marking tells you clearly what you need to do to improve
- those teachers in charge of subjects check that you are doing well in topic work and that you are learning as much as you can.

You can help the school to improve by always trying your best and attending well.

We wish you all well for the future.

Yours sincerely

Sarah Mascal  
Lead inspector

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