

Woodbridge Park Education Service

24 Wood Lane, Isleworth, Middlesex, TW7 5ED

Inspection dates 3–4 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Parents and carers are very positive about the way that the service staff communicate with them and help their children to make progress. As one parent, speaking for many, said, 'It's massively thumbs up for Woodbridge Park!'
- Pupils achieve well from their low starting points in a good range of subjects because teaching is good at all key stages.
- Pupils, including disabled pupils and those who have special educational needs, enjoy the variety of activities in lessons.
- Teaching and learning are continually improving because the service leaders make a sustained and determined effort to identify where weaknesses lie and to provide intensive timely professional guidance and training.
- The atmosphere in all parts of the service is calm and welcoming and adults provide excellent care and support for all pupils.
- Pupils' behaviour is excellent, both in lessons and around the various sites.
- Safeguarding arrangements are very strong and pupils feel extremely safe at all times of the day; bullying is rare.
- Through the skilful work of service staff, pupils' attendance improves significantly from a low starting point on admission. Exclusions are low and decreasing in number.
- All leaders, together with a proactive management committee, focus successfully on raising the achievement of all pupils, and are well supported by key local authority officers.
- The service has introduced a new assessment system that is providing an increasingly useful and clear picture of pupils' progress.
- Staff show that they highly value every pupil and give them all an equal opportunity to succeed.

It is not yet an outstanding school because

- Although teaching is generally good, occasionally teachers do not ensure that the lesson activities are closely matched to all pupils' learning needs.
- Pupils have individual learning targets, but these are not always referred to in lessons, and pupils do not always know what their next steps in learning are.

Information about this inspection

- This inspection was carried out with one day's notice.
- The inspectors, accompanied by members of the service leadership team, carried out two learning walks and visited 18 lessons led by 18 of the teachers.
- The inspectors visited the three sites on which the service is based, as well as the hospital school, which the service also manages.
- Meetings and telephone conversations were held with staff, parents and carers, as well as with officers from the local authority, members of the management committee and pupils.
- The inspectors observed the work of the service and looked at development plans, records of pupils' progress, arrangements for safeguarding and documentation on monitoring teachers' performance.
- The inspection took account of four responses to the on-line parent and carer questionnaire (Parent View), and 56 questionnaires returned by staff.

Inspection team

Mick Megee, Lead inspector

Additional Inspector

Debby McCarthy

Additional Inspector

Full report

Information about this school

- The service provides a range of educational provision organised by key stage on three sites spread across Hounslow, predominantly for pupils excluded from local schools because of their behavioural difficulties.
- The service also has several other areas of provision. It provides:
 - an outreach service for pupils aged 5 to 11 who are at high risk of exclusion from mainstream school
 - the Continued Access to Education department (CATE) which tutors pupils with physical and mental health needs both on site and at home where necessary
 - the Way Ahead Scheme that, together with the Youth Offending Team, provides interim tuition to support pupils' reintegration back to school or into another provision
 - the Starlight Ward classroom, based at West Middlesex Hospital, which provides for pupils throughout the age range who are attending the hospital.
- About a quarter of pupils have a statement of special educational needs because of their social, behavioural and emotional difficulties.
- A high proportion of the pupils is known to be eligible for the pupil premium, above the national average for all schools.
- Just under half the pupils across the sites are involved with the local Child and Adolescent Mental Health Services (CAMHS), as a result of their mental health difficulties.

What does the school need to do to improve further?

- Improve the quality of teaching and learning, making them of consistent high quality, by ensuring that:
 - all teachers match the activities in lessons to the differing needs, interests and capabilities of all the pupils in the class
 - all pupils have a clear understanding of their next steps in learning, particularly in literacy and numeracy, by all classroom staff referring frequently to pupils' individual learning targets in all lessons.

Inspection judgements

The achievement of pupils is good

- Parents and carers agree that their children make good progress and say that all in the service are committed to respond each child's needs.
- When pupils join the service, most have had a fragmented and unenjoyable experience of schooling and have lost confidence in themselves as learners. Almost all pupils arrive with poor skills in reading and numeracy.
- Through the good individualised attention provided by the service, by the time pupils leave, their attainment, although generally below average, has risen significantly. The attainment of about half of the pupils in Key Stages 1 and 2 quickly rises to expected levels and they are successfully reintegrated into mainstream schools to resume their education.
- Good teaching ensures that pupils recover their self-confidence well enough to again take up learning and make good progress in all subjects, including literacy and numeracy. In lessons where the specialist teachers really bring the subject alive, there is good achievement, particularly in mathematics. However, some lessons do not ensure that all pupils make consistently good progress because a few teachers do not plan their lessons or use targets as skilfully as their colleagues.
- Pupils make good progress in reading. The service leaders were not satisfied that progress in reading was as good as it could be and introduced a new commercial reading scheme last year which is proving to be very successful. Progress is particularly strong in art and information and communication technology where there is high-quality specialist teaching.
- The hospital service and the Continued Access to Education service (CATE) provides strong, intensive specialist individual support to pupils who are disabled and those who have special educational needs, including those who have mental or physical health difficulties. As a consequence, these pupils make good progress.
- Pupils known to be eligible for the pupil premium make similarly good progress because of good quality support, including additional staff and breakfast clubs.
- Achievement across all the service's sites is good. The service's tracking information and samples of pupils' work show that pupils in Key Stage 3 make slightly faster progress than elsewhere, reflecting the more consistent high quality of teaching at that stage.
- Pupils in Key Stage 4 achieve well in an appropriate range of qualifications, such as GCSE, and almost all pupils move on to a productive next stage of their lives either in college courses or work. When asked about the future, one pupil, speaking for others said, 'The future's now looking good.'

The quality of teaching is good

- Teaching is of good quality on all the sites, and some is outstanding. Teachers throughout the service have a good knowledge of their subjects and use this knowledge to plan interesting and motivating lesson activities.
- Relationships between staff and pupils in the small groups are consistently strong. Pupils say that their tutors and mentors are very helpful, and always listen if they have a problem. As one pupil said, 'If you're in trouble with your work, they get you out of it.' Teaching assistants are well deployed in lessons, and there is good teamwork with teachers which demonstrates clearly to the pupils the benefits of collaborative effort.
- Teaching in the Key Stage 3 site is of more consistent high quality than elsewhere, because new planning, monitoring and assessment procedures have brought about rapid improvements in teachers' performance.
- New technology is used well to support learning in lessons. For example, in a primary mathematics lesson, the pupils were very keen to draw lines of symmetry on a virtual shape on

an interactive whiteboard. Showing their pleasure, pupils were heard to say things like, 'I love symmetry!'

- Behaviour is consistently well managed. All staff receive regular intensive training and are very skilled in how to de-escalate aggressive outbursts.
- Regular assessments of progress are undertaken and these provide the information that teachers need to be able to plan challenging activities in their lessons. Not all teachers are equally skilful in this however, and occasionally the activities do not meet the needs of all the pupils, being too easy for some or too hard for others.
- The service sets individual targets for all pupils in numeracy and literacy, but not all teachers emphasise them sufficiently throughout the day. This means that some pupils do not know clearly what their next steps are in improving their basic skills.

The behaviour and safety of pupils are outstanding

- Pupils, parents, carers, and staff are extremely positive about the quality of behaviour across all the sites, which is excellent. Service leaders and staff provide very strong role models for the pupils in their empathetic approach in dealing with pupils who are becoming discouraged or anxious. Parents speak often of their gratitude to the staff for helping them to restore order and respect into their family lives.
- In the small classes any emerging poor behaviour is quickly nipped in the bud, and learning resumes almost immediately. The number of exclusions has reduced significantly over the last two years.
- Throughout the day, staff give immediate feedback to pupils on their positive attitudes and behaviour, which are celebrated as much as good academic progress. Staff keep a formal track lesson by lesson of every pupil's behaviour and the whole-service reward system is used consistently by all staff and valued by pupils.
- The service is very successful in improving attendance for almost all pupils. Staff diligently follow up non attendance and are prepared to prosecute in serious cases. There is constant improvement, but attendance figures are affected and remain below average, despite the service's tireless efforts, by those pupils whose mental or physical health difficulties present a daily major obstacle to coming to lessons.
- Pupils, parents and carers say that pupils feel extremely safe and that adults care about them and look after them well. Pupils have a very good understanding of how to keep themselves safe, by eating well, by not smoking and when using the internet.
- Pupils know that there are different kinds of bullying, including homophobic and cyber bullying. However, pupils confirm that there is very little bullying or harassment and effective action is taken for what little there is.

The leadership and management are good

- The headteacher, senior leaders and management committee aspire to excellence and are committed to ensuring that pupils are given every chance to get back on track, both personally and academically.
- The service, across all its sites, successfully promotes equality of opportunity and tackles discrimination by its effective interventions to narrowing any identified achievement gaps, for example through the introduction of a more effective reading scheme.
- The service uses the pupil premium well to improve access to the curriculum for disadvantaged pupils by the provision of additional staff and to maintain breakfast clubs on each of the sites.
- The service understands well its own strengths and where improvement is still required, and is effective in using this information to develop its priority action plans. This, together with a track record of improvement from the last inspection, demonstrates a capacity to continue

improving.

- The leaders for each of the sites demonstrate skilful management of the performance of teachers. There is a relevant and helpful programme for professional training for all staff that is resulting in improved learning experiences for the pupils.
 - The leaders undertake frequent and useful monitoring of lessons and feed back helpfully and accurately to staff on what has gone well and where further work is required. In Key Stage 3, new procedures have been introduced that are proving extremely effective. Elsewhere, a few teachers have not yet become consistently effective in carrying out their work, particularly in planning activities for individuals and promoting the next steps in learning.
 - The service has recently upgraded its procedures for tracking and reporting on pupil progress across all the sites and, as the database grows, there is increasingly detailed and accurate information on how well pupils are learning.
 - The local authority has very effectively supported the service since its last inspection by providing two very experienced officers to provide ongoing monitoring and surefooted guidance.
 - The service has a very thorough approach to safeguarding and the management committee has ensured that requirements in this area are fully met on all the sites. Staff are watchful at all times and provide a high standard of care for the pupils.
 - The service fosters and maintains good partnership arrangements with local schools and with all the relevant external agencies to ensure good provision for disabled pupils and those who have special educational needs, including pupils with physical or mental health difficulties.
 - There is a trusting and highly effective partnership between the service and the pupils' families. There is weekly, and often daily, contact with parents or carers, particularly focusing on their children's behaviour, and parents are delighted that staff more often than not convey positive news about their children's progress. In CATE, parents appreciate the opportunity to meet together regularly as a group to discuss and share common issues.
 - The service leaders successfully provide a relevant, accessible and enjoyable curriculum that promotes pupils' spiritual, moral, social and cultural development well. The curriculum is enhanced by educational visits to events and places of interest, such as the Paralympics, and to Heatham House for sports and music technology lessons.
 - **The governance of the school:**
 - is strong. The management committee consists of a range of highly-qualified and experienced members, including local headteachers. It is proactive and is effectively led and managed. The committee provides a well-judged level of challenge for the service leaders, and ensures the efficient management of resources including the appropriate use of the pupil premium.
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What inspection judgements mean

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

School details

Unique reference number	131201
Local authority	Hounslow
Inspection number	406420

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	100
Appropriate authority	The local authority
Headteacher	Carole Carr
Date of previous school inspection	17 May 2011
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