

# Woodstock School

Rectory Gardens, Bristol, BS10 7AH

**Inspection dates** 24–25 April 2013

<b>Overall effectiveness</b>	Previous inspection:	Inadequate	4
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This school requires improvement. It is not good because

- Not enough pupils make good progress, because not enough teaching is good or better.
- Teachers do not use information on pupils' learning accurately to set work that is matched to their individual needs, so they find it too easy or too hard. This is particularly true for the more able pupils. As a result, learning does not move on at a quick enough pace.
- Targets to help pupils know what is expected of them in lessons are not used consistently.
- Pupils do not have enough opportunities to write at length in English and other subjects.
- Pupils are not encouraged to make sure their work is neat at all times.
- Leaders' checks on the impact of teaching on pupils' achievement are not sharply focused enough on how well different groups of pupils learn to identify weaknesses more clearly and ensure they are fully resolved.
- Subject leaders need more regular opportunities to check and evaluate the quality of teaching and learning in their areas of work.

### The school has the following strengths

- The school has made significant improvements over the last year. The headteacher has very high expectations and makes it very clear that she wants all pupils to learn as well as they can. She has challenged staff to improve their work, and they have. Senior leaders are committed to improving the school and teamwork is strong.
- Pupils behave well. Staff give effective support to pupils who become anxious or find behaving appropriately difficult.
- Governors are knowledgeable. They check carefully on how the teaching and the achievement of pupils entitled to the pupil premium are improving.
- Parents' and carers' views of the school are very positive. They particularly value the care given to their children by all staff.
- Close partnerships, for example with the health services and other agencies, enhance individual pupils' progress and well-being.

## Information about this inspection

- The inspectors observed teaching in all classes. They observed 11 lessons or parts of lessons, six of which were shared observations with the headteacher and senior leaders.
- An inspector heard some pupils read.
- Inspectors had discussions with pupils, staff, the Chair of the Governing Body and a representative of the local authority. Telephone discussions were also undertaken with parents and carers.
- Inspectors examined a range of the school’s documents and samples of pupils’ work across the school.
- There were no responses available to the online questionnaire (Parent View). Inspectors examined the school’s surveys from last year.

## Inspection team

Sonja Joseph, Lead inspector

Additional Inspector

Michael Buist

Additional Inspector

## Full report

*In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.*

## Information about this school

- Woodstock School is part of the Woodway Federation which is a hard federation between Woodstock and Bristol Gateway School, a secondary, day special school for pupils who have behavioural, social and emotional difficulties.
- The last inspection judged the school to require significant improvement in achievement and teaching and was given a notice to improve. A monitoring inspection by an Additional inspector in October 2012 found the school had made satisfactory progress towards addressing the issues.
- All pupils have a statement of special educational needs for behaviour, social and emotional difficulties.
- Many pupils have spent long periods of time out of school prior to admission.
- The majority of pupils are boys and come from White British backgrounds. Just under a third of pupils are from different minority ethnic groups.
- The number of pupils known to be eligible for additional funding through the pupil premium (additional government funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and children of service families) is almost double the national average.
- A small number of pupils are in the care of the local authority.
- Since the last inspection, there has been a restructuring of the senior leadership team. For one term, the school had an acting Head of School, while the current headteacher was seconded as executive headteacher at Bristol Gateway School. The headteacher returned to her post in September 2012.
- A new assistant headteacher was appointed April 2013.

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

- Improve the quality of teaching so that it is consistently good or outstanding and enables all pupils to make accelerated progress by:
  - using the information about how well pupils are progressing to ensure work is set at the right level for all pupils
  - making sure, through high-quality marking, that all pupils know how well they are progressing and what they need to do next
  - asking questions that encourage pupils to think more deeply about their learning and to explain new learning accurately
  - ensuring the use of pupils' individual targets is consistent across the school so that all pupils know exactly what they need to do to improve their work
  - insisting that only neatly presented work from pupils is acceptable.
- Improve the rates of progress in English and mathematics by:
  - offering more opportunities for pupils to develop their problem-solving skills in mathematics
  - making sure that pupils are able to write for sustained lengths of time in literacy lessons and in other subjects.
- Strengthen leadership and management by:
  - making sure that all leaders and managers use performance information to check on the

quality of teaching and make certain that all pupils, especially the more able, are achieving well

- making sure that checks on teaching focus closely on the impact on pupils' progress and provide precise guidance as to how individual teachers can improve their work
- providing more frequent opportunities for subject leaders to check carefully on the quality of teaching and learning in their areas of work and tackle weaknesses, so that pupils make at least good progress.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils enter the school with lower than expected levels of achievement in reading, writing and numeracy due to their learning difficulties or to previous interruptions in their education.
- Not all pupils are being enabled to achieve well enough. The underachievement noted at the time of the last inspection has been tackled well in the last year and more pupils are making and exceeding expected progress compared to similar pupils nationally. However, it is not yet consistent enough to ensure good progress across all key stages.
- In mathematics, pupils do not have enough time to use and apply their mathematical skills in problem-solving activities. Consequently, progress in mathematics is not yet fast enough to ensure that all pupils, especially the more able, achieve well.
- In writing, pupils do not have enough opportunities to write at length across all areas of the curriculum to ensure good progress.
- Pupils make the best progress in lessons where teachers have a very clear understanding of what they want each pupil to learn and carefully match their work so that it is neither too hard nor too easy. This good practice is not routinely applied across the school.
- Pupils who join the school at different times than normally expected settle in quickly. Teachers support these pupils to make sure they are quickly progressing as well as their classmates.
- Testament to the school's success is that increasing numbers of pupils are able to return to mainstream schools.
- Pupils generally enjoy reading. Daily phonics (letters and the sounds they make) lessons have been introduced for all pupils in order to improve their skills. Pupils are increasingly confident in using these skills and this is beginning to show improvements in their reading. For example, on average, pupils made well over a year's gain in their reading levels in two terms. However, some older pupils do not have enough opportunities to read regularly and check the meaning of words to secure their understanding of different texts.
- Pupils' work seen during the inspection and observations of lessons indicate that no group of pupils is disadvantaged or makes less progress than any other group. All pupils are included in learning and none are discriminated against, including those from any minority ethnic groups, boys and girls and those with differing special educational needs.
- Pupils who are eligible for pupil premium funding reached similar standards to other pupils in the school in English and in mathematics, as measured by their average point scores at the end of Key Stage 2. A few pupils who have additional special educational needs make good progress because they receive effective individual programmes of support. Consequently, the school promotes equal opportunities well.
- Parents, carers and pupils agree that achievement is improving.

### The quality of teaching

### requires improvement

- The quality of teaching is uneven across the school. However, teaching is improving strongly, particularly in English and mathematics, and some good teaching was observed during the inspection. Nevertheless, too little teaching is of sufficiently good quality for pupils to make good progress overall.
- Teaching is weaker where information about pupils' progress is not used well by teachers to make sure work is at exactly the right level for pupils in their class. Consequently, more-able pupils find activities too easy and finish quickly, and less able pupils find it too hard and do very little. As a result, learning slows.
- Teachers often miss opportunities, both in lessons and when marking books, to emphasise pupils' individual targets and set out the next steps they need to take. As a consequence, pupils do not always have a clear idea about how to improve quickly.
- In writing pupils do not spend enough time writing longer pieces on their own so that they are

able to make use of the individual skills they have learnt in previous lessons. However, pupils now practise their writing skills much more in other subjects and consequently are making more rapid progress.

- In mathematics, opportunities are sometimes missed to allow pupils to work things out for themselves in order to gain confidence in handling numbers through open-ended investigation and problem-solving activities.
- Where teaching is most effective, teachers match the challenge of work to pupils' ability through careful planning; pupils are given the opportunity to explore questions together. Pupils can then explain their thinking and check their own progress against clear descriptions of success.
- In an effective Year 5/6 mathematics lesson on adding in columns, pupils were engaged immediately with an activity where they had to identify mistakes in the teacher's completed examples. Skilful questioning by the teacher and specific guidance on what successful work looks like encouraged pupils to problem-solve and think hard about their learning so that they did not repeat the mistakes in subsequent work. In these better lessons, teachers carefully select stimulating resources, which reflect pupils' interests.
- Reading is taught increasingly well. Pupils receive daily reading, writing and spelling lessons in small groups. Staff's skills have grown considerably, however senior leaders are aware that there is still a need to improve the skills of older pupils in understanding what they are reading to ensure even better achievement, particularly at the higher levels.

### **The behaviour and safety of pupils are good**

- Pupils describe their school as, '...a happy school because everyone is kind and teachers listen'. They feel safe and enjoy good relationships with each other and with staff, which promote good attitudes to learning.
- Pupils play and learn well with pupils from mainstream schools, which promotes strongly their spiritual, social, moral and cultural development.
- Pupils behave well at school. This is greatly assisted by the very good routines which start as soon as pupils come into school each morning. Through these, pupils know how the day is organised and are able to manage their own behaviour.
- Pupils who demonstrated high levels of anxiety in the past are usually calm and, although there are a few who still struggle to be relaxed in a wide range of situations, they respond well to staff support and are making good progress in this aspect of their learning. The use of restraint for a few pupils with very complex needs has reduced and the environment is positive even when pupils are struggling to cope.
- The school rules are very clear and explained well to pupils and the majority comply with the rules most of the time. Those who talked to inspectors enjoy school and have a clear sense of what is right and wrong.
- Pupils across school have a good awareness of different forms of bullying, including cyber bullying. Although some said bullying occasionally occurs, they were confident that any issues were quickly dealt with. School records are well kept and show incidents are followed up.
- Attendance has improved and is now closer to the national average. Procedures for dealing with attendance and punctuality are having a positive effect.
- Behaviour is not yet outstanding because there are occasions when activities in lessons are not challenging enough and pupils become distracted. However, when they do lose concentration, a reminder from staff brings them quickly back on task.

### **The leadership and management require improvement**

- Leadership and management are not yet good. Leaders have not made sure that all teaching is good. Although leaders regularly check the quality of teaching, there has not been a sharp enough focus on how well pupils of different abilities learn. This has meant that some weaknesses in teaching have not been clearly identified or resolved quickly enough.

- Subject leaders have yet to be involved in closely checking the quality of teaching and learning in their subject areas and using information about pupils' attainment to plan work which would make pupils' progress more rapid. Nevertheless, the school has worked diligently to improve the quality of the work of subject leaders. They now skilfully plan improvements and link subject planning into whole-school plans.
- The school is now at the point where many things are improving but they have not yet continued for long enough to be regarded as fully effective.
- The local authority has given timely and effective support to the leadership over the past year to assist the school leaders to make rapid improvements. This has successfully strengthened leadership and management and enabled it to focus on improving pupils' achievement.
- The headteacher's positive, determined and measured approach has had a strong impact on improving the school. Senior leaders support her very well. Together, the senior leadership team has an accurate understanding of where the school's strengths and remaining weaknesses lie.
- Performance targets are set and regularly reviewed so that staff know and understand how well they are performing. They are linked to the level at which teachers are paid and are beginning to bring about improvements in the rate of pupils' progress. A wide range of training has enabled staff to develop their skills.
- The school works hard to promote equal opportunity for all pupils. Funding for pupils eligible for pupil premium has been used to good effect, particularly in the provision of additional one-to-one support and the appointment of a learning mentor who supports those pupils who may be more anxious about their learning so that they are able to take part in all that the school has to offer.
- The curriculum provides a more varied and richer range of learning experiences for pupils, including extensive opportunities for learning outside the classroom through the Forest School and garden, where pupils take on responsibility for the welfare of school animals. These opportunities ensure pupils' spiritual, moral, social and cultural development remains a strength of the school. However, the effectiveness of the curriculum is not yet being fully evaluated, and there are missed opportunities for pupils to write at length and solve problems in all subjects.
- All the required safeguarding procedures are in place and carefully followed. Effective partnerships with other agencies and health professionals secure the well-being of pupils who are most vulnerable and those with special educational needs.

■ **The governance of the school:**

Governance has developed well under the leadership of a new Chair of the Governing Body and is strong. The Chair has spent a great deal of time in school, getting to know staff and pupils, and has systematically learnt about all aspects of his role. Other governors are equally dedicated. They have organised themselves very efficiently so that each governor has a clear responsibility for monitoring an aspect of the school's improvement, therefore holding the headteacher to account as well as offering support when needed. This has given them the knowledge to ask good questions about the quality of teaching and pupils' progress, including the impact of how effectively pupil premium money is being used. They make sure that decisions about pay and promotion are linked to teachers' performance and pupils' improved rates of progress. They know how the school rewards good teaching and what it is doing to tackle any underperformance.

## 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

<b>Unique reference number</b>	109401
<b>Local authority</b>	Bristol
<b>Inspection number</b>	408870

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

<b>Type of school</b>	Special
<b>School category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	53
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Forrest
<b>Headteacher</b>	Hilary Harris
<b>Date of previous school inspection</b>	7–8 March 2012
<b>Telephone number</b>	0117 3772175
<b>Fax number</b>	0117 9671474
<b>Email address</b>	hilary.harris@bristol.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

