

# Wood Green School

Woodstock Road, Witney, Oxfordshire, OX28 1DX

**Inspection dates** 9–10 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Inadequate</b>	<b>4</b>
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Good	2
Leadership and management		Inadequate	4

## Summary of key findings for parents and pupils

### This is a school that requires special measures

- Achievement is inadequate for all groups of students, including those with special educational needs and those eligible for additional funding. Their progress is too variable and inadequate across a range of subjects, including English and mathematics.
- Teaching is inadequate because teachers do not have the necessary information about students' progress to set work that is appropriate for students of different abilities.
- Students are not given consistently good feedback in teachers' marking about how to improve.
- The sixth form requires improvement. Achievement varies too much between subjects.
- Leaders, including governors, have not analysed the reasons for the decline in standards in the last two years. They have not provided staff with enough information about students' progress so that they can improve the quality of their teaching and students' achievement.

### The school has the following strengths

- The behaviour of students is good. They show high levels of maturity in lessons and around the school. They say they feel safe and the school has robust systems to support students.
- There is some better teaching including in history, drama and physical education.
- Relationships between staff and students are very good. Students value the wide range of opportunities available to them for learning beyond the classroom

## Information about this inspection

- Inspectors saw 37 part lessons, of which five were observed with senior leaders.
- Meetings were held with senior leaders and middle managers, three governors, a representative from the local authority and three groups of students.
- Inspectors observed the school's work and looked at a number of documents, including the school's own information on students' progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.
- Inspectors took account of the views of parents and carers, including 108 responses to the online Parent View questionnaire, the school's own surveys and staff surveys.
- Inspectors looked at samples of students' work across different age and ability groups.

## Inspection team

Mary Myatt, Lead inspector

Additional Inspector

Robert Faulkner

Additional Inspector

Ann Short

Additional Inspector

Joe Skivington

Additional Inspector

## Full report

*In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.*

The school should not appoint newly qualified teachers.

### Information about this school

- Wood Green is larger than the average-sized secondary school.
- The headteacher joined the school in April 2013.
- Most students are of White British heritage. The proportion of students who are from minority ethnic backgrounds and the proportion who speak English as an additional language are both below average.
- The proportion of students eligible for the pupil premium is below the national average. This is additional government funding which in this school supports students known to be eligible for free school meals and those in local authority care.
- The proportion of disabled students and those who have special educational needs supported at school action is below the national average. The proportion supported at school action plus or with a statement of special educational needs is below average. The proportion of students who are eligible for the Year 7 catch-up funding is below average.
- The school has a specially resourced provision for students with special educational needs, run on behalf of the local authority, for 12 students with moderate learning difficulties. The school has also set up a specially resourced provision for 16 students who need additional support with behaviour.
- At Key Stage 4, there are 10 students who follow courses at Abingdon and Witney College.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve the quality of teaching so that it is at least good by:
  - ensuring teachers use information about students' achievement to plan lessons which meet their different needs
  - ensuring that students are clear what is expected of them in lessons
  - sharing good practice in marking and feedback so that students are clear about what they have achieved and how to improve further, and have opportunities to act on this advice
  - making sure teaching in English enables all students to make better progress
  - improving the teaching for all groups in mathematics, including the most able, by providing harder work that offers more challenge
  - improving the quality of teachers' questioning so that students are clear about what is expected of them and are encouraged to think deeply about what they are learning.
- Raise the achievement of all groups of students, including in the sixth form, particularly for the less able and those in receipt of pupil premium funding by ensuring that:
  - all staff have access to, and fully understand, the information about how well students are performing
  - all staff, including senior leaders, are fully accountable for the progress of the students they

teach

- high standards of literacy are promoted effectively across the school in different subjects.
- Improve the effectiveness and impact of leaders at all levels, including governors, by ensuring that:
  - leaders have an accurate understanding of the school’s performance by analysing the progress of all groups, including those in receipt of the pupil premium, those involved in the Year 7 literacy catch-up programme, those in the school's specially resourced provisions and those who attend the alternative provision
  - there is a consistent focus on the progress of all groups of students, particularly those with special educational needs and those eligible for pupil premium funding
  - the school’s self-evaluation is accurate and that plans for the future for both staff and subjects are ambitious and focus sharply on improving the progress of all groups of students
  - pay rewards for teachers are linked to the achievement of the students they teach
  - parents have accurate information about their children’s progress.

An external review of governance, to include a specific focus on the school’s use of the pupil premium, should be undertaken in order to assess how this aspect of leadership and management may be improved.

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## Inspection judgements

### The achievement of pupils

### is inadequate

- Students' achievement is inadequate because they are not making enough progress in English, mathematics and a range of other subjects. Students' attainment when they start the school is broadly average. Given their starting points, students do not make enough progress. In English and mathematics, students make less progress than other students nationally. In mathematics, progress for more able students has declined. The progress made by lower attaining students and those supported by the pupil premium has declined significantly.
- The attainment of students who receive pupil premium funding is a grade lower in English and in mathematics compared with other students in the school. The school has not used assessment information about how well these students are doing to provide them with appropriate work.
- Students in the sixth form do not achieve as well as other students nationally in many subjects. However, their progress is good in biology, history, drama, music, physics and further mathematics.
- The achievement of students who receive additional funding for literacy catch-up in Year 7 is not analysed by the school, although lessons observed during the inspection showed that these students are making progress.
- The achievement and progress of students who attend the alternative provision are not monitored by the school.
- The small number of minority ethnic students who speak English as an additional language achieve more than other students in the school.
- A small number of students are entered early for GCSE in mathematics. Those students who do not achieve their target grade retake the exam in the summer.
- Students attending the two specially resourced provisions make less progress than other students in the school. Their progress has declined significantly in 2013.
- Students' progress across subjects is too variable. Although students achieve well in some subjects, including chemistry, design and technology, drama, media studies, geography and religious education, the school has not analysed the reasons for better progress in these areas. As a result, good practice has not been shared widely enough.

### The quality of teaching

### is inadequate

- The quality of teaching is inadequate because it is not helping all students to make enough progress. In particular, students with special educational needs and those with additional funding have made significantly less progress than other students in the school.
- In too many lessons, all students are set the same work. This means that less able students sometimes struggle and the more able do not have work which stretches them. While good examples of teachers' questioning were seen, this was limited in many lessons. As a result teachers did not probe students' understanding or address misconceptions, nor did they encourage students to reflect on their learning.
- Teachers have not been given enough information about students' potential and current achievement. As a result, they have not been able to successfully meet their differing needs.
- Teaching in English often moves at a slow pace and teachers do not always target questions so that students are encouraged to think more deeply about what they are learning. Students are not always clear about what is expected of them because the purpose of lessons is not made clear to them. As a result, lower ability students, especially, do not make enough progress. Examples of stronger teaching in English were seen during the inspection, but this good practice is not shared across the department.
- In mathematics, some teaching does not take good account of the different needs of the students. As a result, work is not hard enough for all groups, particularly higher ability students

and they do not make enough progress.

- While some teachers provide useful feedback to students in their marking, many do not. Students have few opportunities to act on suggestions.
- Where teaching is good or better, high-quality learning is achieved through activities which challenge all students. In these lessons, teachers have strong subject knowledge, use skilful probing questioning and expect students to give reasons for their answers. In good lessons, there are high levels of involvement by students, who show a real pride in wanting to do well; examples were seen in history, drama and physical education.
- The promotion of good literacy skills in all subjects has not been a priority. Since the arrival of the headteacher, it has now been included in the school's development plan, and there is now a whole-school policy in place.
- There is a well-constructed programme for Year 7 students who need additional help to develop their literacy skills. However, the impact of this programme has not been evaluated.
- While there are examples of good teaching in the sixth form, the quality of teaching over time requires improvement because students in a number of subjects are not making enough progress.
- Sometimes, teaching assistants contribute well to the learning of students who need additional support, including those with special educational needs. Good examples were seen where teaching assistants supported some students with their literacy work. However, the impact of their work is not checked so these students do not make enough progress over time.

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

- Students behave well around the school and their attitudes to learning are good even when work does not fully match their needs. The school fosters good relationships and has very good strategies for encouraging positive behaviour and respectful relationships. An example of this was seen during an assembly where students' contributions to the wider life of the school, including collaboration with the special school nearby, were celebrated.
- Students are aware of how to keep safe and understand the different forms of bullying such as racist and homophobic comments. Students say that incidents of bullying are rare and, if they arise, are dealt with swiftly. Students are aware of e-safety and cyber-bullying.
- Conversations with students show that they value the school's care for their well-being. They value opportunities to contribute to the life of the school.
- Attendance for all groups of students is broadly in line with national averages. The attendance and safety of students who attend Abingdon and Witney College are monitored.
- Parents who were interviewed and those who completed Parent View agree that the school provides good support for their children.

### **The leadership and management** are inadequate

- Leadership, including governance, is inadequate because senior leaders have failed to address the significant decline in students' achievement and the quality of teaching since the previous inspection.
- Leaders do not check the progress of individuals and groups of students well enough or provide teachers with the necessary information to make sure that they set work at the right level for students. For example, while they correctly identified that the gaps in progress between less-able students or those with additional funding, and all students, had narrowed in 2012, they did not question why results overall had fallen significantly in the same year. There has been no careful analysis of GCSE and A Level results.

- As a result, teachers have not received a robust analysis of results to enable them to improve their practice. The new headteacher has now taken steps to address this issue, but these actions have not yet had an impact.
  - The management of teachers' performance is not related to rates of progress for all students. Senior leaders are not tackling the weaknesses in this aspect of the school's work sufficiently well.
  - Plans for driving forward improvements in subjects and for individual staff are not ambitious enough and do not focus sharply on improving the progress of all groups of students.
  - Additional pupil premium funds are not having a positive impact on outcomes for eligible students because, until recently, teachers have not been given information about the achievements of these students.
  - Leaders responsible for students with special educational needs and those who follow college-based courses make checks on their behaviour, attendance and well-being. However, they do not gather sufficient information about how well these students are doing and they are not held to account for their progress.
  - The school's self-evaluation is not robust because it has not taken sufficient account of the different rates of progress for students compared with all other students nationally. As a result, leaders have an inaccurate view of outcomes for students. Consequently, the school is not effective in promoting equal opportunities for all.
  - The leadership and management of the sixth form require improvement. This is because sixth form leaders have not been expected to analyse students' results. There has been no robust review of students' attainment and achievement to identify shortcomings.
  - The curriculum provides additional opportunities for students with a wide range of additional activities, including sport, music, chess, horticulture clubs and community arts. The school has very good links with the local community, including a local special school, and many follow the Duke of Edinburgh award. As a result, the school makes good provision for students' spiritual, moral, social and cultural development.
  - Questionnaire responses from staff were very positive and many commented on the high expectations of the new headteacher and the support provided.
  - The local authority had been providing appropriate 'light touch' support following the previous inspection. However, it has been too slow to identify the dip in the school's performance and intervene to arrest the decline.
  - **The governance of the school:**
    - Although supportive and committed to the school, the governing body is not effective in challenging the school about the progress of all groups of students, including those who receive additional funding. Governors do not have a secure understanding of performance data and examination results and how these compare with other schools nationally. This means they are not able to hold the school to account for the impact of actions taken and the standards achieved by different groups. They do not have a secure picture of the quality of teaching or how performance management and rewards for teaching are linked to pay. The governing body undertakes its statutory duties and ensures that all aspects of safeguarding are met.
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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

<b>Unique reference number</b>	123238
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	426689

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

<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1100
<b>Of which, number on roll in sixth form</b>	187
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Robert Walton
<b>Headteacher</b>	Robert Shadbolt
<b>Date of previous school inspection</b>	22–23 September 2010
<b>Telephone number</b>	01993 702355
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