

# Tettenhall Wood School

Regis Road, Tettenhall, Wolverhampton, WV6 8XF

**Inspection dates** 4–5 June 2014

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

## Summary of key findings for parents and pupils

### This is a good school.

- Tettenhall Wood has undergone a transformation since its previous inspection.
- The senior leadership team has been restructured and strengthened and a large number of new staff have been appointed.
- Achievement is good as all pupils make good progress from very low starting points.
- Pupils make good progress in their personal, social and behavioural development.
- Progress in pupils' language and communication skills is good.
- The senior leadership team has worked hard with the local authority to improve teaching to consistently good. Aspects of outstanding teaching are steadily increasing.
- Pupils have a positive attitude to learning and behaviour across the school is good. Pupils enjoy their learning and gain confidence and self-esteem in all they do.
- Parents rightly feel this is a good school and that pupils' behaviour is good.
- The work the school does to keep the pupils safe and secure is good. The staff, pupils and parents all feel it is a safe place to learn and work.
- The sixth form is good. The school has widened the range of subjects taught and qualifications the pupils can achieve. Work and vocational opportunities provide further support in developing the pupils for their next stage in life.

### It is not yet an outstanding school because

- A few teachers are still planning tasks for pupils to complete rather than focusing sufficiently on what they intend for them to learn.
- Teaching skills in mathematics are not yet as strong as in other subjects.

## Information about this inspection

- The inspection team observed 11 lessons. 10 of which were joint observations with different members of the senior leadership team.
- Discussions were held with members of the senior leadership team, a group of pupils, the Vice Chair and another member of the Governing Body and a representative of the local authority.
- The inspection team took account of the 19 responses to the staff questionnaire and the 40 responses to a recent parent school survey. There were not enough responses to the online parent questionnaire, Parent View, for the team to access parents' views.
- The inspection team scrutinised pupils work, the information the school holds regarding the progress pupils make, the leadership and management teams' self-evaluation and school development documentation and the policies and procedures relating to the safeguarding of pupils.

## Inspection team

Ronald Hall, Lead inspector

Additional Inspector

Carol Deakin

Additional Inspector

## Full report

### Information about this school

- Tettenhall Wood School caters for pupils with severe/complex learning difficulties, the majority of whom also have a diagnosis of Autistic Spectrum Conditions.
- All pupils have a statement of special educational needs.
- The largest proportions of pupils come from Asian, Black and Mixed minority ethnic groups. White British pupils make up just less than half of the pupils in school. The proportion of pupils who speak English as an additional language is well above average.
- The proportion of pupils for whom the school receives the pupil premium, which is additional government funding for pupils who are known to be eligible for free school meals or who are looked after by the local authority, is above average.
- The school makes use of work and vocational opportunities at Wolverhampton College, Wolverhampton, Tettenhall School, Tettenhall and Kings School, Tettenhall.
- The school provides support for a number of schools, parents and other agencies in relation to pupils with complex needs.

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

- Improve teaching by making sure that all staff have the skills required to teach mathematics at the same level as that found in other subjects.
- Raise achievement by making sure that all teachers consistently focus planning on what the children are going to learn rather than how they are going to do it.

## Inspection judgements

### The achievement of pupils is good

- All pupils, regardless of their background, gender or ethnicity make good progress in mathematics, reading and writing. Pupils also make good progress in their language and communication skills. Teachers work closely with other specialists to develop pupils' physical and motor skills. Swimming is used in a highly effective way to develop pupils' physical skills and confidence in water. This often links skills taught in other subjects to help reinforce the pupils' learning.
- Pupils with English as an additional language make good progress in line with their peers in school. Pupils' development of English is good. This is due to the consistent approach of all staff in teaching English. In all lessons observed, staff carefully developed pronunciation and language structure.
- Progress in the sixth form and upper school as a whole is good. The senior leadership team has created a wide and varied programme of subjects. This results in the pupils leaving the school with an increasing range of qualifications. The school provides good vocational and work-related experiences for the pupils and prepares them well for their future lives. Courses cover mechanics, GCSE art, life skills and building skills.
- Pupils who receive extra support through the pupil premium make progress in line with that of their peers in school. They leave school with similar skills and knowledge to their peers. The school focuses spending on developing eligible pupils' language and communication skills. This in turn helps the pupils to make rapid progress in all their other subjects.
- Where appropriate to the pupils' abilities, the school develops reading skills effectively. Pupils were heard reading in a range of situations and all showed clear enjoyment, fluency for their levels and good recall skills. Pupils used letter sounds and blends effectively to help tackle new words and took a clear pride in their successes. All staff use every opportunity to reinforce reading skills and closely link this to developing pupils' language and communication skills.
- The monitoring and tracking of pupils' progress across all areas of learning is robust and highly detailed. This provides teachers with up-to-date information on which to plan future learning. Senior leaders use this information to make sure that any underachievement is picked up rapidly. They also effectively use this information to help gauge the rate of improvements the school is making.
- The school does not receive the Year 7 catch-up funding. However, it does receive the primary sports funding and uses this to provide specialist physical education lessons. These specialists also support the staff to improve their skills. This has resulted in pupils taking a keen interest in physical activities and enjoying a wide range of sports appropriate to their disabilities. Pupils spoken to all stated they loved doing sports.
- In a very small number of classes teachers are still planning in relation to the tasks pupils will carry out rather than the learning they will gain. This means that these teachers are not always fully aware of what the pupils are learning and so occasionally progress slows.

### The quality of teaching is good

- The senior leadership team has worked hard, alongside the local authority, to improve the quality of teaching across the school. Any historic under-performance has been removed and a number of new staff and leaders have been appointed to strengthen teaching. Performance

management procedures have been used effectively by both the governing body and senior leadership team to hold all staff to account.

- All staff are well skilled with good subject knowledge and plan effectively to meet the needs of all pupils. They regularly monitor the progress pupils make in their class. In all lessons observed all staff made notes in relation to the progress pupils made. Often this was used to adapt lessons to make sure that all pupils made good progress. In an excellent swimming lesson the teacher regularly directed staff to change their approach and adapted the resources being used.
- The relationships between pupils and staff are an outstanding feature of teaching in the school. These create positive attitudes to learning in the pupils, which in turn develop confidence and self-esteem. This results in pupils always wanting to do their best and please their teachers. In a music lesson pupils clearly enjoyed using a wide range of instruments and listening to sounds. Due to the encouragement of the staff, they concentrated for an extended period of time.
- Teaching in the sixth form is currently mixed due to the school having to use supply teachers, prior to a substantive teacher taking up the post. However, teaching over time in the sixth form is good and this is clearly shown by progress rates being positive against national information for similar schools. Work seen in books and around the school, as well as records of college and work placements, all support a positive picture of teaching.
- The new leadership team has provided staff with a variety of training and support, which has led to rapid improvement in most subjects. However, the leadership of mathematics has recently changed and although improvements are being seen, they have not as yet had enough time to improve the skills of all staff fully in teaching the subject.
- Teachers create positive routines, which means that pupils know what to do and when. This helps support their learning, manage their behaviour and provides stability. It also helps them to participate in their learning and take responsibility for class organisation and resources. In several lessons pupils took pride in tidying up their room and preparing for the next part of their day.
- Many of the pupils have severe behavioural issues due to their learning difficulties, which are very well catered for by the staff. They are a calming and relaxing influence on the pupils and this leads to pupils quickly calming down when they have frustrations. In a number of lessons staff were observed dealing with a number of issues, each with sympathy, compassion and consideration.
- Generally teachers plan lessons effectively to meet the needs of their pupils. They make good use of the other adults who provide support and make sure they know what they are to do to assist learning. Resources are well selected and especially any specialist switches, buttons, reading devices and computer programs. Staff use signing effectively to aid language and communication development.

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

- The behaviour of pupils is good. Many pupils have behavioural issues but staff training, coupled with new, specialised staff, has led to incidents of poor behaviour dropping rapidly. This is also seen in the reduction of exclusions in the school. Pupils are taught and encouraged to manage their own behaviour and this has resulted in little time being lost due to disruptions.
- Pupils have a positive attitude to learning and in all lessons observed pupils were engaged and

happy. In an English lesson pupils were developing their sentence-structure skills. Each pupil took a pride in their own learning and that of other pupils. They tried their very best to form their letters, words and where appropriate sentences. Discussion with pupils clearly showed they enjoyed learning. As one stated, 'I like my work, it's fun.'

- Pupils have a good understanding of the various forms of bullying and felt behaviour in school was good. Records are accurately kept and all logs are thorough and show that the school learns from each incident that occurs.
- The school's work to keep pupils safe and secure is good. The governors and senior leadership team make this a priority. Regular checks are carried out and all policies and procedures reviewed annually. All safeguarding checks meet requirements. All parents, staff and pupils rightly feel the school is a safe environment in which to learn and work.
- The school promotes pupils' spiritual, moral, social and cultural development well. The school provides a range of opportunities for pupils to learn about the society in which they live. Displays around the school show that pupils have opportunities to develop an understanding of various religions and cultures.
- Attendance is improving and is above the national average for similar schools.

### **The leadership and management** are good

- Leadership and management have changed considerably since the previous inspection, with a new leadership team being created. The headteacher and deputy headteacher have moulded this team into an effective group who have improved all aspects of the school. They have an accurate view of the school. Monitoring systems are effective and driven by a rigorous improvement plan.
- Leadership and management of the sixth form are good. This is due to the improved quality of teaching and the improved range of subjects and qualifications available to the pupils. This enables them to make good progress. The learning opportunities available are well matched to the needs and abilities of each pupil. Pupils learn how to look after themselves and where appropriate engage in vocational and work-related courses. The most able take GCSE examinations.
- The senior leadership team has created a united and clear belief in improvement. All leaders and managers are held accountable by the governing body and this has made sure that all subjects have improved. Achievement across the school is rising and teaching is consistently good or better. The senior leadership team are aware that teaching in mathematics is not yet as strong as in other subjects, but have clear plans in place to improve this.
- Checks on teaching are effective and are not only based on how teachers perform during observations, but are closely linked to the progress of their pupils. The senior leadership team makes sure that the national 'Teachers' Standards' are fully met. The performance of teachers is closely linked to their professional development and pay progression and this is monitored by the governing body.
- The senior leadership team and governing body are effective in ensuring equal opportunities and tackling discrimination. They make sure all pupils and staff are treated equally. Through extra funding they ensure that all pupils can and do access all aspects of school life. All staff are encouraged to develop professionally. The work and support the school provides ensures all

minority ethnic pupils make good progress.

- The school works closely with the local authority, with which it has good links. The senior leadership team has used these links to provide support for training, moderation of pupils' progress and their work in improving teaching. The school also works well with a range of specialist agencies to make sure that all the pupils' physical, medical and family needs are met. The school meets requirements for safeguarding and the local authority supports their work.
- The school supports other schools and specialists by providing training in managing pupils with multiple learning difficulties and autism especially. The school also provides training for parents and supports families. This was clearly seen in the school survey where parental comments were very appreciative.
- The senior leadership team has developed and improved the range of subjects taught across the whole school. The subjects are designed around the changing cohorts of pupils so that they match their needs and abilities. As the pupils' progress through the school and their skills improve, the subjects are adapted accordingly and wider opportunities provided.
- The school uses its funding effectively and has targeted funding to make sure that pupils supported by the pupil premium make progress in line with their peers. This means that some of these pupils make outstanding progress from their very low starting points. Other funding has encouraged an enjoyment of sports and physical activities and developed pupils' confidence.
- Leadership and management are not outstanding as they have not as yet had time to develop the teaching of mathematics to be as strong as in other subjects. A small number of teachers still plan for tasks rather than what the pupils are going to learn.
- **The governance of the school:**
  - The governing body has improved since the previous inspection. Governors gather information from a range of sources including regular visits to the school. They have undergone training to make sure they know how to carry out their roles effectively. The governing body scrutinises the information it receives on pupils' progress and compares this with lesson observations, work scrutiny and discussions with senior leaders and managers. Governors carry out their statutory duties effectively and this is particularly so in terms of safeguarding. The governing body works closely with the senior leadership team to make sure that the performance of teachers is closely linked to their professional development, training and pay progression. Governors have an accurate picture of the school and use this to provide good challenge and support to the leaders and managers of the school.

## 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>	104414
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	442541

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 special
<b>Age range of pupils</b>	5–19
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	85
<b>Of which, number on roll in sixth form</b>	16
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Williams
<b>Headteacher</b>	Mostyn Mahoney
<b>Date of previous school inspection</b>	14 November 2012
<b>Telephone number</b>	01902 556519
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