

Woodlane High School

Du Cane Road, London, W12 0TN

Inspection dates 18–19 June 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	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

- Teaching is good across the school. Literacy skills are taught particularly well.
- Students make good progress and achieve well. The progress made by those who are eligible for additional funding is in line with that made by other students.
- The specialist medical needs unit provides very good provision for students with the most acute conditions.
- Leadership and management are good at all levels. Senior leaders are clear about the school's aims and leaders fulfil their roles effectively.
- Students have the chance to study subjects that interest them and follow suitable courses. Community-based learning and school clubs do much to broaden students' experiences.
- Excellent relationships between students and adults and between the students themselves are a strong feature of the school.
- Students' attitudes to learning are outstanding, as is their behaviour. Attendance is broadly in line with that in special schools generally.
- Students make excellent progress in their personal development. Many develop the confidence to travel to school independently.
- Safeguarding procedures are secure. Staff confirm that the school is safe. Students are very well looked after and cared for.
- Very effective partnerships with other agencies ensure a coordinated approach to meeting students' varied needs.
- Staff are unanimous in their support for the school as they know what leaders are trying to achieve. They share leaders' high expectations of what students can achieve academically and in their personal development.
- Strong links with the neighbouring secondary school and a local college contribute much to students' learning and personal development.

It is not yet an outstanding school because

- There is not enough outstanding teaching to result in students making excellent progress.
- Procedures for assessing students' attainment are sometimes not secure and so their progress cannot always be measured accurately.
- Leaders do not analyse assessment information fully in a way that compares students' achievement with that of others of the same age and starting points in other schools.
- The performance and attendance of different groups of students are not compared routinely.

Information about this inspection

- Inspectors visited all classes other than Year 11 as these students were no longer in school after examinations. Eleven lessons were observed, each taught by a different teacher, and they were all observed with a member of the senior leadership team. Six short literacy sessions for Key Stage 3 students were also observed, and in five of them the inspector was accompanied by a senior leader.
- The specialist medical needs unit was visited and discussions held with the unit coordinator and lead teacher/counsellor.
- Meetings were also held with members of the leadership team, a governor and an officer from the local authority. Inspectors collected students' views of the school from the many conversations that were held with individuals and small groups throughout the two days.
- Parents' and carers' opinions of the school could not be gathered through the online questionnaire, Parent View, as too few responded for the results to be displayed.
- Inspectors analysed the 23 responses to the staff questionnaire.
- A wide range of documentation was examined. This included information about students' progress, attendance records, safeguarding procedures, the school's own judgements about its strengths and areas for improvement, and development planning.

Inspection team

Mike Kell, Lead inspector

Additional Inspector

Clementina Olofunke Aina

Additional Inspector

Full report

Information about this school

- Woodlane is a slightly larger than average special school. Students come from eight London boroughs in addition to Hammersmith and Fulham.
- A large majority of students are boys. A few students are children who are looked after by the local authority.
- The school caters for students with a very wide range of needs. Many have a medical or mental health condition that prevents them attending a mainstream school. Other students have physical disabilities, sensory impairment or communication difficulties. In addition, many have autism or specific learning difficulties.
- The school has a specialist medical needs unit for up to eight students with more severe mental and physical health conditions. They attend part time and are dual registered with their mainstream school.
- All students in the school have a statement of special educational needs, but very few who attend the medical needs unit have one.
- The school receives additional government funding, pupil premium, for half of its students. This is high compared with the national average. This is additional funding for students known to be eligible for free school meals or who are looked after by the local authority.
- Students come from a wide range of ethnic backgrounds, with White British being the predominant group. No students are at an early of speaking English as an additional language.
- Many students receive support from a range of therapists and other agencies, such as social services and child and adolescent mental health services.
- A few students attend lessons at Burlington Danes Academy, which is next door, for lessons in particular subjects. Other students go there to join in after-school clubs. All Year 11 students attend courses at Hammersmith and West London College.
- The coordinator of the medical needs unit offers an outreach service to support the staff in any London school that has on roll a Hammersmith and Fulham pupil with medical problems.
- The school recently acquired the Healthy Schools Gold Award.

What does the school need to do to improve further?

- Raise the quality of teaching so that more is outstanding by:
 - ensuring that all staff use their knowledge of students' attainment to plan work at the right level of difficulty
 - making sure that all staff routinely identify more clearly what they anticipate students will learn and ensure that appropriate resources are available
 - strengthening the targets set for teachers in performance management meetings.
- Make better use of the data that are collected in order to raise standards by:
 - ensuring that all staff assess students' learning accurately and robustly
 - examining and interpreting assessment data in a way that provides a better understanding of students' achievement compared with students of the same age and similar ability nationally
 - comparing the achievement and attendance of different groups of students whenever there are sufficient numbers in a group for a meaningful comparison to be made.

Inspection judgements

The achievement of pupils

is good

- Students make good progress in lessons because of teaching that is typically good. When the most able students are set work at just the right level of difficulty they make at least good progress, but this is not always the case.
- Despite some uncertainty about the accuracy of students' levels of attainment, there is enough evidence to show that students make good progress as they move through the school. The proportions of students making and exceeding expected progress are broadly in line with national figures.
- The good progress that students make enables them to succeed in a range of accredited examinations. In 2013, some students achieved GCSE grade C or better in subjects such as English language and literature, mathematics, science, design and technology, art and Polish.
- Students in the specialist unit make good progress. The excellent improvements in their confidence and feeling of self-worth enable them to attend school more regularly and to learn more effectively.
- Students make particularly good progress in literacy. Focused, regular small group work in Key Stage 3 enables students to achieve well. Some individuals' progress is further enhanced very well through one-to-one work with a specialist teacher.
- Achievement is not outstanding because teaching does not always recognise students' different levels of attainment. This sometimes limits the amount of learning that takes place and the rate at which students make progress.
- There is no noticeable difference between the attainment of students who receive additional funding and their classmates. Eligible students make similar progress to their peers in English and mathematics.
- There is no significant difference in the achievement of students from different ethnic backgrounds, and the few students who are looked after by the local authority do as well as others. Boys and girls make broadly similar progress.
- The school's strong links with its partners contribute much to students' progress. The link with the local secondary school allows the more able students to study some subjects alongside their peers, which provides them with greater challenge.
- Students who study off site make good progress and achieve well.
- Students' good achievement is apparent in the success that the students have in moving into education, employment or training when they leave school. In 2013, all leavers from the school and the specialist unit were successful in this respect.

The quality of teaching

is good

- Teaching is typically good and occasionally outstanding across the school.
- The foundation for the good teaching is staff's very high expectation of students' behaviour, which is managed very effectively by rigorous application of the school policy. Minor disruptions are minimal and so all students are able to learn free of distractions.
- Adults can manage behaviour so effectively because excellent relationships and mutual respect between adults and students are apparent throughout the school. Students inevitably react positively to prompts and suggestions designed to aid their learning.
- Teachers usually identify exactly what they anticipate students will learn during the lesson. They then use questions very well to check the progress that students are making in their learning. In the few instances when the intended learning is not precise enough, staff are not able to judge the progress that individuals are making, or to change the activities if they are not proving successful.
- Most teaching promotes good progress because staff generally provide activities that challenge

students to think and apply what they have learned previously.

- The overall quality of teaching is not outstanding, however, because on occasion not enough attention is paid to the range of ability in a class. As a result, students may have work that is too difficult or too easy, and not have the resources that enable them to engage fully and make the progress of which they are capable.
- Teaching consistently contributes greatly to students' personal development, including their social and moral development. Teaching encourages students to follow classroom procedures, such as taking turns, being respectful and following routines.
- Reading and writing are taught well. Adults are skilled at teaching students who are at an early stage of reading to learn phonics (the sounds that letters make). They are equally adept at helping more competent students to use their knowledge of phonics to become more independent readers.
- Teaching in all subjects usually gives students opportunities to develop their reading and writing skills. On occasion, however, the resources that will do this most effectively, such as prompt sheets to record information, are not provided. Good use is made of alternative systems, such as incorporating symbols with print, to develop the communication skills of students who have more severe difficulties.
- Learning support assistants are highly effective. They have a good understanding of their exact role in supporting learning when working with individuals or small groups.
- Staff mark students' work regularly and provide pointers as to how it could be improved. They regularly assess students' progress formally, but not all these assessments are entirely accurate.

The behaviour and safety of pupils are outstanding

- Students' behaviour is outstanding in lessons, moving around the school and in the playground. The students relate to each other extremely well and follow adults' requests and instructions without fuss. As a result, staff almost never need to restrain a student.
- Students arrive for lessons on time and line up sensibly and quietly. They are smart and respect the building and grounds; there is no litter or graffiti and very well-presented wall displays are valued.
- Students have an extremely positive approach to all that the school offers. Their attitudes are outstanding. Many willingly take on responsibilities, such as being on the school council or working as a prefect. This helps to prepare them very well for leaving school.
- There have been no permanent exclusions, and short-term exclusions are extremely rare. Leaders monitor students' behaviour very closely and take whatever steps are necessary to encourage students to take responsibility for their own actions.
- Attendance is broadly in line with that of special schools nationally. The overall figure for the specialist unit is low, but individual students show very impressive improvement after having been out of school for very long periods before admission.
- Students' personal development progresses exceptionally well, as evidenced by the school's receipt of the Healthy Schools Gold Award. Students' self-esteem grows as their social awareness, confidence and communication skills flourish, and the students grow into positive and optimistic young people. The school's success in giving many students the skills and confidence to travel to school independently is particularly impressive.
- The school's work to keep students safe and secure is outstanding. All of the required policies and procedures are in place and their effectiveness is reviewed regularly. Students are looked after and cared for very well.
- Instances of bullying or any other form of harassment are extremely rare. All staff confirm that students are safe and they can enjoy school free of any form of intimidation. The school takes very seriously the importance of making students aware of safe internet use.
- Very effective partnerships with therapy and medical colleagues, along with staff from other agencies, contribute greatly to students' well-being and personal development.

The leadership and management are good

- Senior leaders have established a clear aim for the school. All staff understand and support the direction in which it is heading.
- Middle managers support senior leaders very ably. Those responsible for the admission of Year 7 students and their transfer into Year 8, literacy and the specialist unit provision are particularly effective.
- The local authority maintains only light touch oversight of the school, having confidence in school leaders' ability to monitor its effectiveness. This confidence is generally well founded. The school improvement plan broadly represents an effective guide for future development.
- Leaders have done a good job in maintaining good teaching through a professional development programme, individual coaching and teachers' performance management. However, the targets set for teachers as part of the performance management process are not wholly effective in raising the quality of teaching. Too many are not precise enough to improve practice.
- The impact of additional funding is checked closely. It has contributed to raising students' achievement in mathematics, and it has also been used to develop the breakfast club and to extend the range of out-of-school clubs.
- Students study a good range of subjects that is suitable for their age, needs and interests. In order to ease Year 7 students' anxiety, they are taught English, mathematics and science by the two form teachers. Key Stage 4 students have a choice of options to study and spend time off site on work experience and college courses to support their preparation for leaving school.
- Learning is enlivened through a good variety of educational visits, which also allow students to practise communication skills in real-life situations. Also, students can participate in outdoor pursuits on a residential visit, and some recently went on a trip to France.
- The school provides a very full programme of lunchtime and after-school clubs that encourages students to develop new interests.
- Leaders have established very effective partnerships. These extend the range and quality of learning opportunities very well.
- The school contributes to the wider school community through its outreach support service. Its value is recognised by families as well as educational and medical colleagues.
- Leaders collect and analyse much information about students' performance, but acknowledge that they have to develop assessment procedures further to ensure these are entirely accurate.
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- Leaders do not examine in depth how students' achievement compares with those of the same age and ability nationally. Therefore, they are unable to use this information to compare students' progress by groups within the school, such as those who receive additional funding and those who do not. Furthermore, they do not compare students' attendance by groups. Leaders recognise the need to develop the use of such information to help raise standards further.
- **The governance of the school:**
 - The governing body is vigilant in overseeing the effectiveness of safeguarding procedures. As a result, all measures are in place and their fitness for purpose is monitored routinely.
 - Governors have a good understanding of their role in holding school leaders to account, such as their recent examination of staff absence. They acquire first-hand evidence of the school through planned visits, the outcomes of which are reported back to the governing body.
 - The governing body knows how additional funding is spent and the impact that it is having. However, leaders' incomplete analysis of data restricts governors' ability to compare the performance of different groups of students' achievement with others nationally.
 - Governors monitor all aspects of students' behaviour, and their personal development generally, through routine headteacher reports.
 - Governors have a good understanding of the outcomes of teachers' performance management and of how teachers' pay is linked to their performance. They receive good information about how well different teachers perform.

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	100379
Local authority	Hammersmith and Fulham
Inspection number	439638

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

Type of school	Special
School category	Community special school
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	96
Appropriate authority	The governing body
Chair	Liz St Clair
Headteacher	Peter Harwood
Date of previous school inspection	24–25 May 2011
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