

New Woodlands School

49 Shroffold Road, Lewisham, BR1 5PD

Inspection dates

19–20 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		Good	2
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- The headteacher, senior team and governors lead the school outstandingly well. They make sure that both teaching and achievement are of a consistently good standard.
- Since the previous inspection, the school has grown and taken on a wider role within the local authority. It provides very well organised and extremely effective learning for pupils.
- Within a short period of time from joining the school, pupils make good progress from their starting points in developing their literacy, numeracy and personal skills. This is because leaders responsible for subjects make sure that teaching is good in their areas.
- Pupils who are eligible for the pupil premium make good progress because teachers and teaching assistants make sure that they learn well. This is also true of pupils from minority ethnic groups, and those who speak English as an additional language.
- Pupils' behaviour in lessons and around the school is good. They feel safe in school, and their attendance rapidly improves when they begin life at this school.
- Parents and carers are extremely pleased with the school's work to keep their children happy and safe.
- The quality of teaching is good and makes a significant contribution to the progress of pupils in the short time they are in the school.

It is not yet an outstanding school because

- Teaching over time ensures pupils make good rather than outstanding progress overall.
- Teaching does not always provide hard enough activities for the most-able pupils.
- Pupils do not respond to, or make improvements to, their work following their feedback and marking.

Information about this inspection

- Inspectors observed 22 lessons, 16 of which were jointly with the headteacher and assistant headteachers. In addition, the inspection team made four shorter visits to lessons to focus on the aspects of pupils' spiritual, moral, social and cultural learning.
- Inspectors listened to pupils read in class and attended an assembly.
- Meetings were held with a group of pupils, the headteacher, subject leaders, members of the governing body and a representative from the local authority.
- There were insufficient responses to the online Parent View questionnaire which provides evidence on the opinions of parents and carers. However, inspectors took account of comments from parent surveys carried out by the school, and spoke to the parent liaison worker.
- The inspection team observed the school's work and looked at a number of documents, including school improvement plans, data on pupils' current progress, pupils' written work, the governing body minutes and records relating to behaviour, attendance and safeguarding.

Inspection team

Janev Mehmet, Lead inspector	Additional Inspector
Cliff Mainey	Additional Inspector

Full report

Information about this school

- New Woodlands is a special school for pupils between the ages of five and 14 who have social, emotional and behavioural difficulties.
- The school provides a service for 84 mainstream schools in the local authority. They work with pupils who are allocated to them from mainstream schools for short periods of time. New Woodlands school works intensely with its pupils before reintegrating them back into mainstream schools.
- The school also has an 'outreach team' of six teachers who work with a large number of pupils with social, emotional and behavioural difficulties in their mainstream schools. This work ensures that pupils improve their behaviour in their school instead of escalating the need for a special school intervention.
- A large majority of pupils who attend the school are eligible for the pupil premium, which provides additional funding for children in the care of the local authority and pupils known to be eligible for free school meals. However, the school only receives a small percentage of this funding for the few pupils who are on roll at New Woodlands. All other pupils are on the roll of a mainstream school – and the funding allocated for those pupils is spent at that school.
- Most pupils are from Black African and Caribbean backgrounds. There are very few pupils who speak English as an additional language.

What does the school need to do to improve further?

- Improve teaching from good to outstanding to enable pupils to make rapid progress by:
 - ensuring that all teachers provide the most-able pupils with more difficult work in lessons
 - ensuring teachers train pupils to take responsibility for improving their work following teacher feedback and marking.

Inspection judgements

The achievement of pupils

is good

- The achievement of pupils and their progress from their starting points is good. This is because pupils make good progress at a fast pace, in the relatively short space of time they are in the school.
- Pupils' literacy and numeracy skills are promoted well across the school and are supported by the effective teaching of reading, writing and mathematics.
- Pupils enjoy reading and are provided with opportunities to empathise with characters in stories they read. For example, a group of Key Stage 3 pupils were jointly reading a book and were encouraged to successfully empathise with the lead character's thoughts and feelings.
- Pupils eligible for the pupil premium funding make good progress in both mathematics and English, and do as well as others in the school.
- Pupils from Black African and Caribbean backgrounds make good progress, as do the few who speak English as an additional language. The school's work to promote equality of opportunity is good.
- Generally, the most-able pupils make good progress from their starting points because they are provided with classwork and homework that is matched well to their abilities. However, this practice is not yet consistent enough across the school, and, as a result, most-able pupils do not always maximise their progress.
- Throughout the school, there is clear evidence of the progress being made by pupils because their needs are known and understood, and they are supported to fulfil their potential. As a result, pupils enjoy coming to school and being part of the school community.
- Pupils' achievement is also reflected in their sporting opportunities. Pupils are encouraged to develop their teamwork and communication skills through a rolling programme of team games within school. They also represent the school in football and basketball competitions with other schools. These opportunities help build pupils' health and physical development.
- Pupils take part in drama and theatre productions as well as making music and films. Through these activities, they develop resilience and skills in planning and preparing media projects. Most importantly, they improve their aspirations and attitudes for when they go back to mainstream schools.

The quality of teaching

is good

- The quality of teaching is good because teachers provide pupils with positive opportunities for learning. As a result, pupils respond well to learning and are keen to improve.
- Pupils develop their skills in reading and writing quickly because teachers encourage pupils to think and work hard. For example, in a Year 9 literacy lesson, pupils were asked questions that made them think about how they would express their opinions for or against capital punishment. Their arguments for and against demonstrated a good development of their speaking and thinking skills.
- Pupils improve their skills in mathematics because teachers and classroom assistants develop their skills to investigate mathematical problems. In a Year 1 lesson, for example, pupils demonstrated their ability to problem solve by working and thinking on their own.
- Pupils regularly carry out tasks which are enjoyable and make them learn well. These tasks are planned to help them deal with challenges they might face when working with others. For example, pupils enjoyed and deepened their knowledge while they made pizzas in a food lesson. They were keen to answer their teacher's questions on the process that was being used. They listened well and worked collaboratively.
- Teachers and their assistants understand how well pupils are doing. They regularly check the

progress of pupils to make sure each one reaches their potential. Pupils receive clear feedback in their books on how well they have achieved their targets.

- Teachers mark pupils' books regularly and provide useful guidance. Pupils have a good understanding of what they have done well. However, they do not always know how to follow up on advice provided in their books.
- Most-able pupils are often provided with tasks that are more difficult than other pupils' work. However, this practice is inconsistent, and in a few classes, the most-able pupils find the work too easy.
- Children in Year 1 classes arrive with little knowledge of how to recognise their letters and sounds. The teaching of language, literacy and communication skills is of good quality and ensures that children are learning to sound out letters confidently. The school deals extremely well with the constant turnover of new pupils and has systems in place for assessing reading levels and accelerating progress as quickly as possible.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. This is because the school's environment and positive relationships encourage pupils to behave well. On arrival, pupils have difficulties with their social and emotional behaviour, but many make rapid improvements.
- Pupils were courteous and welcoming to the inspection team and other adults. Their behaviour around the school, at play times and in the lunch hall, was generally good.
- Pupils' attitudes to learning are positive. In their lessons, pupils listen well to instructions and complete their work to the best of their ability. They are calm and very well behaved. They do not yet take enough responsibility for improving their own work following marking.
- Pupils contribute positively to their school through programmes that encourage gardening and collective fundraising. They work collaboratively in their 'Interhouse teams' and demonstrate collaboration and respect for each other.
- The school's work to ensure the safety of pupils is good.
- Relationships between pupils, their peers and their teachers are generally positive. Pupils feel very safe in school and are confident when talking about their school and their teachers. Pupils say there is hardly any bullying at their school. They have a good understanding of how to keep themselves safe, and they understand potential internet dangers.
- Pupils are keen to attend school and arrive promptly to lessons. Although attendance is below the national average for individuals, it rises very quickly from the time they join the school. This is because of the diligent work by senior leaders and the parent liaison workers to improve attendance and maintain good levels of punctuality.

The leadership and management are outstanding

- The headteacher leads the school exceptionally well and makes sure that all leaders and managers contribute effectively to meeting the needs of its pupils. There is a relentless focus on helping pupils to maximise their full potential.
- Since the previous inspection, the school has grown and taken on a much wider role within the local authority. It provides very well organised and extremely well-matched experiences for pupils. As a result, the school makes a significant difference to the achievement and well-being of pupils both at the school and more widely.
- Leadership and management reinforce high expectations for all staff and pupils. They ensure that teaching is of good quality and achievement is least good. Leaders model and maintain a calm and positive working ethos throughout the school.
- Middle leaders work together very successfully, and at a fast pace, to ensure that consistently good-quality learning and progress of all pupils are the school's core purpose. Improvement

planning is detailed and focused sharply on the school's key priorities. Systems for tracking pupils' progress are meticulous and lead to teachers supporting pupils' achievement extremely well.

- Every six weeks, leaders and managers check the progress made by pupils and organise parent discussions to set more targets. This process is highly well organised and involves parents and carers to support the individual needs of their child.
- Pupil premium funding is allocated effectively. For example, funding is used to support pupils' speech and language development. Pupils improve their social and communication skills extremely well from their starting points as well making consistently good progress in lessons.
- The curriculum is well planned and organised by all teachers. Middle leaders work collaboratively with mainstream schools to maintain continuity of the subjects that pupils study. Subjects and activities offered take full account of pupils' specific needs to enjoy and achieve. Pupils deepen their knowledge through activities that develop teamwork and an understanding of the world.
- The school very successfully ensures that all elements of pupils' spiritual, moral, social and cultural learning are embedded across the school. Pupils constantly reflect on their successes as a school community and effectively develop their understanding of society locally and nationally. They learn about other religions and countries as well as studying art from around the world. Assemblies are focused on celebrating and praising each other's progress.
- The school works exceptionally well with the wider community through its outreach work. It provides training and expertise for teachers across the local authority as well as working directly with pupils who have specific behavioural needs. The outreach work strengthens the school's own practice because it ensures consistency and shares good practice with its teachers. Consequently, there is a 96% success rate of pupils across the borough remaining in mainstream schools as a result of the work done by the outreach team.
- Safeguarding practices meet the statutory requirements.
- The local authority provides appropriate light-touch support for the school. It endorses partnership working with other schools to ensure pupils with social, emotional and behaviour difficulties get the best opportunities to make progress and remain in school.

■ The governance of the school:

The governing body supports and challenges the headteacher and his team extremely well, and ensures that teaching and achievement are of a good quality. The Chair of the Governing Body holds senior leaders to account through regular meetings and challenging questions. All governors develop their skills through regular training. They visit the school regularly to keep up to date with developments. They build good rapport with parents and carers, and celebrate pupils' successes. Governors visit lessons and familiarise themselves with the work of teachers and pupils. They have an excellent understanding of the school's data and use this to question the progress of teaching. They ensure that teachers are suitably rewarded for good performance related to the quality of their teaching and pupils' achievement. Governors allocate pupil premium funding in the best interests of the pupils concerned. Consequently, these pupils make good progress from their starting points.

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	100763
Local authority	Lewisham
Inspection number	439483

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

Type of school	Special
School category	Maintained
Age range of pupils	5–14
Gender of pupils	Mixed
Number of pupils on the school roll	118
Appropriate authority	The governing body
Chair	Gillian Harewood
Headteacher	Duncan Harper
Date of previous school inspection	5 June 2009
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