

Tribal  
1-4 Portland Square  
Bristol  
BS2 8RR

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T** 0117 311 5359  
**Direct F** 0117 315 0430  
**Email:** christina.bannerman@tribalgroup.com



9 May 2014

Mr Robert Shadbolt  
Headteacher  
Wood Green School  
Woodstock Road  
Witney  
Oxfordshire  
OX28 1DX

Dear Mr Shadbolt

### **Special measures monitoring inspection of Wood Green School**

Following my visit with Susan Thomas-Pounce and Martin Marsh, Additional inspectors, to your school on 7 and 8 May 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's previous monitoring inspection.

The inspection was the second monitoring inspection since the school became subject to special measures following the inspection which took place in October 2013. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached.

Having considered all the evidence I am of the opinion that at this time:

The school is making reasonable progress towards the removal of special measures.

The school may appoint Newly Qualified Teachers (NQTs) before the next monitoring inspection after discussion with me about subject area and support package.

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body, the Education Funding Agency, and the Director of Children's Services for Oxfordshire.

Yours sincerely  
Peter Gale

**Additional Inspector**

## Annex

### The areas for improvement identified during the inspection which took place in October 2013

- 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 and that parents have accurate information about their children's progress.

## **Report on the second monitoring inspection on 7 and 8 May 2014**

### **Evidence**

Inspectors observed the school's work, scrutinised documents and met with the headteacher, senior and subject leaders, groups of students, the Chair of the Governing Body and vice chair, a representative from the local authority and the Chair of the Parent Teacher Association.

### **Context**

Four new governors have bolstered the governing body since the last inspection visit. The operational support manager has been seconded to a union.

### **Achievement of pupils at the school**

The school has significantly improved its systems for collecting and analysing information on students' progress at Key Stage 4 and 5. Rigorous tracking of students' progress and attainment is taking place and teachers have access to this information. Consequently they are able to plan their teaching so that activities are set at the right level and put in place extra lessons for those students that are falling behind. As a result, more students in the current Year 11 are making reasonable progress in English and mathematics than those who completed their studies in 2013.

The school is confidently predicting that progress rates and overall achievement will be close to national averages in 2014, in English and mathematics. Predictions are routed in both internally and externally moderated work. If the school's predictions are realised this will translate to almost two thirds of students achieving five good quality GCSEs, including English and mathematics.

In last year's Year 11, there was a significant gap between the progress of students in receipt of pupil premium funding and their peers. This gap has narrowed at a faster rate than nationally for the current year group. However, the gap remains too wide in both English and mathematics. The school is also acutely aware that in the current Year 11, disabled students and those with special educational needs are still making inadequate progress. For both these underachieving groups, the school is reporting improved rates of progress for the current Year 10.

The school's systems for checking Key Stage 3 students are not as well developed. Teachers have information about the prior attainment of the students in their classes but the school cannot yet finely track the progress of different groups of students across all subjects in the way that it can for Key Stage 4 students. However, the school does carefully track additionally funded initiatives. For example, it can demonstrate the positive impact of Year 7 catch-up premium funding.

Year 12 students are making more rapid progress than their predecessors did in 2013 across the range of subjects. Progress and achievement are still variable for Year 13 students. Nevertheless, sixth form students were very positive about changes in the way their teachers proactively ensure they do not fall behind in their studies.

### **The quality of teaching**

Teachers, including those teaching sixth form classes, are consistently using information on students' progress to plan their lessons using a common planning format. As a result of improved planning, more students are aware of what is expected of them in lessons. All teachers have annotated seating plans for their classes with students' progress information marked on them. Teachers are striving to meet the needs of the different groups of learners in their classes but their confidence to do so remains variable.

Teachers are aware of the need to develop students' literacy skills; the highlighting and use of key subject-specific words in lessons is a consistent feature of teachers' practice. However, systematic development of students' literacy across the subjects they study is not yet in place. English teachers are developing literacy well in their own subject as observed consistently in Year 9 poetry lessons.

Leaders and staff have introduced a more effective marking policy, including marking for literacy, and there is evidence in students' books that this is starting to bear fruit. In the best examples seen by inspectors, students are using teachers' feedback to set targets for themselves and then acting on these targets to improve their work. However, the practice is not yet widespread across the school. Some teachers are still not marking frequently enough and students are not always required to respond to the feedback they are given.

The school's rigorous monitoring of teaching shows that teachers' questioning has improved. Questioning is now more appropriately targeted to individual students and this enables teachers to challenge more-able students with more difficult questions. However, teachers do not always give students enough time to reflect on challenging questions and consequently opportunities to develop students thinking skills are reduced.

Senior leaders are aware that approaches to mathematics teaching, while successful for GCSE outcomes, do not always engage students and embed deep understanding of mathematical concepts. For example, some Key Stage 3 students expressed dissatisfaction with teachers' over-reliance on worksheets. This, they say, causes their interest levels to drop.

## **Behaviour and safety of pupils**

There are positive behaviour attitudes in the school underpinned by excellent opportunities to enjoy and achieve outside of lessons; these have very good participation rates. Wood Green School has a strong sense of community, aided by its house system. Students respond very well to responsibility and the chance to work on their own or in groups. For example, short sessions of drama teaching observed during the inspection, involving Years 7 and 9 students, gave them good opportunities to undertake independent activities and critique the work of others. All students showed high levels of maturity while doing so.

Attendance overall has improved in recent years but there is variability between year groups. The group of students in receipt of pupil premium funding still have significantly lower overall attendance than their peers. Most students feel safe at school and understand how to keep themselves safe.

Systems for recording and analysing behaviour incidents are underdeveloped. This can lead to a lack of systematic recording and subsequent communication to parents and carers. Occasionally this can lead to students who feel that they are victims of poor behaviour thinking that little is done about it. However, incidents of bullying are low and most are followed up rigorously. The school has plans to tighten systems for behaviour to address bullying concerns and ensure consistent implementation of a new behaviour policy across the school.

## **The quality of leadership in and management of the school**

Self-evaluation is accurate and based on a comprehensive monitoring programme. The school leaders know, and inspectors agree, that there is still much to be done to embed and refine new school systems. Self-evaluation has been linked and aligned with the governors' committee structure. Monitoring is now strategically planned to allow both the leaders and governors to carry out their respective roles effectively. The school improvement plan flows from self-evaluation and is flexible to tackle changing priorities. The senior leadership team has been restructured to secure clearer accountability and responsibility for progress of groups of students. Senior leaders have responded enthusiastically to increased opportunities for training. They have been given increased levels of autonomy and accountability from the headteacher, and are rising to the challenge and relishing the responsibility.

Subject and pastoral leaders are starting to analyse student performance information more rigorously at Key Stages 4 and 5. Senior leaders are beginning to work closely with subject leaders to ensure that they are all consistently effective at boosting students' outcomes as a result. Senior leaders know that improvements in teaching and the tracking of students have yet to significantly improve the progress and achievement of students with special educational needs, including those that attend the inclusion unit 'Space2Learn'.

Systems for setting teachers' targets have been reviewed and new procedures put in place. Pay rewards for eligible teachers have been scrutinised by governors and, as a result, some staff have not made pay progress due to a lack of student achievement in their classes. Targets for staff are firmly linked to the school's improvement priorities for improvement. A new deputy headteacher appointment for September 2014 is also planned. The new post holder will lead the further developments of teaching and learning and link them more closely to the setting of targets for teachers.

The school has been encouraging parents and carers to complete Parent View to feed back on their thoughts on the school's progress. The results show that an increasing proportion of parents and carers feel that the school is providing them with good information about their children's progress. The parent teacher association is starting to flourish again and more parents and carers feel engaged by the school. The school has plans to change Key Stage 3 reports as the new tracking system in Key Stage 3 starts to provide more accurate information about students' progress.

### **External support**

The attached local authority adviser has worked closely with the school to broker good quality external support for the school. For example, a mathematics teaching specialist has been deployed to work with the mathematics department to improve teaching. Similarly, an English consultant has assisted the head of English with curriculum development. Senior leader support and capacity have also been provided. An additional senior leader, seconded to the school, is boosting leadership capacity before the appointment of a new deputy headteacher. Developmental visits, for current senior leaders, have been brokered to other schools to help them observe good practice and deliver their new accountabilities.