

Tribal
Kings Orchard
1 Queens Street
Bristol,
BS2 0HQ

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0117 311 5307
Email: rachel.evans@tribalgroup.com



6 February 2015

Mr Robert Shadbolt
The 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 Additional Inspectors Colin Lower, Zahid Assiz and Kevin Harrison to your school on 4 and 5 February, 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 fourth 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 before the next monitoring inspection.

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 and the Director of Children's Services for Oxfordshire.

Yours sincerely

Sarah Hubbard
Her Majesty's 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, making sure teaching in English enables all students to make better progress.
- 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 and carers have accurate information about their children's progress.

Report on the fourth monitoring inspection on 4 and 5 February 2015

Evidence

Inspectors observed the school's work, scrutinised documents and met with the headteacher, senior and middle leaders, the Chair of the Governing Body and vice chair, groups of staff, a group of students and a representative from the local authority who has been supporting the school. Inspectors observed 28 lessons; most observations on the first day of the monitoring inspection were conducted jointly with senior leaders. Inspectors observed after-school classes for Year 11 students. Inspectors conducted short visits to classes on three separate occasions, focusing in turn on mathematics, literacy and the progress of students with special educational needs. Inspectors observed leaders making checks on students' books.

Context

There are no significant changes in context since the last monitoring inspection.

Achievement of pupils at the school

Leaders are now tracking students' progress with equal rigour in all three key stages. Leaders' most recent analyses indicate that in both Key Stages 3 and 4, the gap in progress between students eligible for additional funding and other students is closing. However the progress of special educational needs students is not improving as consistently in all year groups as it is for students eligible for additional funding. This is most noticeable in mathematics, although some Year 11 students with special educational needs are getting better scores in practice GCSE mathematics tests because they are receiving extra help after school.

The school's latest prediction for the proportion of students making expected progress in mathematics in the 2015 GCSE examination has dipped since the previous monitoring inspection. These most recent predictions are based on mock examinations results and are consequently more accurate. They indicate that students' progress in English will improve compared with 2014 and is set to be better than students' progress in mathematics. There is a wider gap between the progress of students with special educational needs and others in Key Stage 4 than in Key Stage 3. Students' achievement in AS and A level examinations is set to improve in 2015, according to the head of sixth form's robust monitoring.

Students are not clear whether the scores teachers place on marked work mean they are on track to achieve their end-of-year target or falling behind. In addition, some teachers over-praise work which they assess at a much lower level than the student's target or give relatively little praise to work which is close to their target. As a result, students are not able to judge their own achievement with enough confidence or clarity.

The quality of teaching

In Key Stages 4 and 5, teachers are making very effective use of information from their assessment of students' work. Teachers thoroughly mark mock examinations and test questions and forensically analyse the strengths and weaknesses in students' answers. They use their analyses to set work that is more precisely targeted. Teachers ensure students have opportunities to learn from their mistakes and practise the skills that challenge them most. They support students who are struggling by providing additional literacy resources, including 'sentence prompts' to help them express their ideas more fluently. As a result the school has predicted improvements in students' achievement in GCSE, AS- and A-level examinations in 2015.

The quality of teaching in Key Stage 3 has improved. In the vast majority of Key Stage 3 lessons, teachers are now assessing students' progress more carefully in order to identify those who need additional support. This information is routinely placed on teachers' seating plans. Some teachers are using it to plan work that is pitched to ensure all students make the progress needed to meet their targets. For example, in a Year 8 mathematics lesson, students were rapidly working through a series of questions on algebra on the whiteboard. The teacher had carefully designed the questions so they became progressively harder. Having divided the board in two, the teacher had written questions targeted at more-able students on one side and more accessible questions on the other. As a result, students who had very little basic knowledge and those who had already acquired the basics made progress. However, in a small number of Key Stage 3 lessons, including some mathematics lessons, teachers are not paying enough attention to ensuring all students securely understand basic concepts. Similarly, sometimes more-able students are spending too long learning concepts they have already grasped.

As a result of a new marking policy, teachers now suggest improvements when they mark work and comment on students' presentation with a very high degree of consistency. However, despite these comments, some students' work remains poorly presented. Not all teachers pose follow-up questions or set additional tasks to be completed. When students complete suggested follow-up activities, some teachers do not check their quality, which can be poor. As a result, this approach is not yet improving some students' learning and progress.

Behaviour and safety of pupils

Students generally behave well around the school site and in lessons. They respond positively when teachers remind them to stay attentive and work harder. However, occasionally when students work in small groups with their peers, teachers do not check all pupils are fully focused on the task in hand. As a result, some students opt out of learning. Nevertheless leaders are using the new system for tracking behaviour to monitor students in lessons and around school closely. Leaders are tracking the attendance of different groups of students, including disadvantaged students and those who have special educational needs, more

closely. The attendance of these groups is slowly improving. However, too many Year 11 students who have special educational needs have poor attendance. There is evidence that this is slowing their progress. The school is developing systems to monitor the small number of students who have a range of additional needs more closely.

The quality of leadership in and management of the school

The headteacher and senior leaders have taken decisive and successful action to improve areas identified as less effective during the previous monitoring inspection. The Key Stage 3 tracking system is now fully operational. The system highlights students who are not making sufficient progress to reach their challenging end-of-year targets. Senior leaders are holding subject leaders to account for the slower progress of some students, especially those with special educational needs or disadvantaged students. Subject leaders hold regular meetings with their departments to analyse information on students' progress. Following these meetings improvements are made. Subject leaders are not yet holding individual teachers robustly to account for students' progress.

Leaders are rigorously monitoring the quality of teaching to evaluate the impact of whole-staff training. Some teachers are now receiving more bespoke training and support. Subject leaders have recently evaluated the quality of teaching alongside senior leaders to standardise their judgements. They are not currently responsible for monitoring the quality of teaching in the departments they manage. As a result, subject leaders do not always provide enough support for teachers who need it.

The Chair of the Governing Body and vice chair have relevant expertise which is sharpening the way the governing body gathers and uses information about how well the school is doing. Governors have accompanied leaders when they observe teaching to get a more detailed view of the school's strengths and weaknesses. Consequently they are very clear about what still needs improving and challenge leaders to act promptly.

The school's preparations to move to academy status are progressing. The school proposes to have completed its preparations by the end of the summer term.

External support

The headteacher has benefited from support of the headteacher of an academy in a neighbouring county. He has also worked closely with the local authority advisor to ensure her support is directed where it is needed most. The advisor's involvement in reviewing the quality of teaching has meant that the follow-up training she provided was well focused. She has sensibly been working with middle leaders and plans to continue that work with an even greater emphasis on developing their monitoring and evaluation skills.