

Woodstock School

Rectory Gardens, Bristol, BS10 7AH

Inspection dates 15–16 April 2015

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

Summary of key findings for parents and pupils

This is a good school.

- The appointment of the interim headteacher, a year ago, was the impetus for much improvement at this school.
- Leaders have initiated high quality training for staff and rigorous checks on teaching which have ensured that pupils make consistently good progress in English, mathematics and science.
- Pupils' achievement in reading, writing and mathematics has risen sharply in the past year.
- The governing body has improved its skills and has a clear view of how well the school is performing. Governors now regularly challenge leaders about pupils' progress.
- The governing body makes sure that additional government funding is used well to enable eligible pupils to achieve at least as well as their classmates, and sometimes better.
- Parents told the inspector that they are extremely pleased with the school and praise the way it has helped their children to improve
- The range of subjects and topics meets pupils' needs and abilities well. Effective therapies help to engage pupils in learning and ensure that they improve their personal skills.
- Pupils benefit from exciting activities to promote their spiritual, moral, social and cultural development. Residential camps and horse riding, for example, promote pupils' enjoyment of school.
- Behaviour is almost always good. Pupils are polite to staff and often help around the classrooms. Pupils are safe at school.
- Pupils' attendance has risen rapidly over the past year and is now similar to most mainstream primary schools.
- Teaching is good. Pupils' work is very well marked, with helpful ideas of how pupils can improve further.
- The teaching of phonics (the sounds that letters make) is effective and is having a positive impact on pupils' improving reading skills.
- A recent school questionnaire shows that staff are proud to work at the school and support the new leadership team.

It is not yet an outstanding school because

- Not enough pupils make outstanding progress in English and mathematics.
- Not all teachers set challenging enough targets to improve pupils' achievements further.

Information about this inspection

- The inspector observed pupils' learning in eight lessons, some jointly with the headteacher or the deputy headteacher. The inspector also listened to some pupils reading their books.
- The inspector had lunch with pupils and spoke to different groups about their school and about their progress.
- The inspector held meetings with the headteacher, the executive headteacher, senior and middle leaders, the Chair of the Governing Body and four other governors, several therapists, academic tutors and two representatives from the local authority
- The inspector observed the work of the school and looked at several documents. These included the school's own information about pupils' progress, planning and monitoring documents, safeguarding information, and pupils' books.
- The inspector spoke to four parents because there were too few responses to the Ofsted online survey (Parent View). The school's own recent Parent/Carer questionnaires were also considered.

Inspection team

Denise Morris, Lead inspector

Additional inspector

Full report

Information about this school

- Woodstock School is part of the Woodway Federation. This is a hard federation with a local secondary school for pupils with behaviour, emotional and social needs.
- Woodstock caters for pupils with social, emotional and mental health issues from the northern half of Bristol. All pupils have a statement of special educational needs for their behaviour, emotional and mental health needs.
- A small minority of pupils also have a diagnosis of autism spectrum conditions.
- Many pupils have been out of school for some considerable time before they start at the school.
- The school has recently started to provide outreach support to local mainstream schools.
- Most pupils are of White British heritage and the vast majority speak English as their first language.
- The proportion of pupils eligible for the pupil premium is well above average. This is additional funding for pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- The school also receives additional funding from the primary school physical education and sport premium.
- The headteacher was appointed a year ago and several governors are new to their roles.

What does the school need to do to improve further?

- Increase the rate of progress in English and mathematics by making sure that all groups of pupils learn at a rapid pace in all lessons through tasks which stretch all of them to persevere and do their very best.

Inspection judgements

The leadership and management is good

- The new headteacher has had a positive impact on all aspects of the school. He is well supported in his improvements by the deputy headteacher and by the governors. Together, they all ensure that pupils benefit from a good education because of improvements to teaching, achievement and behaviour.
- Leaders across the school, including governors, have a clear view of the school's performance. They have high expectations of staff who all work together to make sure that progress in English, mathematics and science is good.
- The school's own staff questionnaires show that all staff are proud to work at the school and support leaders very well.
- Leaders check the quality of teaching and pupils' achievements regularly so that they know how well pupils are doing. The school's assessments show that pupils make good progress in English, mathematics and science.
- Effective improvement in the roles of middle leaders ensures that they now check outcomes in their subjects regularly. They support their teams well to ensure that all teachers are confident in their subjects and that assessments are regular and robust.
- Successful improvements to the subjects and topics provided engage pupils' interests well. Leaders have created a new curriculum which includes a wide range of interventions to support the different needs of pupils. This ensures that progress is improving. The use of the extensive grounds, for example, has led to Forest School activities which promote pupils' personal relationships well.
- Leaders set targets for teachers which are linked to pupils' achievements. This helps leaders to make sure that provision is challenging. Increases in teachers' salaries are matched to how well these targets are met.
- Leaders manage pupils' behaviour well. New playground resources and a good range of activities mean that pupils are active and enjoy play times. Positive relationships lead to pupils' good personal development. Pupils know that there is always someone they can talk to if they have a problem.
- Pupils like the school. They told the inspector that 'it is nice because it is small so that people listen to you'. Their enjoyment of school is evident in their rising attendance which is now similar to other primary schools.
- Activities to promote pupils' understanding of life in modern Britain are good. These include fundraising for different charities, growing and cooking their own vegetables, and annual residential camps. All of these ensure that pupils' personal development is well promoted, including their spiritual, moral, social and cultural development.
- Opportunities for pupils to learn about British values are promoted well. For example, pupils learn about democracy as they vote for members of their own school council.
- Leaders have developed a new assessment system which is shared with another similar school. As a result, leaders are ready for the change in assessment when it is no longer based on national curriculum levels.
- Leaders check the achievement, behaviour and attendance of pupils during off-site visits to ensure these are always good.
- Pupils with additional special educational needs and those who are disadvantaged achieve equally as well as other pupils in their class. This is because of effective additional support and high quality interventions which help them to make good progress in English and mathematics.
- Parents who spoke to the inspector are pleased with the school and with their child's education. They are supportive of staff and leaders.
- The school makes sure that there is equality of opportunity for all pupils through the new curriculum. This helps them to develop an understanding of the different cultures and faiths that make up modern Britain. As a result, there is no discrimination at the school and pupils' attitudes are positive.
- The local authority provides good support to leaders through regular visits and reports. These show that outcomes for pupils have improved. The authority acknowledges that leadership is good and helps to check the quality of teaching as well as pupils' progress.
- Leaders use additional funding for eligible pupils to provide additional support, resources and visits. These ensure that these pupils make progress that is similar to, or better than, that of their classmates in English and mathematics.
- Leaders use the additional sport funding very well to develop staff skills. This has enabled all pupils to benefit from improved teaching and activities.

- Leaders recognise that although progress has improved and is now good, not enough pupils make outstanding progress. This is why leadership and management are good rather than outstanding.
- Safeguarding procedures fully meet requirements. Staff receive regular training to ensure they know how to identify any pupil at risk of harm. High quality procedures ensure that pupils are safe. Risk assessments are very thorough and always completed for external activities.
- **The governance of the school:**
 - Governance is effective. There is one governing body for both of the schools in the federation. Members have received training in working as part of a federation. Governors have improved their skills with a wide range of training, leading to governance that is now good. As a result, governors now have the right skills to hold leaders to account for pupils' achievements. Governors regularly check the quality of teaching and behaviour so that they fully understand it. They know how well the school is doing because they check performance data with another school to ensure they are accurate. Members regularly check the performance of staff and know where the best teaching and achievement can be found.
 - Financial management is effective. Governors make good use of additional funding to ensure that eligible pupils benefit from it. This ensures that these pupils achieve as well as their classmates. Sport funding is checked regularly to ensure pupils benefit from it. Governors understand the procedures for setting targets for teachers and they use these to make sure the best teachers are rewarded.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. It has improved because of the introduction of a nurturing approach that enables pupils to understand their own feelings so that they can succeed at school. The vast majority of pupils behave well in and around the school. They join in with a wide range of playground activities, collaborating with their classmates and enjoying themselves.
- Pupils have positive attitudes to school. They understand the rules about where they can play certain games, such as football. Pupils behave well on their trips and external visits.
- There have been no permanent exclusions in the past few years and short-term exclusions have diminished recently. This is due to regular monitoring by leaders and the good quality support provided for all pupils.
- Pupils enjoy working in the school gardens and take part eagerly in the Forest School. They grow vegetables to sell for charities or to support their cooking. Most pupils work hard and enjoy their time at the school.
- Pupils benefit from effective assemblies which teach them about world faiths and about right and wrong. For example, during the inspection they listened intently to a talk about 'trees around the world'. They were keen to respond to questions and eager to plant their own trees to improve their environment. They showed awe and wonder at the photograph of a tree that is still growing even though it was around in the Tudor period.
- School staff and the parents who spoke to the inspector are positive about behaviour and safety.
- Pupils' spiritual, moral, social and cultural development is good because of the effective quality of their activities. For example, pupils talk eagerly about their annual residential camps which they say offer some exciting challenges that help them to improve their personal skills, particularly their self-esteem and confidence.
- The school council is fully involved in helping to develop the new school library. The members have been able to plan the library and choose some of the books. They have visited local libraries to ensure that they get this right.
- Pupils are well aware of the school's approach to the Christian religion which is balanced with the study of other world faiths.
- Pupils show that they enjoy school because their attendance has risen rapidly in the past year. Pupils want to come to school because they enjoy it. They value their programme of visits which helps them to learn about the wider world.
- The school prepares pupils well for their futures through their good quality achievements, their high attendance and their good behaviour.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils are safe at this school because policies to ensure safety for all pupils are securely in place. Leaders

are working with their federated partner to ensure all policies cover both schools, although this is not yet fully in place.

- Pupils told the inspector that they learn about e-safety and know how to stay safe on the internet.
- Pupils understand risks and understand the impact of making the right choices. This helps pupils to feel safe in and out of school.
- The behaviour and safety of pupils on trips and visits are good. Good risk assessments are in place for any trip or visit
- Pupils know about different forms of bullying. Although they say there is some bullying at the school, they are convinced that staff deal with it well.

The quality of teaching

is good

- Pupils achieve well in English and mathematics because the impact of teaching over time is good. Teachers question pupils regularly to check their understanding and help them to improve.
- In most lessons, tasks match pupils' abilities, ensuring that pupils can successfully complete the work set for them. High quality training for staff and regular checking by leaders ensure that the vast majority of teaching is effective and ensure that pupils achieve their targets.
- Expectations of pupils' achievements are almost always high, ensuring that most pupils make at least good progress in literacy and numeracy.
- Reading skills have improved because of the effective teaching of phonics (the sounds that letters make), particularly for younger pupils. Very high expectations during a phonics lesson for pupils in Years 3 to 5 ensured that pupils made excellent progress in finding rhyming words and writing three-letter words accurately by using their knowledge of the sounds that letters make.
- The teaching of writing and mathematics is of a good quality, ensuring that achievement is improving. Teaching assistants are well deployed to support those pupils who would benefit from it. They ensure that any pupils with additional needs and those eligible for additional funding achieve as well as other pupils in the class, and sometimes better than this.
- Most teachers check pupils' achievements regularly to see how well they are doing. The new marking policy is particularly effective, ensuring that pupils know how to get to their next steps and how to do better. This is particularly evident in writing. Helpful feedback to pupils ensures that they know what to do next to improve further.
- Pupils' behaviour is well managed. Well-chosen activities ensure that pupils are engaged by the tasks set and enjoy their learning.
- The most-able pupils are effectively challenged by the tasks that teachers set for them. For example, more-able pupils in Year 4 were observed working with older pupils to extend their English and mathematics skills. In other lessons, additional tasks are provided to ensure that more-able pupils make good progress at the school.
- Teaching for pupils with autistic spectrum conditions is effective, ensuring that pupils make good progress.
- Just occasionally, pupils are not challenged well enough by the tasks set for them. At these times, pupils do not complete enough tasks in the time allowed to improve their progress further. This is why teaching is not outstanding.

The achievement of pupils

is good

- When pupils enter the school their attainment is almost always below, or well below, expected levels for their age. This is because many have missed past schooling due to their behavioural, emotional or mental health issues. However, most quickly settle and are soon keen and eager to come to school. Almost all take part fully in the activities offered.
- School data show that pupils make good progress in English and mathematics during their time there. Records indicate that pupils' achievements have improved rapidly over the past year.
- All groups of pupils, including disadvantaged pupils, those who are eligible for additional funding, and those with additional special educational needs, achieve equally well. This is due to good support and the exciting curriculum which interests and engages them well.
- Pupils make particularly good progress in reading due to regular practise and well-kept reading records

and diaries. Pupils are able to take books home to share with their parents.

- Achievement in writing is improving because of the good quality of marking which provides clear examples of how pupils could do better.
- Pupils' books are well presented. Literacy and numeracy skills are well used in subjects such as history, geography and science, ensuring that pupils deepen their skills. Expectations of pupils' achievements are of a high quality and help pupils to make good progress.
- Good achievement in mathematics in Years 5 and 6 resulted in most pupils finding out which fractions were bigger than others.
- The most-able pupils make very good progress in English and mathematics, working independently and extending their skills.
- Pupils enjoy sports and have opportunities to try out new activities. Some pupils go horse riding, for example. After-school clubs include astronomy and board games. These are popular and engage pupils well.
- Most pupils make good progress because resources are used well to provide examples for them. However, not all pupils always work at a fast enough rate to make even better progress. This is why achievement is not yet outstanding.

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	109401
Local authority	Bristol City of
Inspection number	462508

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

Type of school	Special
School category	Community special
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	54
Appropriate authority	The governing body
Chair	Sarah Searle-Barnes
Headteacher	Les Haines
Date of previous school inspection	24–25 April 2013
Telephone number	0117 377 2175
Email address	Les.haines@bristol-schools.uk

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