

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



22 October 2015

Mrs Sue Tysall
Woodbridge Park Education Service
24 Wood Lane
Hounslow
TW7 5ED

Dear Mrs Tysall

Short inspection of Woodbridge Park Education Service

Following my visit with Lesley Cox, Her Majesty's Inspector, to the service on 24 September 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in October 2012.

This school continues to be good.

The leadership team has maintained the good quality of education in the service since the last inspection.

Supported by your leadership team, you have continued to drive improvements which are at the heart of your vision. You and your leaders show determination to provide high-quality individualised care, guidance and support so that pupils are re-engaged in their learning. Leaders have a clear and determined focus for their work and they apply procedures and practices in a consistent and effective way across all four sites, which includes the West Middlesex Hospital.

Leaders give high priority to the development of pupils' spiritual, moral, social and cultural development. Members of staff develop excellent relationships with pupils and each other. As a result, pupils feel safe and confident within a purposeful learning environment. Staff provide effective support and timely interventions which communicate high aspirations for pupils in their care.

Leaders have focused carefully on the areas for improvement from the previous inspection. Their actions have improved the outcomes for pupils. Leaders have refined systems to establish the different starting points of all pupils. They carefully assess pupils when they first arrive. They are set aspirational targets and are provided with appropriate interventions. This supports the majority of pupils to progress in their learning.

The service has reduced the number of exclusions for pupils in the lower year groups. However, exclusions for pupils in Years 9, 10 and 11 are too high. Leaders

rightly recognise the need to reduce exclusions further by developing effective strategies for those who have been excluded more than once. These pupils are being carefully monitored and supported and this is starting to have a positive impact.

Teachers use detailed assessment information to plan appropriate activities to enable each pupil to make good progress. This is particularly the case in the Continued Access to Education (CATE) provision where pupils are carefully supported to re-engage in learning and make exceptional progress from their starting points.

Most pupils progress well across all key stages. This is despite many starting with a poor record of school attendance and low levels of literacy and numeracy. Improved outcomes for pupils in Key Stage 4 have led to an increased number progressing on to further education and study.

Safeguarding is effective.

Leaders at all levels have ensured that safeguarding is a priority. All staff know how to report any concerns and where to get advice and assistance should they need it. Risk assessments are undertaken and multi-agency working is effective in supporting the care of more vulnerable pupils. The service undertakes all the required vetting checks although they are not always recorded clearly enough.

The chair of the management committee has a thorough understanding of the service. He has responsibility for safeguarding and has completed the required training. This ensures that the procedures and policies for promoting the safety of pupils and staff are monitored and reviewed.

Safeguarding training for staff is planned well. All teachers complete regular training in safeguarding and the appropriate use of restraint. Staff respond swiftly to any behaviour incidents and act appropriately when working with those pupils who have more challenging behaviour. Pupils say that they feel safe and parents are confident that the service works exceptionally hard to promote the safety, personal development, behaviour and welfare of their children.

Inspection findings

- You have introduced greater accountability since the last inspection. You and your leaders undertake monitoring of teaching and feed back regularly to staff about the impact it is having on pupils' learning. Leaders at all levels are involved in working parties to develop new initiatives. You have recently extended this practice by working with other schools. Consequently, leaders are clear in their roles and responsibilities and monitor and evaluate the quality of teaching and learning in a consistent way across the service.
- You have reviewed and restructured leadership and management roles and teaching responsibilities. Appointing a special educational needs coordinator to work across the service has improved the monitoring of disabled pupils and those

with special educational needs. You have an accurate view of where further improvements need to be made. This can be seen, for example, in your view of the quality of science teaching at Key Stage 4. The service has advertised the position of a specialised science teacher.

- You have introduced a new system to monitor the outcomes for pupils across the service. You and your senior leaders use this information to monitor their progress. This system is not yet fully established. Therefore, this limits the prompt action taken to address any performance gaps.
- Leaders and managers ensure that achieving the best possible outcomes for pupils is the core work of the service. There are close partnerships with professional agencies that support the care and guidance of pupils well.
- The service has a clear plan for improvement. Leaders have identified the right priorities and are taking appropriate action. This enables resources to have the most impact on pupil outcomes. However, plans for improvement do not always contain robust evaluation.
- Leaders have worked successfully to reduce the number of exclusions for pupils in the lower years. This is because of the introduction of strategies to adapt the curriculum and increase support for pupils. However, the impact on some older pupils in Years 9, 10 and 11, who at times present with challenging behaviour, has been less effective.
- Leaders have taken successful action to improve attendance. They take a consistent approach when monitoring how regularly pupils attend. There is secure tracking and analysis in place. Consequently, although overall attendance levels are below the national average, nearly all the pupils have significantly improved their attendance since joining the service.
- The management committee is effective in holding leaders to account. It provides appropriate challenge to the service and undertakes effective performance management of the headteacher. Members of the management committee visit the service regularly and scrutinise the impact of planned action. They share a clear and common vision for the service and are aware of key priorities for future development.
- Teachers use accurate information to identify the point at which pupils start their learning. This is supported by ongoing testing and accurate assessment to monitor the progress that each pupil makes. Teachers often adapt the timetable so that pupils are able to succeed. They put in place further interventions as required. This provides a curriculum that is suitably flexible, broad and varied.
- Pupils' attitudes towards the service are positive. They establish excellent relationships with staff and recognise how teachers work hard to support their needs. Most pupils behave well in lessons and engage successfully in learning. However, some find it more of a challenge because of their individual needs.
- Parents speak with high regard of the service. They are well informed about their child's progress. Parents say that the service communicates well with them. They are confident that it promotes very effective safety, personal development, behaviour and welfare.

- The local authority works closely with the service. It facilitates support and attends management committee meetings. This provides challenge and a strong working partnership.

Next steps for the school

Leaders and the management committee should ensure that:

- plans for improvement include sharper evaluation of their impact on pupils
- exclusions are reduced for older pupils and for those who present with repeated challenging behaviour
- the new systems are more effective in tracking the progress and outcomes of all pupils across the service.

Yours sincerely

John Lambern

Her Majesty's Inspector

Information about the inspection

Inspectors observed the work of the service and met with you as headteacher, your leaders and teachers. They also met with the chair of the management committee and a representative from the local authority. Short visits were made to classes. Inspectors evaluated action plans and scrutinised a range of documents. These included information on the progress of pupils, the minutes of meetings and the single central record of vetting checks. Inspectors spoke with pupils, parents and the local authority officer with responsibility for special educational needs.