

Woodfield School

Glenwood Avenue, Kingsbury, London NW9 7LY

Inspection dates

17–18 January 2017

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
16 to 19 study programmes	Outstanding
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is an outstanding school

- Under the excellent direction of the headteacher and a strong leadership team, Woodfield School is providing an outstanding standard of education for all pupils.
- Teaching, learning and assessment are consistently outstanding across the school. Teachers and learning assistants use their expertise to plan interesting and high-quality learning that meets pupils' needs. Pupils enjoy their learning.
- The process for checking pupils' progress is exemplary. Pupils take ownership of ambitious targets that are consistently applied across all subjects. Pupils excel in reaching these learning goals.
- Pupils make outstanding progress from their different starting points, in all subjects, including English, mathematics and science. Aspirational targets underpin this success.
- Leaders are persistent in building excellent partnerships with families to assist in all aspects of their child's learning and well-being. Parents are included in the process of assessment and in reviewing their child's progress.
- Governors pursue excellence for pupils and all aspects of the school. They effectively support and challenge leaders to be accountable for all school improvements.
- The promotion of pupils' personal development, behaviour and welfare is outstanding. Pupils, including sixth form students, demonstrate confidence and have excellent attitudes towards their learning.
- Excellent relationships exist between adults and pupils and between pupils and their peers. Pupils feel safe and their teachers encourage them to try their very best.
- The 16 to 19 study programmes are outstanding. Sixth form students benefit from excellent teaching and a work-related curriculum that merges key skills, including English and mathematics. They make remarkable achievements both academically and personally. Plans are underway to develop employment and life skills further, through vocational studies.

Full report

What does the school need to do to improve further?

- Continue to extend the facilities and resources for vocational learning, particularly within 16 to 19 study programmes.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The inspiring headteacher, supported by a strong leadership team, is highly effective. Together, leaders consistently ensure that all pupils receive a personalised education of the highest quality. They strongly believe in every pupil having a successful future.
- Leaders and governors have established an ambitious culture of personal and academic excellence. They have high expectations of their own performance and of pupils' achievements. They set aspiring and realistic targets for teachers and pupils to perform at their very best. The school's vision of 'celebrating success' is shared and welcomed by all. Staff morale is high and pupils achieve outstandingly well.
- The procedure for raising pupils' outcomes is precise and clearly suits their needs. Pupils' personal development and subject targets are closely linked to their education, health and care plans. Leaders have ensured that a consistent approach to assessment exists and pupils, staff and parents partake in the process. Inspectors evidenced that this was firmly embedded and pupils' individual needs were met across all subjects.
- Leaders including governors are not complacent and continue to pursue high standards and even greater success. They rigorously check the impact of teaching on pupils' progress and pinpoint where further training is needed. This has been highly productive in improving the performance of teachers and learning assistants. Pupils' strong outcomes in a wide range of subjects including in English, mathematics and science have been sustained.
- Additional funding is spent efficiently. The Year 7 catch-up funding and pupil premium funding have both been used wisely to support the needs of eligible pupils. Any identified barriers to learning are removed because leaders quickly intervene. Leaders know the effect of additional support applied because they meticulously measure the impact.
- Leaders have made productive use of the external support they receive. They have brokered services from an external consultant and a careers service. This has contributed to fine-tuning whole-school improvement and providing valuable careers guidance to pupils and sixth form students.
- Pupils are prepared positively for life in modern Britain. Pupils learn about different faiths and cultures and how to be a good citizen. The school's 'Bill of Rights' (belief in democracy, the rule of law, individual liberty, mutual respect and toleration of different faiths and beliefs) promotes British values and underpins the curriculum. For example, in science, pupils learned about the laws that apply to 16-year-olds.
- Leaders are committed to promote equality and tackle discrimination effectively. The provision for pupils' spiritual, moral, social and cultural development is excellent. Pupils learn the importance of e-safety, how elections are conducted through the school council and also to respect other religions and faiths.
- The engaging curriculum is broad and balanced and meets the needs of pupils appropriately. It promotes equality and tackles discrimination effectively. The curriculum brings learning to life by the themes pupils study. Pupils make good developments in literacy and numeracy because these skills are embedded in every context. The school is sharply focused on being pupil and parent friendly, so the progress of pupils is more meaningful to all. For example, learning is recorded and

pupils' achievements are shared with parents at termly review meetings.

- Leaders and governors are determined for pupils to experience a range of opportunities and enrichment activities that they would not otherwise encounter. These include residential trips, fishing and learning to use public transport confidently.
- Leaders recognise that the range of vocational courses as part of the 16 to 19 study programme is limited. The range of pupils who are joining the school is increasing in complexity over time.

Governance of the school

- The governing body effectively fulfils its strategic role and its statutory duties, including safeguarding. Governors have an accurate overview of the school and understand the pupils and their needs. They are passionate about ensuring that each pupil reaches their full potential.
- Governors pursue school improvements consistently. As well as providing support, governors ask probing questions of school leaders and hold them to account effectively for all areas of the school. All eventualities are catered for, and they rigorously follow up issues as they arise. Governors have been appropriately involved in the performance management of staff. They ensure sound financial accountability, including the effective use of the Year 7 catch-up funding and the pupil premium.

Safeguarding

- The arrangements for safeguarding are effective.
- The safety and welfare of pupils underpins the school's mission to provide a secure and enjoyable place where all pupils can achieve. Pupils say that they are safe because 'teachers look after us very well'. Parents are confident that their child is safe at school.
- Recruitment systems are robust, as demonstrated by the carefully maintained single central record and rigorous employment checks. Training for staff, including governors, is regularly updated with the latest guidance. They are aware of the signs to look for should a pupil be at possible risk, including from radicalisation and extremism. An effective electronic system allows staff to alert key personnel immediately should a situation arise.
- The school engages effectively with parents and external agencies to ensure that potential safeguarding cases are dealt with quickly and efficiently. Leaders are committed to building strong partnerships with parents. Parent views are sought after each term via a survey that includes a question on the protection of children. Staff follow up absences rigorously and swiftly liaise with parents if a pupil is absent from school.

Quality of teaching, learning and assessment

Outstanding

- The quality of teaching, learning and assessment is outstanding. This is consistent across all subjects and key stages.
- Teachers have exceptional levels of expertise. They demonstrate deep knowledge and mastery of the subjects they teach. Teachers use skilful questioning with such precision because they understand pupils' specific needs and the ways they think about a subject. They inspire pupils to achieve their very best.

- Learning assistants are highly effective and make strong contributions to pupils' achievements. They encourage pupils to try hard, to celebrate their efforts and ensure they take pride in their work. Pupils relish their learning as the help they receive engages and captures their interest. In a physical education learning activity, effective coaching was provided by teachers and learning assistants. Pupils improved their dribbling and shooting skills.
- Positive, effective relationships exist between teachers and pupils and between pupils and their peers. Teachers and learning assistants use various effective methods to communicate with pupils. The skills of communication, literacy and numeracy are taught exceptionally well and appropriately supported by using symbols, pictures and signing.
- Teachers collaborate extensively with speech and language therapists. Pupils benefit from a consistent approach to developing their speaking and listening skills further. Inspectors observed therapists and teachers teaching effectively together during a learning activity. Pupils appreciated the specialist support and moved on in their speaking skills.
- Teachers plan meticulously, using pupils' targets to coordinate lesson resources well and make effective use of lesson time. Teaching provides stimulating and real-life opportunities with the right balance of difficulty and support. Pupils love the challenge of their learning and make remarkable gains in their knowledge, understanding and skills.
- The teaching of reading is effective. Pupils read often and regularly. Pupils use the library as a drop-in activity during their lunchtime, to consolidate their reading skills. Inspectors listened to pupils read; some read fluently and others read with the utmost degree of expression.
- The assessment of pupils is dynamic and purposeful, and advances learning at all times. Ambitious targets are set, in the form of 'can do' statements linked closely to pupils' education, health and care plans. There is a sharp focus on whether pupils are making outstanding progress. Scrutiny of pupils' work showed a consistent use of targets across all subjects. Pupils are signposted to improve their work and extend their learning.
- Strong teaching is developing confident and curious learners. Pupils seek out and use the information given to them, to consolidate and deepen their understanding. Pupils were keen to speak to inspectors about their learning and progress, including sixth form students. In a Year 9 English activity, pupils explained with enthusiasm how they chose interesting titles to hook the reader into reading their article.
- The practice of engaging parents in their child's learning is highly effective. Parents are regularly provided with information on how well their child is progressing in relation to the high standards expected. Pupils' planners show their targets and teachers' comments about learning, and are counter-signed by parents. Parents are overwhelmingly positive about the teaching that their children receive. The results of the school's parent survey confirm this.
- Teaching promotes equality and is quick to challenge stereotypes. Resources and teaching strategies reflect and value the diversity of pupils' experiences. In a French lesson, pictorial images supported the text given to pupils to ensure all understood the focus of learning.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Leaders have established a stimulating and secure learning environment where pupils develop into self-assured young adults. The school's vision and 'Bill of Rights' have been instrumental in developing pupils' excellent attitudes and values.
- Pupils told inspectors that they feel safe, and parents agree with their viewpoint. Pupils are aware of how to keep themselves safe. They told inspectors about the importance of e-safety and blocking inappropriate websites. Pupils' designs of anti-bullying leaflets are striking and one of the leaflets had the title 'We promise to always treat bullying seriously.'
- Pupils know how to make healthy choices. The school serves healthy meals for lunch and a television monitor displays healthy food choices. Pupils were placing orders for a healthy breakfast during a learning activity.
- Pupils take their roles and responsibilities very seriously. The effective school council reflects pupils' voice. Year 11 pupils have the opportunity to apply for the role of pupil mentors to help and be kind to other pupils. An inspector heard a pupil mentor helping a younger pupil to be more positive about the way he approached his learning.
- Pupils are delightful ambassadors for the school. They demonstrate excellent attitudes towards their learning and the utmost consideration for others. During a lesson, a pupil told an inspector, 'My friend was away last time so I am helping her.' Relationships between pupils are excellent.
- Pupils know how to be successful learners. The school's effective assessment system allows pupils to take ownership of their learning as they work hard towards achieving their targets. Intervention strategies including drama therapy, speech and language therapy are supporting pupils' emotional and physical needs extremely well. They are thus more equipped to access their subjects with confidence. They take pride in their work and in their achievements. Pupils appreciate receiving praise for their good work.
- Reported incidents of bullying are relatively few and their number is falling. Pupils explained that sometimes bullying happens and when reported it is dealt with straight away. The school's records confirm this. There are no reported cases this academic year.

Behaviour

- The behaviour of pupils is outstanding. Pupils are enthusiastic learners, hungry for knowledge and to learn more. Pupils behave exceptionally well because they enjoy their learning. Inspectors noted pupils' impeccable attitudes to learning during most lessons.
- The behaviour of pupils outside the classroom is exemplary and demonstrates the school's values of high standards. Pupils' behaviour in unstructured learning environments, such as in the library, during break and lunchtimes is exemplary. Pupils mix and play harmoniously with each other. They show the utmost respect towards each other, staff, visitors and the environment. Following a recent visit to a wildlife park, the school received a letter praising the impeccable behaviour of the pupils, 'who are a credit to the school'.

- Leaders manage behaviour exceptionally well. There are robust and effective systems in place to support a few pupils with their self-control and concentration. This happens seamlessly. Pupils are quickly brought back on track through careful monitoring, so that their learning and improved behaviour continues.
- Pupils value their education and they like being at school. Overall attendance rates are close to, or in line with, the national average. The school works closely with families and pupils to prevent regular absence from escalating.

Outcomes for pupils

Outstanding

- Pupils make consistently good or better progress from their starting points across all subjects including in English, mathematics and science. The school's high expectations and aspirational targets are the driving force behind this success.
- Pupils confidently told inspectors about their progress in a range of learning activities including music, vocational learning and during a communication lesson. The school's information, and work observed in pupils' books, confirmed this.
- School leaders make effective use of the pupil premium funding. Disadvantaged pupils make outstanding progress from their starting points across a range of subjects, including the most able disadvantaged pupils. Scrutiny of pupils' work showed this.
- On entry to the school, leaders assess pupils' level of knowledge and understanding in a range of subjects. They also assess pupils' level of social and emotional development. Teachers set pupils ambitious targets for all subjects and for pupils' personal development, which are understood by pupils and parents. Pupils are tracked rigorously to check they make progress.
- Pupils achieve highly and make noticeable improvements in their personal development given their needs. If they perform below what is expected of them, additional strategies are put in place to make sure they catch up. If they exceed expectations, then their predictions and targets are raised.
- All pupils are prepared well for the next stage of their education, training or employment. Pupils study a range of subjects for various qualifications, including GCSE examinations, entry-level qualifications and BTEC national diplomas. Some pupils have achieved entry-level certifications in English, mathematics, science, history and physical education.

16 to 19 study programmes

Outstanding

- Leadership of the 16 to 19 study programme is outstanding. The cleverly devised programmes of study are tailored to students' needs and support their progression into employment or further study. Students study a combination of courses and subjects, including work-related learning, that prepares them well for adulthood. Students make outstanding achievements both academically and in their personal development.
- The 16 to 19 study programme models the high expectations that leaders, including governors, have for all students. High-quality teaching, progressive learning, robust monitoring and assessment are common. The excellent learning of English and mathematics is interwoven throughout the curriculum. Teaching uses real-life

situations to enhance basic skills and make learning come to life for students. Students make good or better progress across a wide range of subjects, including in English and mathematics. Parents are very pleased with the provision and the retention of students on study programmes is high.

- The 16 to 19 study programme involves the appropriate balance between accredited courses and vocational studies. In 2016, students achieved entry-level qualifications in subjects such as English and mathematics. They undertook vocational studies in cycle maintenance, fashion, graphics and catering. One parent noted that her son had improved immensely since joining the school.
- The school has created routes to employment that did not exist previously. Leaders have brokered the services of a careers guidance provider that ensures students have high-quality information, advice and guidance. Strong partnership links with a local school, colleges and other agencies have secured further opportunities for students. Last term, some students successfully ran a café in a local school. This term, the former students will train others to be able to run the café and develop their employability skills.
- Students value their useful and exciting experiences. The school sources college and work placements for students across a wide range of remits. Students were excited to tell an inspector how much they enjoyed gaining experience for work. They spoke in detail about their knowledge and skills gained in retail and education, and about the art and carpentry skills they were practising at college.
- All students are assisted to gain college places or seek employment opportunities. Destinations for 2016 included college placements in performing arts and preparation for work. A few students were successful in securing employment positions with transport services, amid nearly 200 applicants who applied for 12 positions.
- There is a sharp focus on developing students' personal welfare and life skills. Across the curriculum, students are taught useful strategies to help them to solve problems they may encounter on a daily basis. For instance, they are given opportunities to develop their management of money and travelling on public transport. Some students study 'independent living', and records from home confirm that skills learned at school, such as washing up, were practised at home.
- Students are confident and conduct themselves extremely well. Inspectors observed excellent behaviour for learning in vocational studies and students spoke enthusiastically about their learning. Students applied themselves systematically to the tasks set by their teacher. Attendance is slightly below average but rising swiftly towards the national average.
- Leaders recognise that the range of vocational courses on offer in the 16 to 19 study programme is narrow. They are currently investigating the possibility of introducing additional courses.

School details

Unique reference number	140796
Local authority	Brent
Inspection number	10023592

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Special
School category	Academy special converter
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	157
Of which, number on roll in 16 to 19 study programmes	42
Appropriate authority	The governing body
Chair	Greg Foley
Headteacher	Desiree Lodge Patch
Telephone number	020 8205 1977
Website	http://www.woodfield.brent.sch.uk
Email address	admin@woodfield.brent.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- Woodfield School converted to become an academy school on 1 April 2014. When Ofsted last inspected its predecessor school of the same name in November 2010, it was judged to be outstanding. The school is not part of an academy trust.

- There are 157 pupils on roll and 42 students in the 16 to 19 study programme. Pupils join the school at various stages of their education. All pupils and students have an education, health and care plan or a statement of special educational needs. Pupils have a wide range of needs including moderate or severe learning difficulties, autism spectrum conditions, and social, emotional and mental health needs.
- The school uses no alternative providers.

Information about this inspection

- Inspectors observed teaching and learning in 10 part-lessons across all key stages. Of these observations, eight were carried out jointly with senior leaders.
- Meetings were held with senior leaders, teachers and learning assistants. The lead inspector also met with five governors, held discussions with speech and language therapists and held a telephone conversation with an external consultant who supports the school.
- Inspectors met groups of pupils, spoke to others informally and examined their books in a wide range of subjects. Inspectors listened to pupils read.
- Inspectors observed pupils' behaviour throughout the day, both in and out of lessons, including in the playground.
- A wide range of documentation was scrutinised including information about safeguarding, the school's self-evaluation, minutes from governing body meetings, and information about attendance, behaviour and pupils' achievement.
- There were three responses to the online questionnaire, Parent View. Inspectors considered the findings from a recent parental survey conducted by the school. They also spoke to parents to hear their views on the school.
- There were no responses to the Ofsted online pupils' survey and staff questionnaires.

Inspection team

Rosemarie McCarthy, lead inspector	Ofsted Inspector
Helen Bailey	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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