

The Woodbridge Park Education Service

24 Wood Lane, Isleworth TW7 5ED

Inspection dates

14–22 May 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- Teaching and learning are strong in key stages 1 and 2, the hospital school and the continuing access to education (CATE) service. As a result, pupils make significant progress.
- Leaders and managers know the school well. They have a detailed understanding of what needs to improve. Leaders' actions are tackling the weaknesses successfully.
- All staff are vigilant about safeguarding. They are quick to pick up concerns about pupils, which are referred to specialists promptly.
- Partnerships with external agencies are highly effective. Staff work very closely with local authority services to give pupils comprehensive support.
- Pupils achieve well. Nearly all pupils in key stages 1 and 2 go back to a mainstream school. At the end of Years 11 and 12, the great majority of pupils go on to further education.
- Pupils' personal development is good. It is especially strong in key stages 1 and 2 and in CATE, where pupils make huge strides in their social skills.
- Relationships are a strength. They underpin all that staff do to develop pupils' self-esteem. As a result, most pupils overcome the barriers that stop them from learning.
- Pupils' attendance at the key stages 3 and 4 sites is improving but remains low overall. Too many pupils arrive late to school. Both have an adverse impact on learning and progress.
- Systems to check the quality of teaching and learning are not yet rigorous enough across the five sites. This means that the impact of leaders on improving teaching and learning is inconsistent.

Full report

What does the school need to do to improve further?

- Improve leadership and management, by ensuring that the systems to monitor the quality of teaching, learning and assessment are rigorous so that they have a positive impact on pupils' progress.
- Improve pupils' attendance and punctuality, especially at the key stages 3 and 4 sites.
- Ensure that the high-quality provision is shared across the service so that teaching, learning and progress are consistently of the highest quality.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders and managers have a clear vision and good understanding of the school's strengths and areas for development. They have maintained the good provision found at the previous inspection and have made changes to tackle weaknesses. Leaders' plans for further improvement are convincing and achievable. Developments over the past year demonstrate leaders' determination to improve in the future. For example, the number of fixed-term exclusions has reduced considerably, and attendance is improving. The quality of education for pupils in keys stages 1 and 2, and at the hospital school and CATE, is extremely strong.
- The headteacher and members of the management committee are ambitious for the school and the pupils it serves. The complex nature of the school creates some unique challenges, for example in ensuring consistency across all five sites so that leaders have access to up-to-date information when they need it. However, leaders recognise that having the right information at the right time is a boon for managing the complexities. As a result, new systems have already been introduced to tighten up record keeping and ensure greater accountability.
- Leaders recognise the need to develop the way they monitor and evaluate the quality of teaching and learning. At present, the procedures are not consistent across the five centres. They are well developed in keys stages 1 and 2, and at the hospital school and CATE. Leaders monitor the quality of alternative provision effectively. However, at key stages 3 and 4, they are not robust enough to provide detailed information with which to improve teaching. As a result, the impact that leaders have on improving teaching and learning is not as strong as it could be.
- The curriculum provides pupils with a broad range of subjects that meets their individual needs. The key stage 4 curriculum includes some vocational courses, which are taught through the strong and developing partnership with West Thames College. Courses in motor vehicle engineering and catering, for example, give pupils relevant experiences that help them to make choices about their future. The school has well-developed plans to extend the range of vocational courses offered to key stage 4 pupils.
- Pupils with special educational needs and/or disabilities (SEND) are supported well. As a result, they achieve at least as well as their peers, although below others nationally. This is because of the high quality of teaching and learning at CATE and the well-managed support for pupils with SEND.
- Careers education provides pupils in Years 7 to 11 with a range of experiences to learn about the options available after the age of 16. These include one-to-one meetings with an adviser, trips to job and careers fairs, and talks from local businesses. The programme has a positive impact on pupils' destinations after Year 11 and nearly all go on to college.
- The money to support disadvantaged pupils, and those in Year 7 who need to catch up with their peers, is used effectively. For example, the breakfast club has helped to improve attendance. The differences between the achievements of disadvantaged pupils and those of other pupils nationally are declining, but disparities remain. Leaders

have rightly identified the need to improve the achievements of disadvantaged pupils.

- Pupils' spiritual, moral, social and cultural development is effective. This is especially so in key stages 1 and 2, the hospital school and CATE. Notwithstanding the complex social and behavioural needs of many pupils, staff work hard to develop strong relationships with them. This has a positive impact on pupils' personal development.

Governance of the school

- Governance is effective. The management committee includes representatives of the local authority, the school and Hounslow Education Partnership. Governors are highly professional and experienced. They are clear about their vision for the service and how it is an integral part of the local authority's provision.
- Governors challenge leaders effectively, holding them to account for the school's performance. The strong relationships that leaders have with the local authority mean that governors know the school's strengths and weaknesses well.
- Governors are clear about their responsibilities for safeguarding and for recruiting and vetting staff. Records are suitably detailed, and the arrangements are checked regularly by the chair of the management committee. Governors ensure that leaders meet the statutory requirements around safeguarding. Training, including training on the 'Prevent' duty and the statutory guidance, 'Keeping Children Safe in Education' (September 2018) is up to date. Some governors have also completed safer recruitment training.

Safeguarding

- The arrangements for safeguarding are effective.
- The school's procedures are generally thorough and there are very strong partnerships with the local area's services. Concerns about pupils are followed up rigorously. The links with local health and social care agencies mean that the complex needs of pupils are being met appropriately.
- The nature of the school means that pupils are some of the most vulnerable. However, the school's work to ensure their safety and welfare is effective. For example, provision for pupils' mental health is strong. A wide range of up-to-date policies and guidance are understood by staff. All staff know their pupils very well and are able to identify when they need support.
- Currently, the school uses 'reduced' timetables to encourage pupils to attend regularly or to respond to complex social issues. Despite inspectors' initial concerns about the safety of these pupils, evidence shows that staff check where pupils are when not in school. Nevertheless, leaders recognise that their procedures make it difficult to track these checks and have already introduced new systems. Inspectors agree that this is an important improvement.

Quality of teaching, learning and assessment

Good

- Teaching is typically strong. This is especially so in key stages 1 and 2, and at the hospital school and CATE, where high-quality teaching ensures that pupils often make excellent progress. In key stages 1 and 2, staff have a clear understanding of pupils' different starting points and needs. They give pupils work that motivates them and, as a result, pupils are highly engaged in their learning. Skilled questioning gets pupils to think and deepen their knowledge. Consequently, they make significant progress.
- There is a similar pattern to teaching and learning in CATE. Teachers' and teaching assistants' questions extend pupils' learning most effectively. Pupils are highly engaged in their learning and produce high-quality work as a result. In the hospital school, the very positive atmosphere and teachers' subject knowledge result in high-quality outcomes. Specialist teaching of art and music enriches the curriculum well.
- Teaching is more variable in key stages 3 and 4 but, on balance, it has a positive impact on pupils' learning and progress. This is because classes are small and there are at least two adults in each class, ensuring that pupils are given individual support. However, inconsistencies in teaching mean that some work is not challenging enough, for example in mathematics where there is not enough focus on reasoning.
- Relationships between staff and pupils are consistently positive across all parts of the school. As a result, there is a positive climate that encourages pupils to do their best, often from very low starting points. Sometimes, the desire of staff to keep pupils engaged in school dilutes the level of challenge. For example, expectations about presentation or how to improve work are not consistently applied. Nevertheless, most pupils overcome significant barriers to their learning.
- Pupils with SEND, including those with mental health needs, are supported well. They mostly make at least similar progress to that of their peers, although some still need to catch up. The school's assessment information shows that the progress of pupils with SEND is improving. This is the result of the range of support available, including in-class support, small-group work to tackle literacy and numeracy needs or specific learning difficulties, and the use of learning mentors. In addition, the school has good access to outside agencies such as the educational psychology service, children's services, child and adolescent mental health service (CAMHS), youth offending service (YOS) and speech and language therapists.
- Literacy and numeracy are a continuing focus across the school. In key stages 1 and 2, teachers build on pupils' phonic skills to help ensure that pupils can read fluently. Mathematical skills are taught well and there is a deliberate focus on calculation methods so that pupils have enough knowledge to make progress.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The strong focus on personal development underpins everything the school does to prepare pupils for the next stage of their education. The positive climate for learning and constructive relationships means that pupils' attitudes to school are good. For example, pupils become increasingly adept at managing their own behaviour. They

know when they need 'time out' to avoid disrupting the work of others.

- A strength of the school's work is that pupils know whom to turn to if they have a problem. As a result, staff are able to defuse conflicts and problems before they get out of hand. This helps to keep learning on track, motivates pupils and makes a strong contribution to outcomes.
- All staff work hard to ensure that pupils' welfare is a priority. Many pupils come to Woodbridge Park with significant needs, and have an interrupted education. The school's close ties to outside agencies and the range of in-school support promote pupils' welfare effectively.
- Pupils say that they feel safe in school. They know about online safety, and the school works effectively to ensure that pupils know about keeping safe on the streets. For example, during the inspection, a visiting group talked to Year 10 and Year 11 pupils about how to avoid getting involved in crime, including knife crime. Pupils listened intently and stayed behind after school so that they could hear all of the session.

Behaviour

- The behaviour of pupils is good. It is especially strong at the primary, hospital and CATE centres.
- Many pupils who attend the key stage 3 and 4 centres have been excluded from their secondary schools or have needs that cannot be met in such schools. Staff at Woodbridge Park work effectively to help pupils improve their behaviour over time and make the most of the opportunities to learn. This is confirmed by the steadily reducing number of exclusions and incidents of poor behaviour.
- Pupils' conduct around the school is usually good. It is very strong at the hospital school and CATE, and exemplary at the primary centre. Break- and lunchtimes at the key stage 3 and 4 centres are supervised carefully by adults, ensuring that opportunities for poor behaviour are minimised.
- Pupils know about the different types of bullying, including racist and homophobic bullying. Pupils say that any bullying is dealt with well by staff.
- Many pupils have a history of poor attendance at their previous schools and rates of absence remain high overall. Too many pupils arrive late for school at the key stage 3 and 4 centres. However, most pupils attend more regularly at Woodbridge Park than in their previous settings and their attendance improves significantly. For example, two thirds of pupils have improved their attendance.

Outcomes for pupils

Good

- Pupils who attend Woodbridge Park often start with low levels of knowledge and skills. Overall, pupils make good progress from their different starting points and prior learning. Pupils in key stages 1 and 2 and at the hospital school and CATE do especially well. For example, there is a marked improvement in the quality of work in pupils' books compared with that in their previous schools. Most pupils attending the key stage 3 and 4 centres make clear progress from their often very low starting points. For example, achievement in vocational subjects is strong. For some pupils, poor

attendance means that their achievements are limited.

- The strong progress that pupils make in their personal skills and their attitudes to learning have a positive impact on outcomes. For example, at the end of key stage 2, those that have not moved to specialist provision have all been integrated back into mainstream schools.
- The destinations of pupils at the end of key stage 4 are similarly strong. Last year, nearly all pupils moved into education, employment or training when they left at the age of 16. This year, all pupils have been offered a place at college.
- Pupils with SEND mostly do well and achieve as well as their peers. They do not reach the same levels as other pupils nationally, but make good progress from their starting points. For example, last year, nearly all of the Year 11 pupils at CATE went on to further education, the sixth form or specialist provision.
- Some pupils at the key stage 3 and 4 centres make insufficient progress. This is because poor attendance adversely affects outcomes. Nevertheless, all pupils leave school with qualifications that allow them to continue with education or gain an apprenticeship.

16 to 19 study programmes

Good

- The 12 Year 12 students at CATE are the first group to stay on in the sixth form. Students are prepared well for the next stage of their education, with the sixth form providing a 'buffer' between school and college. Currently, all students have been offered a place at college.
- Leaders have high expectations of students and teaching is matched well to their individual needs. This enables them to make strong progress from their different starting points and to achieve well.
- Relationships are very positive. Teachers know students well and use this knowledge well to develop their self-esteem and personal skills. Students' behaviour is first rate. Their attitudes to learning contribute most effectively to their achievements. Students are well mannered and highly respectful to others. This has a strong impact on their achievement.

School details

Unique reference number	131201
Local authority	Hounslow
Inspection number	10088813

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	Pupil referral unit
School category	Maintained
Age range of pupils	5 to 19
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	191
Of which, number on roll in 16 to 19 study programmes	12
Appropriate authority	The governing body
Chair	Mr R Shortt
Headteacher	Mr I Berryman
Telephone number	020 8289 4684
Website	www.wpes.org.uk
Email address	office@woodbridgepark.hounslow.sch.uk
Date of previous inspection	24 September 2015

Information about this school

- Woodbridge Park Education Service (WPES) was established as a cross-phase alternative provision service in September 2007. It provides a range of on- and off-site provision for pupils in the London Borough of Hounslow. It is a hybrid pupil referral unit and special school.
- The service provides a range of provision on five sites across the borough. It currently has a roll of 191 pupils, but this fluctuates. Of these, 76% are boys.
- The proportion of pupils known to be eligible for free school meals is above average.

- The proportion of pupils who speak English as an additional language is average.
- The proportion of pupils who receive special educational needs support is above average. Of these, 42% have social care involvement and 36% CAMHS involvement. At CATE, 95% of pupils have CAMHS involvement.
- The proportion with an education, health and care plan is above average.

Information about this inspection

- Inspectors looked at pupils' work across the range of subjects.
- Inspectors observed teaching and learning across all sites, year groups and subjects. Many of these were conducted jointly with school leaders.
- Inspectors listened to pupils from Year 1 and Year 2 reading.
- Inspectors looked at behaviour at break- and lunchtime.
- Discussions were held with senior leaders, governors, subject leaders and pupils.
- A wide range of documentation and policies was scrutinised, which included the school's self-evaluation, records of pupils' behaviour and attendance, assessment information, and the minutes of meetings of the management committee.
- Inspectors scrutinised records related to the quality of teaching and the school's website.
- Records, policies and procedures related to safeguarding were reviewed.
- There were five responses to Ofsted's online survey, Parent View. There were no written responses.

Inspection team

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