

Woodlane High School

Du Cane Road, Hammersmith, London W12 0TN

Inspection dates

21–22 May 2019

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
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- Leaders, governors and all staff work tirelessly to provide high-quality learning experiences for all pupils. There is a culture of excellence throughout the school.
- All pupils make sustained and substantial progress from their starting points. Year 11 pupils achieve well and move successfully on to their next educational setting. The school prepares pupils extremely well for an independent life.
- Leaders are meticulous in implementing the school's priorities for continuous improvement. Staff, pupils and parents contribute to development plans, ensuring that the drive for excellence is everybody's business.
- Staff are highly motivated and value the professional development they receive to deliver outstanding teaching. They work collaboratively to share best practice. They are encouraged to take risks so that pupils benefit from rich learning experiences.
- The school is outward-looking and shares best practice with a number of teacher training universities. The school is regarded, by these universities, as an example of outstanding practice in the education of pupils with special educational needs and/or disabilities (SEND).
- The quality of teaching and learning is outstanding. This is because teachers' subject knowledge is strong and they plan lessons that are highly personalised to the needs of every pupil.
- Leaders and all staff regularly review detailed assessments of each pupil's abilities and barriers to learning to ensure that no pupil falls behind. Steps have been taken to bring the medical needs unit assessment procedures in line with the main school. Leaders recognise there is more work to do with this.
- The curriculum offer is impressive, providing a wide range of academic, vocational and therapeutic learning opportunities. Specialist staff and external agencies work highly effectively with teachers to enrich pupils' experiences.
- Pupils love their time at school and rarely miss a day. Attendance is above the national average for similar schools. Leaders work effectively with other agencies to support the few pupils who are unable to attend well.
- Safeguarding is effective.

Full report

What does the school need to do to improve further?

- Leaders should continue working with all stakeholders to develop and refine the medical needs unit provision.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- Leaders and governors are ambitious for all pupils to achieve well and to develop the independent skills that support them in life beyond school. Their vision and values are shared by staff, parents and pupils. All members of the school community model positive and nurturing relationships, which enable pupils to thrive. Pupils respond well to the support they receive from adults and always try to do their best.
- Leaders are relentless in their drive for continuous self-improvement. They are supported well by governors, who are knowledgeable and highly skilled. Leaders have an accurate view of the school's strengths and, through a focused plan for school improvement, ensure that priorities are implemented swiftly. The recommendation made in the last inspection report has been addressed successfully. Leaders are highly inclusive in their planning. They consult with all staff, parents and pupils, enabling the whole community to share in the responsibility for making the school even better.
- Leaders' actions have secured sustained and substantial outcomes for all pupils. There is a small gap in achievement for disadvantaged pupils, which has reduced significantly over the past three years. All pupils progress well from their starting points. The vast majority of pupils achieve their expected outcomes in all year groups, with the very large majority of pupils exceeding their targets by the end of Year 11. High-quality teaching in English and mathematics ensures that all pupils achieve well in national qualifications.
- Staff are highly motivated and feel proud to work at the school. They value the professional development provided by leaders, which supports them in continuously improving their teaching practice. Teachers and support staff work collaboratively and creatively to provide excellent learning experiences to all pupils. Through effective performance management, leaders have supported all staff to become outstanding practitioners. They provide opportunities for all staff to develop their leadership skills. The reorganisation and training of support staff has improved their impact in the classroom.
- The broad and balanced curriculum inspires pupils to learn. Pupils in key stage 3 and key stage 4 are taught a wide range of academic subjects, including French. The curriculum offer within the medical needs unit is more limited. Alongside the academic curriculum, leaders have ensured that key stage 4 pupils are prepared well for life beyond school with opportunities for work experience, weekly college placements and independent travel training. In key stage 3, pupils receive a rich programme of personal development, which develops their communication skills and emotional well-being.
- Pupils' spiritual, moral, social and cultural development is nurtured and celebrated in all aspects of school life. Through the school's values and promotion of positive behaviour, pupils develop a sense of moral purpose and care for the wider world. In personal, social, citizenship, health and economic (PSCHE) education lessons, pupils develop their knowledge and understanding of British values and appreciation of living in a diverse society. Through assemblies and theme days, staff's and pupils' cultural experiences are celebrated. Leaders have created a culture where equality of

opportunity is the expected norm.

Governance of the school

- Governors are highly skilled, knowledgeable and committed. They are well informed about the school's effectiveness and work in partnership with leaders to secure continuous improvement. Through regular visits to the school, they have a deep understanding of the experiences of staff, parents and pupils.
- Governors support leaders well, and provide appropriate challenge. They hold leaders to account through regular full governing board and committee meetings. They carefully analyse the detailed reports provided by leaders to ensure that actions lead to positive outcomes for all pupils. Governors ensure that all additional funding, including the pupil premium grant, has the desired impact for targeted groups.
- Governors contribute effectively to the school's culture of safeguarding. They receive regular training and updates from the school leadership team. They regularly check the school's single central record of staff suitability checks and review safeguarding matters at full governing body meetings.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have created a culture of vigilance where pupils' welfare is actively promoted. Staff say that there are 'constant reminders around the school' to help pupils stay safe. Staff receive regular training and know how to follow the school's procedures for reporting any concerns. Leaders check staff's knowledge and understanding regularly and use assemblies at the end of each term to remind pupils how to stay safe in the wider community.
- The school's safeguarding leads work closely with external agencies to provide additional help to pupils and their families. All visitors to the school are checked carefully. Leaders have the appropriate training to carry out safe recruitment of new staff and they maintain the school's single central record of appointed staff to a meticulous standard. Comprehensive risk assessments are in place for all off-site activities. The local authority views the school's safeguarding practices as exemplary.
- The overwhelming majority of pupils report that they feel safe in school and have a trusted adult they can talk to. Pupils know how to keep themselves safe online and are taught how to protect themselves in the wider community. Parents value the vigilance of staff in keeping their children safe. They also value the informative workshops provided by the school to raise their awareness of cyber bullying and sexting.

Quality of teaching, learning and assessment

Outstanding

- Teachers demonstrate deep knowledge of their subjects in all areas of the curriculum. They have a sensitive understanding of the learning needs of their pupils and use a wide range of strategies to help pupils embed and deepen their knowledge and skills. Teachers and support staff are highly effective in their use of questions to help pupils correct their mistakes and develop their thinking. The use of challenge questions in every lesson reflects the high expectations that staff have for all pupils. Teachers

encourage pupils to decide how far they can stretch their own learning, which helps them reflect on what they know.

- Lessons are planned consistently well across all subjects and delivered with common features, which are familiar to the pupils. Behaviour in lessons is also managed consistently, providing clear structure and routines for pupils. In their planning, teachers use a wide range of resources to support learning. For example, teachers use picture cards with key words and visual timetables to support pupils with autism and communication difficulties. Physical aids provide access for pupils with visual or physical difficulties. Regular movement breaks support pupils' concentration. Teachers produce stimulating resources and plan activities that capture the imagination of all pupils. For example, in English, the use of sand helps pupils develop their understanding of imagery in the poem 'Ozymandias'.
- Teachers provide many opportunities for pupils to practise and embed their prior knowledge. They also build challenge into every lesson. For example, in studying the weather, pupils are expected to present a weather report to the whole class. Self and peer assessment are woven skilfully into lessons, as pupils are encouraged to give verbal feedback on each other's work. Pupils use teachers' comments to improve their work. Ongoing assessment enables all staff to respond immediately to pupils' learning needs, thus ensuring that the most able pupils are adequately stretched and that no one falls behind. Termly whole-school progress checks provide opportunities to review pupils' targets and implement further interventions where necessary.
- Comprehensive assessments of pupils' academic and social skills when they join the school allow staff to set personalised targets for all pupils to achieve to the best of their abilities. Leaders recognise that there is more work to do to bring the assessment procedures in the medical needs unit in line with the main school.
- Homework is appropriately challenging and consistent in its format. Pupils are keen to extend their learning at home and produce high-quality work. Parents are offered support and advice on how to help their children with their homework. Pupils are keen to take part in extra-curricular activities, such as music and sport. Attendance at after-school clubs provides further incentive for them to complete independent travel training.
- Teachers manage pupils' behaviour in lessons consistently, providing clear structure and routines for pupils. Pupils receive positive feedback regularly and are motivated by the school's merit system. They strive to improve their own work because their teachers are encouraging and provide them with the tools to make the next steps. Pupils also spontaneously celebrate the achievements of their peers. The climate for learning in classes supports everyone to succeed.
- Parents praise the quality of communication from all staff within the school. They are kept well informed of their child's progress and are offered all the support and advice that they need. The school's open-door policy allows them to feel that they are always welcome and that any concerns are dealt with swiftly. Parents value the additional support provided during transition into the school and when pupils move on to college. Parents say that staff make all transitions for pupils as smooth as possible. They say that staff 'go the extra mile'.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are confident, self-assured learners. They respect each other's points of view and listen well to each other. Teachers, support staff and therapists develop pupils' communication and reasoning skills through carefully structured lessons and targeted support. There is a strong focus on supporting pupils to recognise and regulate their emotions and behaviour. Drama sessions and school trips provide excellent opportunities for pupils to develop their social skills and independence. Staff provide targeted support to help specific groups of pupils resolve conflict within friendship groups. The use of 'mindfulness training' for Year 11 pupils helps them to cope with the pressure of exams. The school's therapy dogs provide support to pupils who have difficulty regulating their emotions and anxiety.
- Pupils love their school and rarely miss a day. Attendance is above the national average for similar schools. While the attendance of pupils in the medical needs unit is lower, this is due to extended periods in medical provision. Leaders track pupils' attendance daily to ensure that pupils who have difficulty attending have the support they need from external services. Independent travel training has had a positive impact on pupils whose attendance was previously a cause for concern.
- The wider curriculum teaches pupils very effectively how to keep themselves healthy. Regular physical education lessons and after-school clubs enable all pupils to enjoy sporting activities. Opportunities to cook in food technology lessons raises pupils' awareness of healthy eating. At breaktimes, pupils have access to a wide range of equipment, such as skipping ropes and table tennis, to promote physical activity. A high number of pupils participate in team games, which are overseen by staff and sports coaches.

Behaviour

- The behaviour of pupils is outstanding. Pupils respond enthusiastically to the school's positive behaviour system, which rewards them for being good role models.
- The school's values are embedded in all lesson planning and pupils demonstrate their understanding of these values through their behaviour towards each other. They are kind to each other and play collaboratively. Older pupils act as mentors to younger pupils. During the inspection, Year 10 pupils taught younger pupils how to play table tennis, without any prompt from adults. Adults provide a structured environment, and vigilance, which enables pupils to feel safe to play. Positive behaviour towards pupils is modelled by adults at all times.
- In lessons, pupils are rarely disrupted or disruptive because teachers help them to manage their behaviour very well. Incidents of bullying, racism and homophobic abuse are rare. Leaders' careful tracking of all behaviour incidents ensures that pupils with repeated referrals receive the support they need to regulate their behaviour. Physical interventions are rarely used because all staff skilfully help pupils de-escalate their behaviour. Pupils know that there are safe places they can go to when they identify the

need for additional support. They are also confident that an adult is available to help them.

Outcomes for pupils

Outstanding

- In 2017/18, 89% of Year 11 pupils achieved their expected outcomes, with 78% of pupils exceeding their targets. The progress and attainment of Year 11 pupils was well within the top 5% nationally for similar schools. In 2017/18, over 99% of pupils made expected progress, with 58% of pupils making exceptional progress from their starting points. In the current year, all pupils are making sustained and substantial progress from their starting points. The achievement gap for disadvantaged pupils has closed significantly due to effective interventions.
- The school's strong focus on developing pupils' literacy and numeracy skills results in outstanding progress in English and mathematics for the overwhelming majority of pupils. Verbal, reading and writing skills are developed well in all subjects. Pupils enjoy a love of reading, and read with fluency and understanding. They use their phonics knowledge to tackle unfamiliar words. In literacy lessons, they practise and apply their spelling and grammar skills well. In English, they analyse complex poems. In all subjects, pupils' verbal communication skills are developed very effectively. Numeracy skills are very well promoted across the curriculum, enabling pupils to apply their mathematical knowledge to real-life situations. In mathematics, pupils make excellent progress because they are taught well and have opportunities to embed and extend their knowledge.
- Pupils are prepared exceptionally well for the next stage of their education or training. The school's outstanding transition arrangements are nationally recognised as an example of best practice. Pupils' destinations are tracked for six years and pupils regularly return to the school to share their experiences with current pupils. All Year 11 pupils consistently move successfully into their next placement.

School details

Unique reference number	100379
Local authority	Hammersmith & Fulham
Inspection number	10058959

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	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	100
Appropriate authority	The governing body
Chair	Guy Vincent
Headteacher	Claire Maynard
Telephone number	020 8743 5668
Website	www.woodlane.lbhf.sch.uk
Email address	admin@woodlane.lbhf.sch.uk
Date of previous inspection	1 May 2018

Information about this school

- Woodlane High is a community special school, serving pupils with education, health and care plans in west London. Pupils have a complex range of special educational needs and disabilities, including speech, language and communication needs, autism and specific learning difficulties. Some pupils have medical and/or physical disabilities. There is a medical needs unit on the same site.
- More than half of the pupils come from disadvantaged backgrounds.
- More than one third of pupils speak English as an additional language.
- Girls make up one third of the school's population.

Information about this inspection

- Inspectors observed pupils in all classes and talked to pupils about the work in their books. Lesson observations and learning walks were carried out jointly with members of the senior leadership team. Work scrutiny of a wide range of books was also carried out jointly with the senior leadership team.
- Meetings were held with leaders, governors, local authority representatives, teachers, therapists, support staff and parents. Inspectors made telephone calls to gather the views of the local authority's assistant director for SEND, the local authority's designated officer for safeguarding, and the school's independent school improvement adviser.
- Inspectors heard pupils of all ages read and met with a group of pupils to discuss their views and experiences. Inspectors observed pupils at lunchtimes, breaktimes, and as they moved around the school between lessons.
- Inspectors looked at a wide range of documents provided by the school. These included the school's self-evaluation and school improvement plan, the school's internal data, curriculum plans, performance management, external reviews, and reports to governors, including a review of the impact of pupil premium spending.
- Inspectors analysed the school's single central record of staff suitability checks and reviewed documents showing how the school keeps children safe.
- The views of parents were taken into consideration through meetings and analysis of the four responses to the Ofsted online survey, Parent View. Staff views were considered by analysing the 20 responses to the online questionnaire and through interviews with a wide selection of staff. Twenty-three pupils' responses to the pupil questionnaire were also taken into account.

Inspection team

Angela Tempany, lead inspector

Fran Fitzgerald

Her Majesty's Inspector

Ofsted Inspector

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