

# Inspection of Woodbrook Vale School

Grasmere Road, Loughborough, Leicestershire LE11 2ST

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Inspection dates: 8 and 9 February 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Most pupils are happy and enjoy coming to school. Many pupils enjoy taking part in leadership opportunities, such as being in the eco team and the group of anti-bullying ambassadors. Pupils are polite and courteous. They support each other. For example, older pupils 'buddy-read' with their younger peers. The school is inclusive. The most vulnerable pupils are very well supported.

Most pupils recognise and accept differences in others. Relationships between pupils and staff are positive and respectful. Pupils get on well with each other. They feel safe in school. Pupils say that there is an adult they can speak to in school if they are worried. However, several pupils said they would not report bullying concerns.

Teachers have high expectations of all pupils, including those with special educational needs and/or disabilities (SEND). Pupils know that teachers have their best interests at heart. They say that their teachers push them to do their best because they want them to do well. Many pupils value the celebrations of their successes. Most pupils are proud to come to the school and would recommend it to others.

## **What does the school do well and what does it need to do better?**

The curriculum reflects leaders' high aspirations for all pupils, including those with SEND. The curriculum is challenging. Pupils study a wide range of subjects throughout key stages 3 and 4. Leaders prioritise pupils' needs and interests, for example by continuing to offer a subject that only a small number of pupils want to study. All pupils study a language at key stage 3, and most study both French and Spanish. The proportion of pupils studying a language at GCSE level is high.

Most subject curriculums are well planned and sequenced, enabling pupils to build on prior knowledge. Teaching provides opportunities for pupils to revisit knowledge so that they know and remember more over time.

Leaders have a clear intent for the physical education (PE) curriculum. However, leaders have not planned how pupils will develop the skills they have identified as the most important. They have not identified the most important content that pupils should know and by when. They have not considered how pupils will develop their knowledge and skills over time.

Teachers have good subject knowledge. Teachers continually assess what pupils know and can do. They use information from these assessments to adapt their planning and delivery of the curriculum. Pupils with SEND are very well supported in lessons.

Leaders promote a love of reading across the school. Pupils at the early stages of reading are systematically taught the phonics skills they need to become fluent readers.

Most pupils behave well in lessons and around the school. There is occasional low-level disruption, but teachers challenge and manage this well. Staff support the small number of pupils who struggle to manage their behaviour well. For example, some pupils' timetables are adjusted, and pupils receive effective one-to-one support. Most pupils attend well. Those who struggle to attend regularly get effective support.

Leaders promote pupils' personal development well. Considerable emphasis is placed on developing pupils' character. This permeates all aspects of the school's work. For example, in lessons pupils reflect on how they have used initiative, and assemblies highlight the importance of developing resilience. Pupils are encouraged to widen their experiences through activities which contribute to the school's 'futures' award. Older pupils take part in work experience, and many participate in the Duke of Edinburgh's Award scheme.

Leaders are aspirational for the most vulnerable pupils. They are tenacious in securing additional, external support. The school's inclusive approach is a strength.

Governors maintain clear oversight of the school's work. They hold leaders to account effectively.

Leaders are considerate of staff's well-being. Staff feel valued and well supported.

## **Safeguarding**

The arrangements for safeguarding are effective.

The designated safeguarding leader is knowledgeable and supported by a well-trained team. Staff recognise their safeguarding responsibilities and know how to report concerns. Leaders take all concerns seriously and act promptly to safeguard pupils. They involve external agencies when necessary. Leaders provide extra support in school so that pupils get the help they need quickly.

Leaders are alert to local and national safeguarding issues. They ensure that staff and governors receive up-to-date training in such matters. Pupils learn about safeguarding topics through the curriculum. For example, they learn about healthy relationships.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Leaders have identified a clear vision for the PE curriculum, but they have not planned how this will be achieved. Lessons sometimes lack purpose and pupils are not able to build on prior knowledge well enough. Leaders should identify the most important knowledge they want pupils to learn in PE. They should ensure

that the curriculum is planned and sequenced to enable pupils to build knowledge over time so that they know and remember more.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

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.

## School details

<b>Unique reference number</b>	137401
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10211953
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	830
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Gavin Brown
<b>Headteacher</b>	Rachael Fraser
<b>Website</b>	<a href="http://www.wbvs.co.uk">http://www.wbvs.co.uk</a>
<b>Date of previous inspection</b>	5 February 2019, under section 8 of the Education Act 2005

## Information about this school

- The school uses a number of off-site alternative providers. These are arranged through the Loughborough Inclusion Partnership and are: Pedestrian, Melton Learning Hub, Generation Youth, UNEEK, and Charnwood Tutors. These are not registered.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken this into account in their evaluation of the school.
- Inspectors met with senior leaders, subject leaders, groups of staff and governors.
- Inspectors met formally with groups of pupils and spoke with pupils in their lessons and around school. Inspectors observed pupils' behaviour at lunchtime and around school.

- Inspectors carried out deep dives in English, modern foreign languages, science and PE. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. An inspector reviewed the school's reading curriculum.
- Inspectors scrutinised the school's safeguarding arrangements. They spoke with staff and pupils about safeguarding. The lead inspector reviewed the school's safeguarding records and the school's single central record.
- Inspectors considered the 75 responses to Ofsted Parent View and the 51 free-text comments. They considered responses to the pupil and staff surveys.

### **Inspection team**

Deborah Mosley, lead inspector	Her Majesty's Inspector
Keval Thakrar	Ofsted Inspector
Claire Shepherd	Ofsted Inspector
Jason Brooks	Ofsted Inspector

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