

Inspection of Woodfield

Stoneleigh Road, Coventry, West Midlands CV4 7AB

Inspection dates:

21 and 22 November 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Previous inspection grade

Inadequate

What is it like to attend this school?

Woodfield is a friendly and welcoming school. Pupils work in small groups with a team of adults. These adults take the time to get to know pupils exceptionally well. Adults take every opportunity, such as chatting over break and lunchtimes, to form strong, positive and trusting relationships. Pupils appreciate this and say that their teachers understand them.

Leaders pay serious attention to pupils' academic achievement as well as to their social development. By the time they leave the school, pupils have achieved a range of suitable qualifications. In addition, pupils become better at managing their emotions. All of this means that ever-increasing numbers of pupils are well prepared for their next steps.

The atmosphere in school is typically calm and orderly. Pupils do sometimes struggle to manage their emotions and can display challenging behaviours. When this happens, staff respond promptly, calmly and patiently.

Many pupils enjoy coming to school. They like earning points and rewards for demonstrating the school values of effort, respect and ambition. There are a growing number of extra-curricular clubs. Pupils make good use of these. They include a boxing club, art club and a recently introduced GCSE revision club.

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

The school's curriculum is ambitious. Pupils in all key stages learn a broad range of subjects in depth. Leaders plan these subjects carefully, so that they build pupils' knowledge step-by-step. For instance, in mathematics, pupils get lots of practise adding single-digit numbers before moving on to more complex calculations.

The school ensures that staff have a secure understanding of how to meet pupils' special educational needs. Adults routinely adapt their teaching to meet the social and emotional needs of pupils. Furthermore, some pupils who need additional support receive a range of therapeutic interventions. These interventions include play-based therapies. Leaders regularly review whether this support is having the positive impact they intend and make changes accordingly.

Leaders promote reading well. Leaders check how well pupils can read when they join the school. They use information from these checks to ensure that pupils are given the right help to help them succeed. For example, secondary-age pupils with specific reading difficulties get high-quality support from well-trained adults. This is working well and helps these pupils to become more confident and fluent readers. In addition, secondary-age pupils routinely read out loud.

Primary-age pupils at the early stages of reading take part in daily phonics sessions. These sessions build pupils' knowledge logically. In addition, staff regularly listen to pupils read books that are closely matched to their abilities. All of this means that

most younger pupils are learning to read well. However, staff are unclear about the goals that pupils should reach in their reading and by when. This means teachers do not always know when pupils are not keeping pace with the school's reading programme.

Staff consistently model calm, patient and respectful behaviour. This helps to create a relaxed and purposeful learning environment. Most staff are knowledgeable about the signs a pupil may be becoming anxious or upset. However, some staff, particularly on the primary site, do not know precisely how to support pupils when they are unable to manage their emotions. This means that, on rare occasions, unwanted behaviours can escalate.

Attendance is a high priority for leaders, including governors. As part of their work, leaders seek to understand the barriers preventing a pupil from attending. They work closely with pupils and their families, leaving no stone unturned to overcome these. Consequently, the attendance of many pupils significantly improves during their time at the school.

The school's personal, social, health and economic (PSHE) curriculum is a strength. The curriculum ensures that pupils get the information they need at the right time. In addition, the school ensures pupils benefit from opportunities to engage with employers, the local community and training providers.

Some parents, particularly on the primary site, are unhappy about aspects of the school's work. However, the concerns they raised were not borne out by inspection evidence.

Governors know the school well and they focus on the right things. They receive detailed and helpful information about the school from the headteacher. In addition, they regularly visit the school to see it in action. During their visits, they talk to staff and pupils about their experiences. This means that they know the school well.

Since the last inspection, there has been a significant turnover in staff. This is now far more settled. Staff feel valued and part of a team. They are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In early reading, staff are not clear about the individual end points that pupils should reach and by when. This means that staff cannot spot and provide additional support to those pupils who may not be keeping pace with the school's

reading programme. The school should identify and set out their expectations for when pupils should know and remember key phonics knowledge.

- Some staff, particularly on the primary site, do not have a strong understanding of how best to support pupils when they are unable to manage their emotions. This means, on rare occasions, unwanted behaviours can escalate. Leaders should ensure that all staff are clear about the precise actions they should take to support pupils when they are displaying signs that they need help to manage their emotions.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	131574
Local authority	Coventry
Inspection number	10268398
Type of school	Special
School category	Community special
Age range of pupils	5 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	149
Appropriate authority	The governing body
Chair of governing body	Phil Healy
Headteacher	Nico De Groot
Website	https://woodfieldschool.net/
Dates of previous inspection	10 and 11 March 2020, under section 5 of the Education Act 2005

Information about this school

- The school caters for pupils with a range of special educational needs and/or disabilities. These include social, emotional, and mental health needs, autistic spectrum disorder, attention deficit hyperactivity disorder and sensory processing difficulties.
- All pupils who attend the school have an education, health and care plan.
- The school is split across three sites: Hawthorn Lane, Stoneleigh Road and the Woodlands site. Primary-age pupils attend the Stoneleigh Road site. Pupils in Year 7 and Year 8 attend the Woodlands site. Years 9 to 11 are based at the Hawthorne Road site.
- The school makes use of eight unregistered providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 11 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

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

In accordance with section 13(5) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders.
- The lead inspector met those responsible for governance of the school, including the chair. He also held a discussion with a representative of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, and PSHE. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; reviewed records of physical restraint; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in a range of different classes and at different times of the day.
- Inspectors considered responses to Ofsted's Parent View including parent free-text responses. Inspectors also took account of responses to staff surveys.

Inspection team

Christopher Stevens, lead inspector	His Majesty's Inspector
Anna Vrahimi	His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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