

Inspection of The Woodbridge Park Education Service

24 Wood Lane, Isleworth TW7 5ED

Inspection dates: 28 and 29 November 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Sixth-form provision	Good
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Previous inspection grade	Good
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What is it like to attend this school?

Pupils are given another chance with their learning at Woodbridge Park. They enjoy coming to school. Pupils are happy here because all of the school's sites are friendly and safe places to learn. Pupils are well cared for. They build strong working relationships with staff. Pupils feel understood and free to be themselves. At the same time, pupils respond well to the school's high expectations. The ambitious and flexible curriculum ensures that pupils successfully re-engage in education and achieve well. Staff work effectively to help pupils to overcome the range of challenges that they face.

Staff really understand pupils' backgrounds, needs and interests. The school's nurturing approach and sharp focus on building secure and positive relationships work well. Pupils' behaviour improves as a result. Pupils' attendance rates usually significantly improve too.

The school is particularly successful in developing pupils' confidence, emotional well-being and communication skills. This means that, when the time is right, pupils are ready for their next steps.

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

The school is committed to providing all its pupils with a high-quality education. The broad, flexible curriculum meets pupils' needs and interests, including pupils with special educational needs and/or disabilities (SEND) and education, health and care (EHC) plans. The curriculum includes full coverage of the national curriculum, and pupils are able to study for a range of suitable qualifications. The school has thought carefully about what it wants pupils to learn and in what order. Staff adapt teaching to meet pupils' various needs and interests, including for those pupils who arrive at any point during the year, sometimes at short notice. Pupils achieve well overall.

The school ensures that pupils successfully develop their reading, writing and mathematical skills and knowledge. At the school's primary site, arrangements for the teaching of phonics are effective. Suitably trained staff help pupils learn to read with accuracy and confidence as quickly as possible. The school's new reading programme for secondary-age pupils is also working well. The school provides timely additional support for pupils who need it.

The powerful combination of high expectations, effective curriculum implementation and consistent support enables pupils to continually build on their prior learning. Teachers check regularly what pupils have learned. They use this information to work out what pupils need to be taught next and when. Staff provide patient and effective personalised support. As a result, pupils are able to return to mainstream schools when they are ready. Many of the oldest pupils, including those in the sixth form, achieve a range of qualifications and move successfully into further education.

The school provides an effective programme of personal, social, health and economic (PSHE) education. The curriculum focuses sharply on teaching pupils about developing positive and safe relationships, equality and respect, and making healthy choices. Staff use the school's well-planned careers programme to ensure that each pupil gets personalised and meaningful advice and guidance about their future steps.

Leaders and staff do all that they reasonably can to encourage attendance to school. For many pupils, their attendance to school is much higher than at their previous schools. Similarly, while pupils' behaviour is sometimes challenging, the school manages it well, and pupils' behaviour improves significantly over time.

The school prioritises pupils' well-being. Pupils have access to counselling and mentoring. They enjoy the school's various reward trips. Pupils can also choose to attend a limited range of after-school activities, such as homework club. However, the school does not provide many opportunities that are designed to foster pupils' talents and interests.

The school provides staff with a range of training opportunities to develop their expertise. The vast majority of staff enjoy working at the school, feel well supported and reported no concerns about workload.

Those responsible for governance provide high-quality strategic support and challenge. They regularly visit the school and have a thorough working knowledge of the school's strengths and areas for further development. Together, the governing body and leaders ensure that the school meets all its statutory duties.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils have limited opportunities to explore and broaden their talents and interests because the extra-curricular offer is limited. Governors and leaders should review and enhance the school's extra-curricular offer, ensuring pupils have access to a wider and richer range of experiences.

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	131201
Local authority	Hounslow
Inspection number	10293256
Type of school	Pupil referral unit
School category	Maintained
Age range of pupils	4 to 19
Gender of pupils	Mixed
Gender of students in sixth-form provision	Mixed
Number of pupils on the school roll	176
Of which, number on roll in the sixth form	10
Appropriate authority	The governing body
Chair of governing body	Sarah Green
Headteacher	Ian Berryman
Website	www.wpes.org.uk
Dates of previous inspection	14 to 22 May 2019, under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Information about this school

- Woodbridge Park Education Service is an all-through alternative-provision service. It provides a range of provision for pupils in the London Borough of Hounslow. It is a hybrid pupil referral unit and special school. Most pupils have SEND, and many have EHC plans for their social, emotional and mental health needs.
- The service provides a range of provision at the following sites across the borough:
 - Aspire at 24 Wood Lane, Isleworth TW7 5ED (main premises)
 - The Bridge at 187 Bedfont Lane, Feltham TW14 9NP
 - Inspire at 77 Boundaries Road, Feltham TW13 5DR
 - CATE at St George's, Green Dragon Lane, Brentford TW8 0RS
 - West Middlesex University Hospital, Twickenham Road TW7 6AF.

- Although the school is registered to admit children aged four, the admission of children of this age is rare. There were no children in early years at the time of this inspection.
- The school commissions and makes use of three alternative-provision placements.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these areas: reading, mathematics, and art and design. For each deep dive, inspectors discussed the curriculum with leaders and staff, visited available lessons, talked to pupils and looked at pupils' work. Inspectors also considered evidence of pupils' learning in science, design and technology, and PSHE education.
- Inspectors met with senior leaders, a range of staff and groups of pupils throughout the inspection. The lead inspector met with a group of governors and a senior representative from the local authority. He also spoke with one of the local authority's designated officers for safeguarding.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; 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 considered a range of other evidence to check the quality of the school's work. Inspectors also considered responses to the surveys for pupils, staff and parents.

Inspection team

James Waite, lead inspector	Ofsted Inspector
Una Buckley	His Majesty's Inspector
Guy Forbat	His Majesty's Inspector
Christian Hicks	His Majesty's Inspector
Fawzia Govender	Ofsted Inspector

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