



# Woodstock School

## Inspection Report

**Unique Reference Number** 109401  
**LEA** Bristol, City of  
**Inspection number** 278189  
**Inspection dates** 6 October 2005 to 6 October 2005  
**Reporting inspector** Charles Hackett RISP

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Special	<b>School address</b>	Rectory Gardens
<b>School category</b>	Community		Henbury
<b>Age range of pupils</b>	7 to 11		Bristol BS10 7AH
<b>Gender of pupils</b>	Boys	<b>Telephone number</b>	0117 3772175
<b>Number on roll</b>	51	<b>Fax number</b>	0117 3772177
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	
<b>Date of previous inspection</b>	17 October 2000	<b>Headteacher</b>	Ms Hilary Harris

<b>Age group</b> 7 to 11	<b>Inspection dates</b> 6 October 2005 - 6 October 2005	<b>Inspection number</b> 278189
-----------------------------	---	------------------------------------

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

Woodstock is a day special school that provides for primary aged boys who have emotional and behavioural difficulties. Pupils come from all over the city of Bristol and from neighbouring LEAs and are provided with transport to and from school. Pupils have statements of special educational needs and join the school having experienced difficulties in mainstream schools. As a result their levels of attainment are below and often well below average. Currently, there are no pupils for whom English is an additional language and all but two pupils are of British origin. The socio-economic backgrounds of pupils vary but overall are below average. There are five pupils who are presently in the care of the local authority.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Woodstock provides its pupils with a good education and as a result it provides good value for money. This judgement agrees with the school's own view of its effectiveness. The real strength of the school is that it successfully gets pupils back on track with their learning. For a few pupils this means they can return to a mainstream primary school and for most it means they are well prepared to start in a secondary mainstream or special school.

Pupils are given very good support in managing their behaviour and as a result their behaviour improves considerably. This is an outstanding feature of the school's work and contributes greatly to pupils' moral and social development, which is good. Pupils' spiritual and cultural development is satisfactory but both require more support. Pupils enjoy being in school and feel safe; for example, commenting that if they are concerned about bullying they know staff will deal with this.

Most pupils make good progress with their learning because the overall quality of teaching is good. A key strength of teaching is the high expectations teachers have for pupils to behave well and give everyone the chance to learn in class. However, higher ability pupils are not always challenged by the work set for them. This is partly because teachers do not always work together sufficiently well in planning lessons. In addition, although they check on pupils' achievements, teachers do not always use the information gained from this to plan what pupils are asked to do.

The curriculum is satisfactory. Pupils enjoy the many extra activities that take place and these make a good contribution to them developing healthy lifestyles. Pupils are given good support and guidance. Leadership and management of the school are good. The headteacher has made a very important contribution to how the school is being developed and this demonstrates that the school has a good capacity to develop further. New governors have been appointed and as a group they are now having a much greater impact on the life of the school. However, subject leaders have only recently begun to establish better systems to lead and manage their subjects.

There is no grade .

### What the school should do to improve further

- ensure that teachers plan their lessons to take account of the different ability levels of pupils and provide sufficient challenge for higher ability pupils to achieve to their potential
- encourage staff to work together more in planning their lessons; for example, for all teachers to seek to improve pupils' basic skills in aspects such as reading, writing, number and computer skills
- continue with the current developments being made to improve the ways staff lead and manage each subject
- give more prominence to pupils' spiritual and cultural development.

## **Achievement and standards**

### **Grade: 2**

Overall pupils, irrespective of their individual difficulties, make good progress in their learning. This can be seen each year by the national test results of most pupils at the end of Year 6 and the successful return of pupils to mainstream schools. The many pupils who enter the school with well below attainment levels make the best progress. Their work and teachers' records show that a large majority makes very good progress in improving basic skills, such as reading and number.

There are a small number of pupils who enter the school having reached nationally expected standards at the end of Year 2 in a previous school. Their results in the national tests show that they do not make the progress they should. For many, significant changes in their personal circumstances are the reason for this; however, this means that they are not achieving to their full potential by the time they leave school. Similarly, a few pupils who enter the school in Year 5 or Year 6 have limited time to make good progress with their learning. Most make very good progress in settling into a learning environment and as a result are well prepared for moving on to secondary education.

The whole school targets set for pupils' achievements are satisfactory but are not sufficiently challenging for those pupils with the potential to achieve higher standards.

Grade: 2

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good. The real strength of this is the excellent improvements in their behaviour. Pupils show they can be polite and respectful to each other and staff. In lessons they listen carefully to teachers and know what behaviour is expected of them by, for example, putting up their hands to answer a question. They have a very positive attitude to learning, particularly when engaged in practical activities, such as making string instruments in design and technology. At break time they play happily together and at lunch they enjoy each other's company as they chat to each other in a very relaxed manner over their meals. These examples show that their moral and social development is very good. However, the school has put less emphasis on spiritual and cultural development and as a result these aspects are only satisfactory. For example, pupils need to develop a better awareness of living in a multicultural society. Pupils have a very strong sense of loyalty to the school and its staff. "The teachers are really wicked" said one school council member, clearly enthusiastic about being in the school and using 'wicked' in a very positive sense. They say they feel happy and safe and through their school council can contribute to what is happening. The good emphasis on improving their basic skills is ensuring that their economic well-being is being addressed well and the Healthy Schools award achieved and the well planned personal, social and health education programmes ensure that good attention is given to their health.

Grade: 2

## **Quality of provision**

### **Teaching and learning**

**Grade: 2**

The quality of teaching and pupils' learning is good. Teachers have very good systems to manage pupils' behaviour in lessons. They have high expectations and consistently use reward and sanction systems to keep pupils on task. All staff ensure that pupils know what is expected of them. Teaching assistants are used well to support the management of pupils' behaviour, as well as giving good quality help to individual pupils having difficulty with their work.

Teachers recognise pupils have different ability levels and correctly mark their finished work on this basis. They do not, however, consistently give sufficient emphasis to this when planning their lessons. This means there are times when pupils are all doing the same things, which for a few pupils is not sufficiently challenging. Classrooms are very good learning environments because of the friendly but firm approach of teachers, their use of humour and the emphasis they place on building up pupils' self-esteem. Very good displays of pupils' work further enhance this, although the lack of these in the cluttered design and technology teaching area is in contrast to the rest of the school. Most teachers recognise that pupils learn well when engaged in practical activities and plan a good range of activities, although pupils' work shows that there are examples of teachers putting too much emphasis on 'cutting and sticking'.

Teachers have good subject knowledge and use this well in their own lessons. However, there is limited joint planning amongst staff and this has an impact on how teachers ensure aspects such as pupils' literacy, numeracy and computer skills are being developed as they study other subjects.

Grade: 2

### **Curriculum and other activities**

**Grade: 3**

The curriculum and other activities offered to pupils are satisfactory. Pupils have the opportunity to study all the subjects of the National Curriculum and this is enriched through a good range of additional activities, including visits and break and lunch time clubs. Many of these, such as football and swimming, give good support to developing healthy lifestyles in pupils. Initiatives such as a whole school chess competition interest and enthuse pupils by, for example, the challenge of working out how many squares are on the board and the least number of moves needed for checkmate.

New arrangements for structuring teaching groups are proving effective in providing an appropriate curriculum for pupils at different stages of their time in the school. However, there are insufficient strategies to ensure that pupils, when they move from

one group to another, continue to build on their previous learning and do not repeat work.

Grade: 3

## **Care, guidance and support**

**Grade: 2**

The care, guidance and support provided to pupils are good. Staff are very effective at ensuring that there is a safe and supportive environment for pupils. Very good systems have been established, with an emphasis on reward, to help pupils understand how to behave well. Additionally, learning 'mentors' have recently been appointed to provide support for pupils in aspects such as anger management. Safeguarding arrangements, such as child protection procedures, police checks on staff and risk assessments, are very good.

All pupils have individual education plans (IEPs). These are well written and show pupils' progress. There are, however, good plans to develop these further with more of an emphasis on the most significant aspects in need of support for each individual pupil. Checking of pupils' progress in academic subjects is satisfactory but does not always provide a clear picture of the rate of progress pupils are making and whether this could be improved. There are good arrangements for preparing pupils for moving on to the next stage of their education. Good links with parents have been established and those who responded to the inspection questionnaire were all positive about the school. Grade: 2

## **Leadership and management**

**Grade: 2**

The leadership and management of the school are good. The headteacher's vision for enhancing the school's effectiveness is shown through her very high aspirations for its success. It is because of this that the school has made very good improvement since its previous inspection. This is a view shared by the local education authority, which also agrees with inspectors that the headteacher's judgement on leadership and management as being only satisfactory is too modest and fails to recognise how well she is leading and managing the school.

The headteacher's influence has brought about higher standards and enhanced the professionalism of the staff team. This is reflected in the current changes to how subjects are being managed. Staff are developing increased responsibilities for checking the effectiveness of their subjects. The headteacher has shown she has the ability to evaluate carefully the work of the school. She is doing this very well and she knows that her next challenge is to involve more stakeholders (staff, pupils, parents and governors) in this. The school improvement plan recognises all these as aspects for improvement.

The headteacher's leadership style has been effective in giving all staff the confidence to contribute their views. For example, in daily briefing meetings staff have the chance

to make comments and the meetings show a close team spirit amongst the staff team, as well there being good lines of communication. The governing body has developed well over the last year. New governors have been appointed and they have a greater knowledge and involvement in the school, for example joining staff on in-service training days. This has helped them be in a better position to question decisions and contribute to the school's development. Accommodation and resources are satisfactory and the school's budget is managed very well with only a small percentage as a contingency remaining as an underspend in the last two years.

Grade: 2



**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
--	-----------------------	--------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## Text from letter to pupils explaining the findings of the inspection

Woodstock School Rectory Gardens Henbury Bristol BS10 7AH

7 October 2005

Dear Pupils

Thank you for making Mrs Cooke and myself so welcome in your school. We both enjoyed meeting you and hearing about the many things you do. I was especially pleased to meet with those of you on the school council and hearing how much you like being in school. I can see how you are involved in making decisions about your school. Well done for asking the staff to supervise down by the trees.

We have written a report on what we think about your school and sent a copy to the school. This report says that we think your school is good and that all your staff work very hard to do their best for you.

The most important comments we have made are;

you all make good progress in your learning, especially in getting better in reading and number your behaviour and attitudes to being in school have improved a lot

teachers and their assistants teach you well and try to give you lots of activities to do

all staff care and support you well

your headteacher is very good and with the other senior staff has helped make your school better in the last three years.

To make your school even better, we think, and your headteacher agrees with us, there are a few things that should happen:

teachers should expect those of you who are good at reading and number to do even better

your teachers should try to get even better at planning what and how they will teach you

the school needs to make sure you have a better understanding of cultural aspects and what is meant by 'spirituality'.

Once again thank you for being so helpful and polite to us.

Yours faithfully

Charles Hackett Lead inspector