

# Woodbridge Park Education Service

Inspection report

---

<b>Unique Reference Number</b>	131201
<b>Local Authority</b>	Hounslow
<b>Inspection number</b>	315749
<b>Inspection date</b>	12 February 2008
<b>Reporting inspector</b>	Bill Stoneham

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

---

<b>Type of school</b>	Pupil referral unit
<b>School category</b>	Pupil referral unit
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	109
<b>Appropriate authority</b>	The local authority
<b>Headteacher</b>	Mrs Carole Carr
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	24 Wood Lane Isleworth TW7 5ED
<b>Telephone number</b>	020 8583 2984
<b>Fax number</b>	020 8583 2988

---

<b>Age group</b>	11-16
<b>Inspection date</b>	12 February 2008
<b>Inspection number</b>	315749

---

© Crown copyright 2008

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 an Additional Inspector. The inspector evaluated the overall effectiveness of the provision for students in Key Stages 3 and 4 and investigated the following issues in detail: the progress the students make; the quality of teaching and learning; how well the curriculum meets the individual needs of the students; and the quality of leadership and management. Evidence was gathered from the service's self-evaluation form, assessment and other records, planning documentation, observation of the service at work, discussions with staff, a member of the management committee and students, and the parents' questionnaires. Other aspects of the service's work were not explored in detail, but no evidence was found to suggest that the service's own assessments were not justified, and these have been included where appropriate in this report.

## Description of the school

Woodbridge Park Education Service commenced operating in September 2007. It has not previously been inspected. It has been established by Hounslow local authority as a cross-phase pupil referral service that has three centres run by the same senior management team and sharing the same management committee. The three centres are:

- The Bridge - A pupil referral unit catering for primary aged pupils.
- Syon Park - This operated as a special school until August 2007. It now accommodates a Key Stage 3 pupil referral unit for students aged 11 to 14.
- The Wood Lane Centre - This is the site of the Key Stage 4 pupil referral unit for students aged 14 to 16.

About a quarter of the students are female and about three-quarters are White British. Most students have been permanently excluded from mainstream education and about a third were previously educated at a special school. Most have statements. All have specific behavioural and educational difficulties and the mobility factor is high, with students joining and leaving the service during the academic year. The service works with a range of providers and is involved in a number of projects that are designed to help vulnerable students, such as the Continued Access to Education (CATE) programme for students with special medical conditions. The service has shown rapid growth since September 2007. The aim of the service is to ensure that all students have access to the most suitable provision to meet their needs at an appropriate time. This includes preparation for a return to mainstream. The ethos is to encourage respect, resilience, support and confidence, thus building self-esteem.

The service covers the whole of the London Borough of Hounslow. This is an area characterised by substantial pockets of social deprivation. The students come from a wide range of socio-economic and ethnic backgrounds and span a wide range of ability.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Woodbridge Park Education Service is a good pupil referral unit with some outstanding features. It is successful in meeting its aim of supporting vulnerable students who have frequently had a disrupted education. The service is already having success at reintegrating students into mainstream education.

Students enter the service with widely varying levels of prior attainment though, for most, their educational standards are well below average. Those who successfully re-integrate into mainstream education have made at least good progress in their academic studies and have worked hard to achieve other challenging targets, most of which are associated with issues such as attendance and behaviour. The standards of work seen during the inspection were below average but most students were working at levels far in excess of those that they had achieved prior to joining the unit. In relation to their starting points, most students are making good progress, with a minority working at the level expected nationally.

Students achieve well because they are well taught and the good curriculum, which is provided in all years, meets their needs well. The curriculum in Years 7, 8 and 9 is well organised. The 'nurture' arrangements, whereby students are grouped by attainment rather than age, enables them to make good progress, both academically and socially, at their own pace. The students respond well to this system, which they see as less pressurised and better suited to their needs. The Key Stage 3 provision is located in an attractive, but sprawling site, called the Syon Park Centre. The buildings are old and many of the teaching spaces are small. Movement around the site in poor weather is difficult. The attractive and varied nature of this site means that outdoor work in physical education and science, for example, can be exciting, but the general buildings are cramped and space is restricted and this limits the work that can be done.

The curriculum in Years 10 and 11 meets the students' needs well. Off-site vocational options are available for Key Stage 4 students, but there is not enough provision at the Wood Lane site. Extra curricular activities are provided for well, and the recent Year 9, 10 and 11 project with the London Fire Service was a huge success and has done wonders in promoting the students' confidence, image and responsibility.

Other accredited courses are also available in literacy, numeracy and computing, for example, which are very helpful in preparing the students for life after 16. The progress the students make is further aided by the excellent care, guidance and support offered. Target setting is extremely thorough and challenging; the monitoring, reporting and reward systems are hard to fault. The students know how well they are doing and where improvements are needed. Students' personal development is good. Most enjoy their education and prefer attending the service to mainstream schools. They feel safe and responsibility is encouraged well. For example, the students were responsible for naming the service and designing its logo.

The service is successfully encouraging the students to develop good attitudes to learning. Behaviour in lessons and around the buildings is good. Attendance is below average, but the overall figures are distorted by a small minority of students who, for various reasons outside of the control of the service, do not attend well. The service is highly active in promoting good attendance. Many students have better attendance records than when they were in mainstream education. A significant number can boast 100 per cent attendance. Many students are developing a good understanding of how to live safer and healthier lives, and good guidance is available on where they can go to receive advice and support. Personal development is well

supported through the curriculum, and good provision is made for spiritual, moral, social and cultural education. The buildings are enlivened by many interesting displays. Spiritual and moral education is promoted well by encouraging the students to take responsibility and to reflect on their own actions. The student council offers them a good opportunity to exercise responsibility and to take decisions. The provision for careers education is very good. Much effort is successfully devoted to improving the students' basic skills in literacy, numeracy and computing, consequently students are well prepared for their future lives.

In the lessons seen, the teaching was consistently good. Expectations were high and students were offered good opportunities to work both independently and collaboratively. The work set was challenging and the students responded well; some with considerable enthusiasm. Other good features, which successfully promote learning, are the thoroughness of the teachers' marking and the assessment systems that have been developed. Staff have excellent knowledge of the students and their assessments are used decisively and sensitively to drive improvement and to reward efforts. The students appreciate the help and encouragement offered by their teachers.

A small proportion of parents returned the inspection questionnaire and those who did were overwhelmingly supportive of the work undertaken. Some excellent supportive comments were made. As one parent stated: 'My son joined this school in September 2007. Prior to that he had little or no secondary education. He has come on in leaps and bounds. I cannot express how proud he now makes me and this is due to the way they teach at the school.' Another parent referred to the school as a 'shining example' for its work in turning around troubled teenagers.

This new service has made a very good start. This is largely due to the excellent leadership offered by the headteacher who has been supported very well by her senior team and all the dedicated staff employed in the service. They are committed and enthusiastic and are determined to help the students overcome adversity. Though considerable emphasis is placed on the quality of personal care and support, the main driving factor is to ensure that the students are offered a very good quality of education. Challenging targets are set and are being met. The headteacher and her staff work hard to ensure this and the good management committee offers much support, performing its 'critical friend' function well. There are good systems for monitoring and tracking each student's performance and the service has excellent working partnerships with many other providers and agencies. Self-evaluation is accurate and planning for further improvement is good. The service offers good value for money and there is a good capacity to improve.

### **What the school should do to improve further**

- Offer the students in Key Stage 4 a wider choice of vocational options.
- Improve the indoor learning environment at the Syon Park Centre.

**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).**

## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	NA
How well does the school work in partnership with others to promote learners' well-being?	1
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

28 February 2008

Dear Students

Inspection of Woodbridge Park Education Service, Isleworth, TW7 5ED

Thank you for welcoming me on my recent visit. I greatly enjoyed my time with you. Many of the things you told me about impressed me. Overall, I have concluded that your service offers a good education with some outstanding features. You have an excellent headteacher and many good and dedicated staff, who are working very hard to secure improvements for you. Standards overall are below average, but you are making good progress in your work. Some of you are doing better than this. You are offered a good curriculum and your staff are very caring and supportive; they are very keen for you to do well. The teaching you receive is good and the service provides a safe environment for your studies. I was also pleased to see your good behaviour during my visit and I was highly impressed with the stories you told me about your recent work with the fire service. Your experiences sounded very exciting.

I have suggested the following two areas for improvement.

- More vocational education, especially for Key Stage 4 students.
- Improve the indoor learning environment at the Syon Park Centre.

Thank you again for your valuable contribution to this inspection. I would like to wish you every success in your future endeavours.

Bill Stoneham

Lead Inspector