

Woodfield School

Inspection report

Unique Reference Number	131574
Local Authority	Coventry
Inspection number	341166
Inspection dates	16–17 March 2010
Reporting inspector	Jackie Cousins

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

Type of school	Special
School category	Community special
Age range of pupils	5–16
Gender of pupils	Boys
Number of pupils on the school roll	165
Appropriate authority	The governing body
Chair	Mrs Pauline Luckett
Headteacher	Mr Michael Chilvers
Date of previous school inspection	26 April 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors spent most of their time observing learning and visited 24 lessons and observed 23 teachers. They held meetings with the headteacher, governors, senior leadership team, middle leaders and staff. They talked to two groups of pupils from the school council. The inspectors observed the school's work and looked at some documentation including the safeguarding policy, risk assessments and health and safety records. The school development plan was studied in detail. An analysis was made of school data on students' progress, and inspectors looked at students' work in books and on display. A scrutiny of 27 parents' and carers' questionnaires, together with those from a sample of pupils was carried out.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how effectively leaders monitor the progress and attainment of more able boys in Key Stage 2
- how well leaders monitor the proportion of pupils that make expected levels of progress every six months in Key Stages 3 and 4
- whether attendance is satisfactory and how successfully is it monitored
- how successfully the school uses feedback to pupils to increase their rate of progress
- how effectively the school's leaders and staff are working to develop pupils' understanding of the United Kingdom's multicultural community, especially through music and art.

Information about the school

Woodfield School is situated in Coventry. It teaches boys with behavioural, emotional and social difficulties and some with significant special educational needs and/or disabilities. Virtually all pupils have a statement of special educational needs. Few pupils have been in the school for the whole of their primary or secondary education and many join part way through the taught year or key stages. A few pupils have been to several schools and some have missed out on significant amounts of their education. Most pupils are from White British backgrounds and a few pupils are from minority ethnic groups. Very few speak English as an additional language. Nearly half the pupils are entitled to free school meals. A significant proportion are looked after children. The Healthy Schools award has been achieved.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. It has some good features and is improving. The school takes many pupils who have not settled successfully elsewhere. Its leaders ensure all pupils are valued highly. Pupils settle quickly into school life whether they join in Year 1, 7 or any other year group. The school engages appropriately with parents from the moment that pupils start at the school. One parent summed up his or her thoughts by saying, 'I am very pleased with the teaching and leadership of the school. My son has been very happy here and has done well at the school.' Senior leaders and staff astutely create individual programmes of study for pupils. This means that pupils from all backgrounds and capabilities integrate suitably back into learning.

One significant strength is the good level of care, guidance and support pupils receive from teachers and teaching assistants. This means that pupils feel comfortable and safe in school. They form good relationships with staff. Most pupils who responded to the questionnaire said teachers were interested in their views. Pupils' well-being is successfully supported in a variety of ways. This means that they develop healthy lifestyles thoughtfully. Pupils' behaviour is satisfactory and they are reasonably considerate towards each other. However, systems to ensure all pupils behave well especially in lessons are not consistently developed or used by staff. Pupils' attendance is improving satisfactorily and it is broadly average though a few older pupils' learning is affected by their absences from school.

Attainment, although low, is improving securely and quickly. Nearly all Year 11 pupils receive accredited qualifications in basic skills and an increasing proportion gain GCSE or equivalent qualifications. Standards in key skills are improving steadily.

Pupils achieve satisfactorily because teaching is sound. Staff use an appropriate range of teaching methods and practical activities to keep pupils interested in learning new ideas. Assessment is used effectively to inform planning. Pupils receive positive feedback but staff do not all consistently discuss pupils' targets and what they have learnt so far in lessons.

A good leadership team is effectively driving improvements. The headteacher and senior leaders are highly dedicated and inspire staff successfully. Provision for information and communication technology (ICT) has improved significantly since the last inspection. Meetings are held now between teachers and senior leaders to discuss whether pupils are making enough progress. This means that leaders have an effective overview of teaching and progress, but the proportion of pupils who will make expected or better progress are not agreed for each class or monitored rigorously. A close watch is, therefore, not always kept to ensure that all pupils make the best progress they can.

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Self-evaluation is accurate and is used effectively by senior leaders and governors and so the school is in a satisfactory position to improve in the future.

What does the school need to do to improve further?

- – Raise pupils' attainment in Year 11 by:
 - ensuring teachers make regular use of good quality discussion about pupils' targets and learning which will ensure they know what they have done well and can do to improve
 - enhancing leaders' roles in agreeing and monitoring, at least every six months, the proportions of pupils making satisfactory or better progress
 - improving the attendance of older pupils.
- Develop the quality of teaching by ensuring more consistent use of behaviour management strategies.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

From their low starting points, pupils make satisfactory progress and their learning is improving securely and quickly. In 2009, nearly half the Year 11 pupils gained mathematics GCSE at grades D to G and one third attained this level in English. This year, a significant proportion of Year 11 pupils are on track to attain similar grades in English, mathematics and science. Attainment of older pupils in various subjects including art is considerably higher than in previous years. Nearly half of Year 10 pupils have already attained English, mathematics and science qualifications at entry level. Pupils from minority ethnic groups are provided for appropriately and so they achieve as well as their peers. Those pupils who join the school part way through a key stage make sound progress. Pupils in Years 1 to 6 make good progress. More able pupils are challenged satisfactorily due to effective staff expertise. Pupils with additional special educational needs and/or disabilities and who are looked after make similar progress to their peers.

Pupils contribute to the community satisfactorily. For example, those in the school council successfully joined in discussions to consider what new games could be provided at lunch times. The older pupils have thoughtfully helped to maintain local gardens for the elderly. Pupils learn to value everyone wherever they come from. Most pupils in Year 11 are working at expected levels of attainment in citizenship. Their knowledge of our multicultural society is well developed because special events are used imaginatively and the music and art curriculum promotes this awareness successfully. Pupils' self-esteem is raised significantly due to the rewards given to pupils for good behaviour or work and they value highly the certificates awarded to them such as 'The Most Improved Student of the Week'. Their moral development is good and they have an effective

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understanding of what is right and wrong. They take on safe ways of working together well. This is due to careful guidance from staff. Pupils have positive attitudes to learning and concentrate appropriately in lessons. This means that they are satisfactorily prepared for their future lives. Pupils adopt healthy lifestyles well. A high proportion of pupils take part in physical exercise activities each week. They are knowledgeable about foods which are better for them and those which should not be eaten too often.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching is satisfactory with some good features, and so pupils make sound progress in their learning. In lessons observed, the best teaching used teaching methods which involved pupils successfully as active learners and ensured that they developed their key skills rigorously. In one good session seen, Year 6 pupils learnt very successfully about how to calculate the perimeter of a shape because the teacher explained really clearly the strategies pupils could use. These pupils were set work at different levels and so all were challenged effectively. Assessment informs extra support for pupils' learning and the development of their concentration skills. Behaviour

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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management systems are not always used successfully to explain to a pupil part way through a lesson that their behaviour is not acceptable. This means that occasionally the learning of others is interrupted and time is wasted.

A considerable emphasis is given in the school's satisfactory curriculum to the development of language, literacy, numeracy and science skills. Pupils' physical development is promoted well: in most weeks, they have three physical activity sessions, including swimming. The promotion of their creative skills is well provided for through, for instance, arts projects. Pupils develop their self-confidence well, for example, learning to sing and act when they take part in Christmas productions. Pupils' personal, social, health, emotional and citizenship development is supported well through group discussion sessions. Pupils reflect thoughtfully about their own and others' beliefs because assemblies, English and topic sessions are appropriately planned. Extra-curricular activities at lunch time and trips out of school add considerably to pupils' learning. Provision for more able pupils is satisfactory. Occasionally, opportunities are missed to extend these pupils. A satisfactory range of vocational courses is on offer to pupils and the school is working to develop these further.

Pupils receive high levels of care from staff. Their pastoral needs are met well. Pupils with medical problems are cared for considerably. Looked after pupils are nurtured and supported well. The school works successfully with agencies to support pupils' well-being. A high emphasis is given to promoting pupils' mental health and emotional understanding. Targeted support for pupils whose circumstances make them vulnerable means that exclusions at the school are being reduced gradually. Attendance is effectively monitored and staff work diligently to encourage pupils to come in regularly. All older pupils receive careful guidance in choices about their future. Most go on to appropriate further training after leaving the school.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The senior leadership team is enhancing provision at the school. School development planning sets clear direction for future improvements in the quality of teaching and learning for literacy, science and ICT which staff are keen to work on. Pupils have equal opportunities to learn because the school works methodically to break down any barriers to learning. This is because senior leaders have high expectations and work effectively to meet pupils' individual needs. Pupils' achievement is monitored satisfactorily but an

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assessment of all pupils' starting points is not always recorded clearly. Thus, it is not always easy to see how much progress they have made since they started at the school. Governance is sound. Governors work satisfactorily with staff and challenge the school. They are involved in strategic planning for the future, although they do not have a clear system for gathering pupils' views nor are they all regularly involved in monitoring the school's work through a programme of visits. They make sure child protection and health and safety matters are dealt with carefully. Safeguarding procedures meet requirements well. For example, the school works effectively to ensure that pupils know how to keep themselves safe whilst they are using the internet and when they use technical equipment. The school works successfully with other agencies to protect vulnerable pupils.

The school promotes community cohesion satisfactorily and seeks to raise pupils' awareness of the lives of people in other parts of the world. For example, pupils raised money for the people of Haiti by organising sporting competitions and cake sales. The school has evaluated all aspects of community cohesion thoroughly and is developing further links to enhance pupils' understanding of different parts of United Kingdom.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

A satisfactory partnership is in place between parents and carers and the school. The majority of parents and carers who returned a questionnaire were positive about how safe their child was in school. A small minority of parents said their child did not enjoy school but pupils spoken to said that they like many school activities. They particularly

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enjoy cooking, physical education, art and mathematics lessons. A few parents expressed concern about ways that their child's needs are met. Inspectors explored this area with the school and found that pupils' needs are met satisfactorily. A small minority of parents felt they were not kept well informed about their child's progress. Inspectors agree that the school does not supply parents with detailed updates about their child's achievements part way through the year. The school plans to develop the use of an extra parents' meeting half-way through the school year so that pupils' progress can be reviewed more rigorously.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Woodfield to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 27 completed questionnaires by the end of the on-site inspection. In total, there are 165 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	9	33	11	41	4	15	2	7
The school keeps my child safe	14	52	11	41	0	0	2	7
The school informs me about my child's progress	12	44	10	37	4	15	1	4
My child is making enough progress at this school	12	44	10	37	4	15	1	4
The teaching is good at this school	16	59	8	30	3	11	0	0
The school helps me to support my child's learning	11	41	12	44	4	15	0	0
The school helps my child to have a healthy lifestyle	11	39	15	54	2	7	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	5	19	15	56	4	15	1	4
The school meets my child's particular needs	13	48	8	30	5	19	1	4
The school deals effectively with unacceptable behaviour	14	52	11	41	1	4	1	4
The school takes account of my suggestions and concerns	9	33	13	48	4	15	0	0
The school is led and managed effectively	14	52	11	41	2	7	0	0
Overall, I am happy with my child's experience at this school	15	56	8	30	3	11	1	4

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



18 March 2010

Dear Pupils

Inspection of Woodfield School, Coventry, CV4 7AB

Thank you for helping us to find out about your school. We enjoyed watching lessons and talking to some of you. You attend a satisfactory school that is happy and friendly. These are some of the best things about your school:

- you make satisfactory progress in your work
- you develop good self-esteem, understand right and wrong and help people in different parts of the world who are less fortunate than you
- your headteacher and senior teachers have good ideas about ways to improve the school
- teaching is sound and the staff work hard to make sessions interesting
- staff care and support you well and listen to you thoughtfully so that you feel safe in school.

We have asked your headteacher and other staff to look at how they can make things even better. The most important things they need to do are to make sure:

- teachers discuss your personal targets and learning more regularly so that you understand how well you are doing and what you could do to improve
- all staff use a system which explains quickly to you whether you are behaving well or not
- that older pupils attend regularly
- senior leaders watch over your progress and attainment in more detail.

Continue to listen carefully to staff comments and enjoy all the valuable things you are learning at Woodfield School. In particular, it is important that older pupils make sure they come to school every day.

Yours sincerely

Jackie Cousins

Lead inspector

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