

Wood Green School

Inspection report

Unique Reference Number	123238
Local Authority	Oxfordshire
Inspection number	359402
Inspection dates	22–23 September 2010
Reporting inspector	Peter Limm HMI

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

Type of school	Secondary
School category	Community
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1149
Of which, number on roll in the sixth form	216
Appropriate authority	The governing body
Chair	Mr P Warner
Headteacher	Cynthia Savage
Date of previous school inspection	19 September 2007
School address	Woodstock Road Witney OX28 1DX
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. The team observed 36 lessons involving 34 teachers. Meetings were held with groups of students, governors and staff. There were no meetings with parents and carers. There was a telephone conversation with the School Improvement Partner. Inspectors observed the school's work, looked at school policies, national published assessment data and the school's own assessment records and other school documentation, and analysed 452 responses by parents and carers to the questionnaire. Inspectors also took into account the views of 195 students and 40 staff who responded to their respective questionnaires.

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

- The achievement and attainment of different groups of students, such as those learning English as an additional language and those who have special educational needs and/or disabilities.
- The consistency and sharpness of monitoring and evaluation by middle managers.
- The effectiveness of the sixth form, to test the school's judgement that it was outstanding.

Information about the school

Wood Green is an oversubscribed school of larger than average size. The majority of students are from the market town of Witney, with the rest from local villages to the north east. A large majority of students are White British, and the proportion known to be eligible for free schools meals is below average. The proportion of students with special educational needs and/or disabilities is below average, although the proportion with a statement of special educational needs is above average. Wood Green is a specialist school for visual and performing arts.

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?

1

The school's capacity for sustained improvement

1

Main findings

Wood Green is an outstanding school. Leaders, managers, governors and staff have succeeded in embedding their positive vision for the school's development, and this has led to consistently high outcomes for students in recent years. The headteacher, together with her excellent senior leadership team, drives a constant programme of innovation and review at all levels in the school. All managers support this drive very well and ensure that strategies for improvement and self-evaluation make a big impact on students' excellent achievement and personal development. As a result, the school's capacity for sustained improvement is excellent.

Students' attainment is high. Attainment in the school's specialist subjects has been impressive. Progress made by students in the main school has been good, and it is outstanding in the sixth form. School data for 2010, which is yet to be validated, together with a survey of students' work, indicate clearly that attainment in key subjects was the highest the school has achieved in recent years. This is partly a consequence of the impact of school strategies to give more targeted support to students who need individual help, such as those with special educational needs and/or disabilities and those who speak English as an additional language. Students' overall achievement is now outstanding.

Students value the skill and commitment of teachers in enabling them to make good progress. Among the strengths observed in teaching were secure subject knowledge, excellent questioning skills, extremely good relationships with students, lively pace and the confident use of appropriate technology. Students identified discussion, individual research and presentation as being especially effective in developing their skills as learners. Outstanding teaching in a range of subjects involved timely and constructive use of varied assessment methods to evaluate and extend students' understanding. However, not all lessons demonstrated these outstanding elements consistently well. In some cases teachers did not check regularly enough in lessons to see whether all students securely understood the key concepts and ideas being developed. The procedures for increasing the proportion of outstanding lessons and sharing excellent teaching practice have increased the amount of good teaching since the last inspection, but have not yet made teaching outstanding overall. Rigorous target setting has led to appropriately challenging activities for all students. The marking of written work combines encouragement with detailed guidance on how to improve.

The curriculum has the breadth and flexibility to meet the needs of all students extremely effectively. A wide choice of vocational courses is provided, some through excellent collaboration with other local schools and the nearby college. Outstanding care and guidance means that students follow courses that meet their individual abilities and

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aspirations. Students are strongly supported through the options process. Students' success as learners is complemented by their outstanding attitudes and skills that will serve them particularly well beyond school. Behaviour is good and students are typically courteous and articulate, and treat each other and adults with consideration. They respond to challenge with confidence, especially in the sixth form.

What does the school need to do to improve further?

- Ensure all teachers regularly check in lessons that students fully understand what they are learning.
- Deepen teachers' understanding of the key features of excellent lessons through better sharing the exceptional practice already found within the school.

Outcomes for individuals and groups of pupils**1**

Attainment on entry to the school is broadly average, but most students make good, and sometimes excellent, progress so that attainment is high by the end of Key Stage 4. The lessons observed demonstrated clearly that the outstanding achievement of all groups of students, including those with special educational needs and/or disabilities and those known to be eligible for free school meals, is matched by their development as enterprising and confident young people. They have very positive attitudes to their education and attendance is above average. Students take advantage of the excellent opportunities to become independent learners. They are skilled at applying their critical thinking to present a coherent and personal line of argument persuasively. They feel very safe at school, and are confident that any difficulties will be quickly resolved by staff or by other students. They accept responsibility with enthusiasm and contribute extremely well to school life and the local community. For instance, students gained a silver medal in the National School Grounds Landscape Design Award competition for their outstanding landscaping of part of the school grounds. Students display an excellent understanding of what constitutes a healthy lifestyle. Participation in the extensive programme of extra-curricular activities is extremely good. The skills they develop through work-related learning and enrichment activities equip all students extremely well for life after school. Their spiritual, moral, social and cultural development is excellent, strongly promoted by the school's ethos and curricular provision in these areas.

These are the grades for pupils' outcomes

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

How effective is the provision?

The best teaching observed demonstrated highly developed professional skills in enabling students to reflect deeply on the key issues and consolidate their learning. These teachers made what was to be learnt very clear and presented a sequence of increasingly challenging activities to enable students to make excellent progress. Inspectors saw excellent examples of teachers using open questions to prompt independent thinking and to establish students' levels of understanding. Some teaching, even where progress was good, was not so skilled at checking whether all students securely grasped the concepts and ideas being developed. Students said that the most effective teaching encouraged them to investigate, challenge and extend the ideas and subject content presented in lessons. The marking of written work was good, balancing encouragement with specific guidance on how to improve.

In Years 10 and 11 well-planned curriculum routeways provide options matched to students' different needs and ambitions. Vocational opportunities are being extended through excellent partnership links with other schools and local providers. The school's specialist subjects are strongly presented through a wide choice of options that prove very popular at GCSE. A wide range of well-supported and challenging activities enrich the main curriculum extremely well, including team and individual sports, arts, visits and subject-linked trips, and Duke of Edinburgh expeditions.

As most parents and carers and students make clear, the quality and scope of care, guidance and support are outstanding. Students' individual needs are very carefully assessed, and when appropriate they are given extra support. Well-coordinated management ensures that pastoral care and academic guidance complement each other

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extremely well. Students are confident that the guidance they are given on how to prepare for their next steps beyond Wood Green is well informed and tailored extremely well to their individual needs.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The extremely effective headteacher and senior leaders give a very strong steer and direction. Staff share this vision and ambition and are highly motivated in continuing the improvements within the school. Middle managers at all levels evaluate their work very well. A rigorous system to monitor the effectiveness of teaching and to provide appropriate support has ensured that the quality of teaching in the sixth form is outstanding, though not yet securely so in the main school. The best teaching practice is not yet shared fully with all teachers.

The governing body is very effective. It provides outstanding support and challenge for the school, particularly through its very well-defined committees. It has ensured that policies and procedures are leading to constant improvement and that the school gives excellent support to the local community. Safeguarding procedures are good.

The highly inclusive nature of the school and a comprehensive analysis of examination data to identify any underachievement of individuals or groups have enabled the school to secure outstanding equality of opportunity. The promotion of community cohesion is good. The school is aware that although students' knowledge of local and world cultural differences is extensive, it is less secure about cultural diversity within Britain. The school provides excellent value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1

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	
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Sixth form

The effectiveness and efficiency of the sixth form are outstanding. Students' attitudes to learning are outstanding and they thoroughly enjoy being at school. They make excellent progress in their academic work and consistently attain very high standards by the end of Year 13. This is a result of excellent teaching, support and guidance. They take an active part in the wide range of exciting activities beyond lessons and are keen to organise a host of school activities as well as help in a local special school and other primary schools. Students are very good role models for younger students. An increasing number of students gain entry to Oxford or Cambridge and the majority are accepted at their first choice universities. Leadership and management in the sixth form are outstanding and students benefit from rigorous monitoring of achievement and help and guidance on choices for higher education routes and careers. The curriculum meets their needs very effectively.

These are the grades for the sixth form

Overall effectiveness of the sixth form	1
Taking into account:	
Outcomes for students in the sixth form	1
The quality of provision in the sixth form	1
Leadership and management of the sixth form	1

Views of parents and carers

The very large majority of responses from parents and carers showed a high degree of satisfaction with the school. Parents and carers often commented that it was not just academic success that was important, but also the personal development of their children. A small number of parents and carers commented on some poor behaviour by students. Inspectors found behaviour to be good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wood Green School 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 452 completed questionnaires by the end of the on-site inspection. In total, there are 1149 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	197	44	236	52	16	4	2	0
The school keeps my child safe	168	37	260	58	12	3	2	0
The school informs me about my child's progress	125	28	258	57	30	7	5	1
My child is making enough progress at this school	168	37	229	51	19	4	3	1
The teaching is good at this school	159	35	260	58	12	3	1	0
The school helps me to support my child's learning	109	24	265	59	40	9	4	1
The school helps my child to have a healthy lifestyle	99	22	284	63	37	8	3	1
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)	174	38	222	49	14	3	3	1
The school meets my child's particular needs	168	37	226	50	23	5	3	1
The school deals effectively with unacceptable behaviour	100	22	255	56	46	10	9	2
The school takes account of my suggestions and concerns	90	20	253	56	40	9	6	1
The school is led and managed effectively	195	43	220	49	12	3	5	1
Overall, I am happy with my child's experience at this school	211	47	205	45	21	5	4	1

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



24 September 2010

Dear Students

Inspection of Wood Green School, Witney, OX28 1DX

Following our visit to your school, we would like to tell you about our findings. I am sure you will be delighted to know we decided that Wood Green is an outstanding school. Only a few things need to be done better, and the staff are well placed to improve them.

You, the students, are one of the main strengths of the school. Your good behaviour and excellent attitudes to hard work contribute well to the success of the school. You make the most of the school's outstanding provision by involving yourselves fully in events. You always want to do your best and you are a credit to the school.

Your teachers help you attain consistently high results, and make good progress in Key Stages 3 and 4 and excellent progress in the sixth form. The teaching you receive is good overall and excellent in the sixth form. The school cares very well for your needs and provides you with excellent guidance and support when you require it. The school is very well led by your headteacher. She is supported well by the governing body and other staff.

We have asked the school to ensure that all teachers check more regularly in lessons that you fully understand your work. You can help with this by letting your teachers know when you do not understand anything. We have also asked the school to ensure that the good teaching is made even better through your very best teachers sharing their excellent practice with their colleagues.

Thank you for helping to make our visit so enjoyable.

Yours sincerely

Peter Limm

Her Majesty's Inspector

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