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**CHALLENGE PARTNERS: Quality Assurance Review Written Report**

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<b>Name of School:</b>	<b>Woodfield College</b>
<b>School Address:</b>	<b>Glenwood Avenue Kingsbury NW9 7LY</b>

<b>Telephone Number:</b>	<b>0208 205 1977</b>
<b>Email address:</b>	<b>dlp@woodfieldschool.co.uk</b>

<b>Unique Reference Number:</b>	<b>304 7000</b>
<b>Local Authority:</b>	<b>Brent</b>
<b>Type of School:</b>	<b>Community Special School</b>
<b>School Category:</b>	<b>Outstanding</b>
<b>Age range of pupils:</b>	<b>11-19</b>
<b>Number on roll:</b>	<b>129</b>
<b>Headteacher:</b>	<b>Desi Lodge Patch</b>
<b>Chair of Governors:</b>	<b>Ms Chris Justic</b>

<b>Date of last OfSTED inspection:</b>	<b>9<sup>th</sup> November 2010</b>
<b>Grade at last OfSTED inspection:</b>	<b>Outstanding</b>

<b>Date of Quality Assurance Review:</b>	<b>8<sup>th</sup> November 2011</b>
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## **QUALITY ASSURANCE REVIEW – SUMMARY OF JUDGEMENTS**

### **Pupil Performance**

**Attainment is:** Low  
**Progress is:** Outstanding

**Quality of Teaching** Outstanding

**School Improvement Strategies** Outstanding

**Area of Excellent Practice**  
**Behaviour Management** Confirmed

**Impact on Challenge Partnership** Outstanding

### **Overall Review Evaluation**

The Quality Assurance Review found indicators that Woodfield College appears to be firmly within the Outstanding grade as judged by Ofsted in the school's previous Ofsted report of November 2010.

## **Information about the school**

Woodfield Sports College caters for students aged 11-19 with Moderate and Complex Learning Difficulties. Nearly all have additional needs, often related to autistic spectrum disorder (ASD) or to behaviour, emotional and social difficulties (BESD). There are now 130 places as the College has expanded to include SLD learners and there are currently 129 students on roll. Attainment on entry is from P6 to level NC3. About two thirds of the students are boys. Over half speak English as an additional language, with Gujarati, Urdu and Somali being the three main languages spoken other than English. 46% of the students are on Free School Meals. Students follow a secondary model curriculum in KS3 and KS4 with two groups in KS3 being more class based with maximum inclusion opportunities in the main school.

The college has achieved the Healthy Schools, Sports mark, and International School awards as well as the Inclusion Quality Mark. It was awarded specialist status for sport in September 2009 and was designated as a National Support School in January 2010.

## **Pupil Performance**

Attainment is low compared to national standards. However, where appropriate, students achieve Entry Level and GCSE qualifications. Targeted training for all staff and rigorous assessment procedures show that students make good or outstanding progress in each Key Stage. Detailed baseline assessments enable accurate predictions about progress to be made and regular monitoring, evaluation and moderation of students work and progress within school and with other comparable schools enable staff to respond effectively to individual needs and promote personalised learning. Detailed knowledge of the students through training, the school's SEN data base and moderation enables teachers to effectively differentiate, plan and deliver lessons,

The effective deployment of skilled teaching assistants and targeted interventions contribute to those students in need of additional support making good progress.

Parents and students are fully involved in the target setting process and students spoken to were very clear about what they needed to do to improve their work.

The College are being proactive in benchmarking national standards against their statistical neighbours and through involvement in the Durham Project.

## **Quality of teaching**

During the review 12 lessons were observed, 5 were outstanding, 5 were good and 2 were satisfactory. A learning walk demonstrated the breadth of the curriculum, outstanding practice in supporting pupils both pastorally and academically and showed how students were purposefully engaged in their own learning.

In the best lessons observed teachers had excellent subject knowledge and the learning objectives and expected outcomes were clear, concise and understood by the students. Work was effectively differentiated and therefore provided appropriate challenge to meet the needs of the students which led to them all being engaged and motivated. The use of signs, symbols repetition and reinforcement were also used successfully to support understanding and communication when necessary.

The good use of questioning which also allowed the students 'processing' time was also very apparent and enabled all of the students to demonstrate progress. A range of assessment strategies including videoing, constructive feedback and self and peer assessment were also used to inform the teacher and the students of the progress they were making.

Teaching assistants in the classroom were used effectively and there was a careful balance of encouraging independence and supporting learning. There were very clear expectations of behaviour which were understood by the students and strategies and systems to address any inappropriate behaviours were consistently applied. The relationships between all of the staff and students were excellent and students were extremely respectful of each other, collaborated well and listened to each other.

The monitoring of teaching and learning across the school is rigorous and robust with members of the Senior Leadership Team, and Subject Leaders having clearly defined responsibilities. The use of the schools SEN database supports planning and target setting and coaching, mentoring, peer observations and other strategies are used in order to promote consistency of approach and outstanding teaching.

## **School Improvement Strategies**

The headteacher and members of the senior leadership team give a very clear direction to the work of the College and consequently everyone is clear about what needs to be done to further improve the provision. All objectives in the 2009-2012 have been successfully achieved and the new Development Plan is currently being drawn up in consultation with staff, governors, and where appropriate parents.

A substantial amount of the budget has been spent on refurbishing the school kitchen and improving school lunch production in order to give the students access to a choice of healthy fresh cooked food and given that 46% of the students benefit from free school meals this

remains a high priority. Systems are being put in place to monitor the impact that this has had on student progress.

The College's work is focused very successfully on providing students with equal opportunities for a better future. It does this by tailoring work and support very carefully to meet individuals' needs and a major focus will be to ensure that students with more severe learning and complex needs are effectively catered for.

The College is also seeking to gain the National Autistic Society Accreditation in order to recognise the excellent provision they have in place for students on the Autistic Spectrum.

### **Quality of Area of Excellent Practice**

The College identified their behaviour management system as an area of excellent practice and given the range of needs of the students, behaviour at Woodfield is outstanding.

The behaviour management system is well established across the school and is regularly reviewed as part of staff meetings to encourage consistency of approach. The College has been proactive in sourcing appropriate training to skill up staff e.g. reflective listening which staff spoken to believe has had a positive impact on their relationships with the students.

Rigorous recording and monitoring allows swift intervention and follow up. This is balanced with a merit system that reinforces positive behaviour. The school acknowledges that the systems is not appropriate for some groups of learners, such as 16+ or pupils with SLD and are developing or have in place different approaches to meet these needs.

Staff attribute the success of the system to the consistency of its application and the rigour of its organisation and monitoring. The system has high priority and is generously resourced in terms of SLT support. All staff have a role to play in modelling desired behaviours and there is a tangible ethos of rewarding students for what is expected of them.

The school considers the quality of learning experience on offer in the classroom as a motivator for students to behave appropriately. Students demonstrate a clear understanding of the system and perceive it to be a fair. Woodfield will evaluate the impact of strategies such as healthy food at lunchtimes and innovations regarding Sports College Status on supporting positive behaviour at a later stage in the academic year.

### **Quality of Impact on Challenge Partnership**

#### **School to School Support**

The College were designated as a National Support School in 2010 and have supported a number of other special schools with implementing systems which have led to whole school improvement. A deputy from the College has been seconded to work with a local mainstream secondary school on an inclusion project that will result in a hub for students from Woodfield

being created in the mainstream school. The project also involves training mainstream staff to implement strategies for SEN students.

As a result of the successful implementation of Foundation Learning and Functional Skills programmes the Head of the Sixth Form was seconded to the Local Authority for one day a week to work with a range of 14-19 providers to put provision in place for lower ability learners. He is now involved in monitoring the implementation of these programmes.

Through the College's specialism, the expertise of the staff in using physical education to support learning is used widely by mainstream primary and secondary schools.

### **In School Support**

Staff training has been a priority for a number of years. As a result the culture is in place for staff to want to develop their professional practices. Staff are keen to undertake CPD and quality training is timetabled annually for all staff. The skills that staff gain have immense impact on practice within the school, highlighted by the Outstanding lessons observed.

**This Review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.**

*OLEVI  
June 2011*