
CHALLENGE PARTNERS: Quality Assurance Review Written Report

Name of School:	Woodfield Sports College
School Address:	Glenwood Avenue Kingsbury London NW97LY
Hub School:	Woodfield

Telephone Number:	02082051977
Email address:	dlp@woodfieldschool.co.uk

Unique Reference Number:	101579
Local Authority:	Brent
Type of School:	Special
School Category:	Community Special
Age range of pupils:	11-19
Number on roll:	134
Head teacher/Principal:	Desi Lodge-Patch

Date of last Ofsted inspection:	9 November 2010
Grade at last Ofsted inspection:	Outstanding

Date of Quality Assurance Review:	24-25 November 2013
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QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES

School Improvement Strategies:	Good
Achievement is:	Outstanding
Quality of Teaching:	Outstanding
Area of Excellent Practice:	
Support and Intervention	Confirmed

Overall Review Evaluation

The Quality Assurance Review found indicators that Woodfield Sports College appears to be just within the Outstanding grade as judged by Ofsted in the school's previous Ofsted report of November 2010 and action is required to ensure that it continues to meet Ofsted's criteria for that grade.

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). The proportion of students with severe learning difficulties (SLD) is increasing and further expansion is planned for 2014. 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. Over half of all students are eligible for free school meals.

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 Teaching School in 2013.

School Improvement Strategies

- Woodfield Sports College has a comprehensive school development plan (SDP) with 6 key priority areas in order to meet the increasingly complex needs of students and raise achievement. All staff contribute to the SDP, the priority areas being re-evaluated in senior leaders meetings and the governing body. All heads of department write their own subject-specific evaluations in consultation with senior leaders.
- The College's self-evaluation is largely accurate and clearly sets out developments in the work of the College and action points for the future. The monitoring that takes place is genuine and has highlighted crucial areas for development such as whole school literacy.
- The school's application to become a Teaching School in September 2013 was successful and its first tranche of student teachers is now in place.
- There is a far reaching and diverse structure of continuing professional development which is an area of outstanding practice, as evidenced by the school's successful bid to become a Teaching School and the highly successful training of teaching assistants for their Pupil Premium targeted intervention work. The school continues to provide a range of in-house training.
- The creation of the bespoke special needs data base and system of Learning Journeys allows all staff to update strategies and resources in order to enhance pupils' learning experiences and to share good practice.
- It would be even better if there was a sharper focus on the impact of the College's actions on raising pupils' achievements. For example, collated data to show the overall reduction in the number of behaviour incidents as well as individual student exemplars.
- Data supporting outstanding achievement is not presented in a sufficiently clear form and could be simplified and made more "user-friendly".
- The College is clearly taking action around their priority areas but occasionally this is not given sufficient prominence in their documentation. For instance, action taken from last OFSTED inspection, emphasis on Sports/PE/ and physical well-being and the outstanding

work the College does to promote students' social, moral, spiritual and cultural development.

Pupil Achievement

- Students make outstanding progress at Woodfield College based on national progression data. Performance data is collated but not always analysed fully or presented in a coherent format. The College's own data tracking and monitoring systems show that:
- Progress is outstanding in KS3 with over 80% making expected or better progress in English, over 84% making better or expected or better progress in Maths and 77% making expected or better progress in Science.
- In KS4 progress is more mixed but the decreased level of progress can be accounted for by the move of the most able students in the cohort to mainstream school at the end of year 9. In comparison to national statistics students make outstanding progress from their starting points. At KS4 there is outstanding progress in science and maths and in English progress is good. 78% met their predicted entry level grades in English. All students achieved entry level accreditation in both history and religion in line with predictions.
- In KS5 progress is good, especially in terms of students going onto further education destinations. There are no students who are not in education, training or employment.
- Students entitled to pupil premium support make good progress. It is noteworthy that pupil premium funding has been successfully used to support those students who transfer to Alperton High school.
- Over 80% of students with English as an additional language (EAL) make expected or better progress in KS3. In KS4 EAL students make good progress in line with others.
- Students across the College make outstanding progress in personal, social and communication skills to prepare them for the next stage of their lives, due to the excellent support provided by the College.
- There was evidence of outstanding practice in marking and assessment.
- The College has recently introduced a comprehensive student tracking, monitoring and reporting system to support the learning cycle. It is accessible to parents and can be monitored and updated at any time. The impact of this new system has yet to be evaluated.

Quality of teaching

The quality of teaching over time leads to outstanding progress in academic achievement but also in social, personal and communication skills. Ten lessons were seen, four were outstanding and six were good. Two of these were at the weaker end but two would have been outstanding except for overlong beginnings.

What went well:

- There is a stimulating environment for learning, with students unafraid to take risks. They display a love of learning and are able to work successfully independently, in pairs and groups.
- Lessons are well planned and structured, with a good sense of pace and fun. Teachers carefully use artefacts to stimulate learning and signs and symbols to reinforce communication, for example, the use of pictures and photographs to illustrate desired outcomes in a Year 9 physical education lesson.
- Lesson observations and learning walks show a high level of student engagement, excellent behaviour and strong and consistent behaviour management.
- Teachers are knowledgeable and have subject expertise which they use appropriately to ensure that tasks meet the needs of students and challenge them well.
- An outstanding feature is that more able students are so extremely well-supported that a third of the cohort is enabled to transfer to a mainstream setting at the end of KS3.
- The deployment of teaching assistants and therapists is excellent in the small groups and the individual targeted intervention work. Relationships between staff and pupils and between pupils and pupils are strong, positive and warm, leading to positive attitudes to learning.
- The use of questioning is skilled and assessment for learning is good, particularly the quality of marking and the effective use of Classroom Monitor, which has been extended into KS5.

Even better if:

- The starts of lesson were not too long and were well-targeted. This would avoid the occasional negative impact on the pace of the lesson and the progress of pupils.
- Teaching assistants were always well deployed in whole class lessons by being given direction and guidance by the class teacher.
- Opportunities for literacy were firmly embedded into everyday practice, and texts on white boards were always clearly visible.

Quality of Area of Excellent Practice

Support and Intervention at Woodfield College have been identified as an area of excellence. The school has developed a team of 30 teaching assistants (TAs) and therapists to who are trained to deliver specific intervention programmes. This is a response to the increasing complexity of the needs of the students at the College.

The support has been particularly important for those students who make the transition at the end of KS3 to mainstream school. The school has also trained 30 TAs from Alperton School on how to support the needs of students who make the transition and ensure they are successful there.

Excellent practice was observed in intense sessions of speech and language and drama therapy with individual students. Small group intervention with support staff was extremely successful in

enabling students to develop social skills. In many of the lessons observed it was evident that the TAs played a very significant role in supporting the learning. A number of strategies were employed to help accelerate the learning and it was clear that both teacher and TA had a shared understanding of how the learning was to progress.

However this was not the case in all lessons. Occasionally it was clear that there was not sufficient collaboration before the lesson between teacher and support staff. While it is clear throughout the school that support staff do play a highly important role and there is evidence of their impact in most lessons, it would be even better if the excellent practice was applied in all lessons.

Partnerships

Partnerships are an outstanding feature of the College. The College has continued its development and widened its partnership working by becoming a National teaching School. The priority is that the College maintains its outstanding status to the benefit of the pupils. Teaching school status and the partnerships which run alongside are to support this primary objective. There are 6 main areas:

- Initial teacher training which has brought about an improvement in staffing.
- An expansion of continuing professional development including the Outstanding Teacher Programme which has improved the skills and knowledge of staff.
- Succession planning with staff completing a variety of professional qualifications and using their research to improve provision.
- Challenge Partners work which has helped several schools to work together to tackle issues in the local area.
- Recruitment of specialist leaders in education to be deployed in Brent schools to improve the quality of teaching.
- A wide range of research and development aimed at raising standards and has led to links being established with local universities.

Staff have enjoyed sharing good practice and benefitted from sharing new ideas.

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.