
CHALLENGE PARTNERS: Quality Assurance Review Written Report

Name of School:	Woodfield College
School Address:	Glenwood Avenue Kingsbury NW9 7LY

Telephone Number:	0208 205 1977
Email address:	dlp@woodfieldschool.co.uk
Hub:	Woodfield

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

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

Date of Quality Assurance Review:	20-21st November 2012
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QUALITY ASSURANCE REVIEW – SUMMARY OF JUDGEMENTS

Achievement:	Outstanding
Quality of Teaching	Outstanding
School Improvement Strategies	Outstanding
Area of Excellent Practice:	
Personalised pathways:	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) or with SLD. 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. Nearly 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 Support School in January 2010.

Achievement

Pupils are making outstanding progress at Woodfield School, and this is evidenced both in lesson and data tracking. Assessments are clear and follow a logical progression, based on NC descriptors. Pupils know their learning targets and are proud when they achieve them. Assessment data is shared with parents termly. Learning targets are used across the curriculum, and pupils are highly motivated by their Literacy Passports, which are carried into every lesson.

The school has a clear vision to improve data tracking in order to support the learning cycle. The data manager has been trained in a new system, which will be used to track the progress of groups of learners over time, from school entry through to KS5 and beyond. This will be available for teacher use by September 2013.

An impressive SEN database has been developed, which will be linked into pupil data tracking. The school is considering looking at individual pupil profiles as part of the process of linking data and support.

The school has been tracking the progress of their SLD group using PIVATS sub-levels. School leaders are reviewing and further developing their tracking of this group this year. Likewise KS5 progress is being closely monitored in order to ensure pupils continue to receive outstanding provision until the end of their school career and beyond.

Quality of teaching

It is clear that the quality of teaching over time is outstanding, which leads to the excellent progress of all pupils. During the review, a range of quality of teaching was observed. Senior leaders and reviewers agreed the judgements. Teaching has a great many strengths:

- Relationships are exceptionally strong throughout the school. These make the school a very safe, calm place in which to learn and thrive.

- Lessons are very well planned and clearly structured so that the learning proceeds in small, incremental steps – well suited to the needs of the pupils. This was seen very clearly in a science lesson where the learning intention was clear and activities were well planned to enable it to be achieved.
- The secondary structure to teaching is resulting in pupils being taught by subject specialists. This is giving a real sharpness to the learning.
- Lesson observations and learning walks show that there is high pupil engagement. There is also clear enjoyment of learning. This is attributable to the good quality planning of lessons, taking pupils' interests to motivate them.
- Teachers model the learning very well, often repeatedly so that they are sure that the pupils understand what to do.
- Teaching assistants are very well trained and give excellent support, often subtly, to support learning and good behaviour.
- Behaviour is exceptionally well managed. There is a clear positive approach to behaviour management – expectations are appropriately high for all pupils and they usually rise to them.
- Teachers use resources very well to support and engage pupils.
- Communication skills are well developed across the curriculum. There is a strong emphasis on 'key words' and developing reading skills.
- The introduction of the 'blue boards' is supporting learning where it is used well.
- Teachers use signing well to support pupils.
- Teachers mark pupils' work regularly and there are opportunities (for example in PE using an i-pad) for pupils to assess their own work and that of others'.

Where teaching is not always consistently good or outstanding, it would be even better if....

- The use of the 'blue board' was consistent across all classes
- The use of signing was consistent across all classes
- There was a shared, common approach to the teaching of phonics
- Lesson plans included a learning objective to promote specific aspects of personal development
- A school system for marking pupils' work was consistently applied

A very small sample of pupils' work raised possible questions for senior leaders:

- Do pupils have enough opportunities for extended writing across the curriculum?
- Is there an over-use of cloze procedure exercises?
- Can marking be 'close the gap' marking to give teachers' comments even more impact?

School Improvement Strategies

Woodfield School has a clear school improvement plan with 5 key strands which meet the identified needs of the school. The School's 'Guiding Principles' in the SEF documentation are core to the school and can be seen in operation throughout the School.

A major change this year has been in the leadership structure, supporting an increased priority for Teaching and Learning. This is also seen through personal teacher targets linked to PMR and by a termly T&L training focus. Key areas are revisited on a rota basis and T&L forms a part of the set agendas of line management meetings.

CPD is central to the consistency and development of the provision at Woodfield School. A main focus identified in the SDP is for all teachers to complete OTP training. 11 of the 23 teaching staff have already successfully completed this training and initial monitoring indicates the positive effect that this is having on the students. All staff attend school training sessions and these are supplemented by a range of additional specialist training sessions (eg. DB Primary). 3 members of staff are engaged in research projects linked to the work of the school.

Much of the CPD is provided in-house, including the OTP training, but the school also makes use of opportunities and links with other schools, agencies and the Challenge Partnership, to provide appropriate developmental training. Staff have access to past training materials through a central base of resources. Specific support materials are also accessible through the student database, allowing teachers to link into the specific resources which will support work with a particular student or class.

All staff are part of the evaluation and development cycle and there is a shared ownership of the School Development Plan. The Leadership Team are able to regularly update progress on the plan and this is clearly an active document.

It would now be even better if.... the pupil centred approach which is evident all around the school, is made explicit in the school's documentation.

Quality of Area of Excellent Practice

The personalised curriculum model (pathways) at Woodfield School is recognised as an area of excellence. The strength of this provision lies in both the range of provision and the flexibility of its use. The structure enables the needs of each student to be met effectively, and constant monitoring results in students moving to the most appropriate route as and when a change is needed. Students approaching key transition points are supported through the changes with visits, tours, observations, taster sessions and induction periods. The individual needs of the pupils are well considered.

The changing nature of the School's learners and increasingly complex needs, has led to the employment of a teacher to work specifically in the SLD provision. This expertise has helped to further develop practice across the school.

The Alperton Programme provides a fantastic opportunity for pupils to move as a group into a mainstream setting. The transition is prepared for in Year 9 with structured sessions at Woodfield and visits to Alperton School, building to a Summer term induction fortnight. Alperton School is able to offer a newly-built base building for the group and staff there have been especially trained as part of the Woodfield programme. After transition to Alperton, core subjects are taught in the base, with students joining the main school body for option subjects. The option choice will this year increase from 4 to 8 subjects. The students feel very positive about the programme and about what they will do after transition to Alperton School.

A Year 14 group has been introduced to Woodfield School this year and although still in its infancy, this additional KS5 year group provision gives an opportunity for pupils to take an extra year to prepare for transition into college should they need it. The programme is rightly being closely monitored by the school to ensure that this provision is of the highest standard.

The School has established a number of links with local business as part of work experience programmes.

It would now be even better if.... there were more opportunities for students to progress directly into a work or apprenticeship role as an alternative route after sixth form.

Quality of Impact on Challenge Partnership

The quality of the school's impact on the Challenge Partnership continues to be significant with the headteacher a senior partner and leader of the hub. Very open to sharing its own good practice, the school strongly reflects the moral commitment to partnership working for the benefit of all students, and is a shining example of what being in the Challenge Partnership is all about.

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*