

Name of School:	Woodfield School
Head teacher/Principal:	Kay Charles (Executive Headteacher) Nick Cooper (Head of School)
Hub:	Woodfield
School type:	Special
MAT (if applicable):	N/A

Estimate at this QA Review:	Outstanding
Date of this Review:	30 th October 2017
Estimate at last QA Review	Outstanding
Date of last QA Review	23-25 November 2016
Grade at last Ofsted inspection:	Outstanding
Date of last Ofsted inspection:	17-18 January 2017

Quality Assurance Review

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

School Improvement Strategies	OUTSTANDING
Outcomes for Students	OUTSTANDING
Quality of Teaching, Learning and Assessment	OUTSTANDING
Area of Excellence	SIXTH FORM PROVISION ACCREDITED
Previously accredited valid Areas of Excellence	Sixth Form Provision was an emerging area excellence in March 2016.
Overall Estimate	OUTSTANDING

Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.

1. Information about the school

- Woodfield School caters for 169 students from ages 11-19; two thirds of the students are boys. The school admits two forms per year.
- Students have a range of special educational needs and/or disabilities from severe to moderate learning difficulties, together with students with more complex needs including autistic spectrum conditions.
- A quarter of the students have behavioural, emotional and social difficulties.
- Nearly half of the students speak English as an additional language and students come from a wide range of ethnic backgrounds.
- The number of disadvantaged students is above the national average and there are six looked after students.
- Students in Key Stages 3 and 4 study a varied curriculum, tailored to each student's needs. During Key Stage 4, students are given the opportunity to gain external accreditation in many subject areas. Some students transfer back to mainstream school at the end of Year 9.
- The Key Stage 5 curriculum is successfully focused on preparing students for the world of work and finding paid work and college placements.
- Woodfield is a teaching school which is well connected and influential in local educational partnerships and initiatives.

2.1 School Improvement Strategies - Follow up from previous review

- The school has further expanded the range of evidence to demonstrate students' progress. The comprehensive report on outcomes makes more reference to non-academic measures of success alongside academic measures.
- School leaders are developing the semi-formal, life-skills based curriculum for students who enter the school at lower levels of development.

2.2 School Improvement Strategies - What went well

- Senior leaders have developed and retained a strong, committed and effective team where leadership is distributed appropriately. Succession planning has been effective in developing middle leaders who have the autonomy to work in their way whilst being held to account by senior leaders. There is a culture of professional challenge in the leadership team.
- The school's vision and values are prominently displayed throughout the school, informing everything that it does. Students engage with the values and vision, especially well in the sixth form.
- Self-evaluation is effective, with contributions made by students and school staff via department self-evaluation at all levels.
- Leaders know the school extremely well and everything is driven by a deep knowledge of student groups and individual students. An example of this is the introduction of a more class-based curriculum in Years 7 and 8 in order to minimise transitions for more complex students to settle them more effectively into the school.
- School leaders have improved the quality of transitions to the next year groups,

providing more detailed information and arranging longer transition visits at the end of each academic year.

- Leaders use data skilfully to improve progress. Through regular progress meetings, they respond in a timely manner to any behavioural and attendance issues.
- Leaders have planned and delivered an excellent range of vocational options for students in Key Stage 4 and 5, including work experience. Students have had the option to transfer to mainstream schools at the end of Year 9 and the school is looking for new mainstream school partners.
- Leaders have successfully developed a highly trained and well-motivated team of lead learning and learning assistants who provide creative and engaging support for students.
- Sport and physical education remain a major aspect of school life. Students have many and varied opportunities to develop their physical prowess regularly and to meet and be inspired by inspirational figures in sport.

2.3 School Improvement Strategies - Even better if...

...the school refined the 'student flight path' for students who enter the school at lower levels of development.

3.1 Quality of Teaching, Learning and Assessment - Follow up from previous review

- Leaders have developed extensive and effective training and development in the use of 'Blanks level questioning' for the whole school, within departments and for individuals. This is delivered by the speech and language therapy team and is leading to more appropriate and high level questioning.
- School leaders have improved planning linked to the effective assessment system and rigorous target setting results in clear differentiation in lesson planning.

3.2 Quality of Teaching, Learning and Assessment - What went well

- Due to warm and trusting relationships between staff and students and between students, a culture of trust ensures that students feel secure. They are confident to take risks and make mistakes from which they can learn.
- Teaching staff have excellent subject knowledge and understand how students learn best. Teachers allow students to struggle for an appropriate time in order to grasp concepts or complete tasks; this builds students' resilience.
- Students collaborate effectively with peers in their learning and have developing independent learning skills.
- Teachers and lead learning assistants (LLAs) and learning assistants (LAs) are deployed effectively and they work well as a team to promote learning. LLAs and LAs are effective in running a variety of sessions; for example, in vocational education where their skills complement those of the teachers and widen the curriculum offer.

- In lessons, students almost always engage well in their learning. Teachers, LLAs and LAs build and sustain interest in lessons leading to purposeful learning.
- Questioning builds on prior knowledge. Teaching staff use the right type of questions to check on and deepen learning. Teachers use their knowledge and relationships to challenge students in a variety of ways to enable them to make excellent progress.
- Teachers regularly use plenaries effectively. There are useful systems to give students feedback on their learning in a timely manner, including the use of both verbal and written feedback.
- Teachers deliver learning at the correct pace for the situation. They allow time to reflect and think, as well as moving learning on at a greater pace, when appropriate.
- The tracking system used in mathematics and in English is clear and leads to information on students' learning being effectively used to check understanding and build up to the next steps in learning.
- Teaching staff facilitate effective communication for all by using a combination of speech, Makaton and symbolic communication to aid student comprehension and expression.
- The curriculum at Woodfield effectively builds on skills and knowledge, as well as developing thinking skills in both academic and non-academic subjects.
- Students' behaviour and behaviour for learning are exemplary. They move around the school interacting positively with their peers and with adults. Due to students' highly developed sense of responsibility, transitions are smooth with minimal learning time lost.
- There is a wide and rich range of vocational education opportunities offered for all students in Key Stage 5. Teaching staff plan and deliver programmes and learning which prepare students for their next steps in learning. The Key Stage 4 and 5 curricula prepare students well for life after school. A student was asked if he was ready to leave school. He replied, 'This school is helping me to achieve my dreams'.

3.3 Quality of Teaching, Learning and Assessment - Even better if...

...the systems of reflection and self-assessment were extended further to ensure that every student has a voice.

4. Outcomes for Students

- Students' attainment on entry at the end of each key stage is well below age related expectations.
- The school has an effective system to assess students accurately and set challenging targets. The school links with the Brent, Harrow and Hertfordshire assessment group to moderate the robustness of its assessment, targets and expected progress measures.
- School leaders have developed the excellent 'Student Flight Path' system to set aspirational targets from the beginning of Key Stage 3 to the end of Key Stage 4.
- The school uses comprehensive data analysis to improve outcomes for all

students and groups of students. On the rare occasions that students temporarily make less than expected progress, the issues are identified quickly and addressed to put in place measures to improve progress rapidly.

- The school uses progression data successfully to evidence outstanding progress across all phases of the school. Progress in Key Stage 3 shows a year on year improvement from 2015, whereas in Key Stage 4 there was a slight drop in 2016 but still improved from 2015. Overall, the stronger subjects are English and science.
- Progress in Key Stage 5 was outstanding, with almost all students making outstanding progress in mathematics, English and personal and social development (PSD).
- Girls' performance is now stronger than boys in all subjects in Key Stage 4 but not in Key Stage 3.
- Students with English as an additional language (EAL) made marginally better progress than non-EAL students in mathematics. Disadvantaged students make better progress in English, mathematics and PSD.
- Changes in the organisation of classes in Year 7 into single teacher class groups led to a considerable reduction in behaviour incidents in Year 7 in 2016-17. There has been a school-wide reduction in behaviour points due to the excellent teaching and the implementation of the relationship management policy which has replaced the behaviour management policy.
- The school provides many opportunities for enrichment including the Duke of Edinburgh Bronze and Silver awards and residential visits to Derbyshire. The wide range of accreditation opportunities, college placements and internships are exemplary and effective in supporting students to make a real contribution to society as young adults.
- Students have secured employment with the National Health Service (NHS) and Transport for London (TfL), as well as other local employers. There are plans for their involvement to be role models to inspire the current older students.

5. Area of Excellence

Key Stage 5 Sixth Form Post-16 Provision

5.1 Why has this area been identified as a strength?

School leaders and specifically the head of sixth form have a passionate commitment to preparing all students for life after school by focusing on personal development, academic skills, independence, vocational skills and appropriate qualifications. The school has an excellent record of finding work for school leavers. These are sustained and include paid, full-time employment with TfL, several paid roles in the NHS, Heathrow airport and seven leavers work in local catering outlets. The school uses alumni well to motivate current students to boost aspiration. The offer is effective for all students including those who will move to further education and to supported living and employment.

5.2 What actions has the school taken to establish expertise in this area?

The school has ensured that there is a focus on high quality learning in all aspects of the sixth form curriculum experience. School leaders have engaged with students and have incorporated 'learner voice' in the planning and delivery of the curriculum. These include the views of families to design personalised offers which have resulted in students becoming adults with real jobs or further education placements.

There is a comprehensive sixth form handbook for students and parents. The document is clear, well-structured and informative. The sixth form has a committee comprised of 10 students who are active in shaping day to day running and problem solving issues in the sixth form.

Leaders are inventive and there are excellent, well-established partnerships with two local colleges, Harrow College and the College of North West London, and a local special school, The Village School. These links allow for greater collaboration, moderation and an increase in the variety of opportunity, including paid work and appropriate college courses.

5.3 What evidence is there of the impact on students' outcomes?

The outcomes report details outstanding progress in all core subjects in Key Stage 5. There is a wide range of accreditation achieved at an appropriate level for each student. The destinations of students bear testament to the significant amount of time and attention given to planning for the next steps. Almost all students attend work experience and vocational education. These are bespoke to the interests of the students. The range of work experience opportunities is excellent and still growing. The independent life skills of students are a core driving principle of the sixth form and can be seen throughout everything they do. The evidence of work experience outcomes is very well documented and includes self-assessment.

5.4 What is the name, job title and email address of the staff lead in this area?

Paul Talbot
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6. What additional support would the school like from the Challenge Partners network, either locally or nationally?

There is currently no additional area of support required by the school.

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.

