

# Woodfield School

## Inspection report

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<b>Unique Reference Number</b>	101579
<b>Local Authority</b>	Brent
<b>Inspection number</b>	355026
<b>Inspection dates</b>	8–9 November 2010
<b>Reporting inspector</b>	Stuart Charlton

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

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<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	11–19
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	127
Of which, number on roll in the sixth form	20
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Penny Witham
<b>Headteacher</b>	Desi Lodge Patch
<b>Date of previous school inspection</b>	4 June 2008
<b>School address</b>	Glenwood Avenue London NW9 7LY
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## Introduction

This inspection was carried out by two additional inspectors. All 20 class teachers were observed and 20 lessons were visited. The inspectors held discussions with the Chair of the Governing Body, the School Improvement Partner, staff and groups of students. The inspectors looked at the school improvement plan, minutes of senior management and governing body meetings, planning and assessments of students' progress as well as a range of other documentation, and questionnaires returned by 32 parents and carers.

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

- Whether the management structures and strategies at all levels are sufficiently effective in ensuring high quality provision for all students.
- Whether the systems for monitoring and evaluating the effectiveness of teaching and learning help to ensure that all students make the progress of which they are capable.
- Whether the curriculum meets the very wide range of students' needs including access to an appropriate mix of academic, vocational and work-related provision.
- Whether the systems to set challenging targets and track students' progress are sufficiently rigorous and robust to ensure that all make the progress of which they are capable.
- Whether the outcomes for students in relation to their personal development are sufficiently focused, given their changing needs.

## Information about the school

Woodfield Sports College caters for students who have moderate learning difficulties. Nearly all have additional needs, often related to autistic spectrum disorder (ASD) or to behaviour, emotional and social difficulties (BESD). The numbers in these two groups have risen annually since the last inspection. All have a statement of special educational needs. About two thirds of the students are boys. Over a half speak English as an additional language, with Gujarati, Urdu and Somali being the three main languages spoken other than English. There are three Traveller students, and a very small number of looked-after students. The college has achieved the Healthy Schools, Sportsmark, and International School awards as well as the Inclusion Quality Mark. It was awarded specialist status for sport in September 2009. A new sixth form building opened in February 2008.

**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

Woodfield Sports College provides an outstanding education for its students. The care, guidance and support which all staff provide are exemplary, ensuring that students gain extremely high quality personal, social and learning skills. All students make excellent progress in their academic learning regardless of ethnicity, gender, special educational needs or communication needs. By age 16, they gain qualifications that provide an excellent basis for their future and every year all move on to further education. These achievements are based on teaching and learning of the very highest quality. There are rigorous and robust systems in place to set challenging targets and monitor students' progress.

Safeguarding procedures are excellent and students indicate that they feel extremely safe and secure at Woodfield. Relationships between staff and students are exemplary and are a crucial factor in the college's success. Students thoroughly enjoy college and all say that lessons are fun. Behaviour is outstanding and parents speak about the college in glowing terms and the positive effect it has on their children. The curriculum is very carefully tailored to match students' needs, and the college quickly adapts its provision to meet the changing needs of its population. The sports specialism is used extremely well to promote the development of its own students and those in other mainstream schools. Attendance is good and there are excellent systems to promote attendance and punctuality. Students in the sixth form make a very positive contribution to the college and the wider community. The college has rightly identified that older students in Key Stage 4 do not have sufficient opportunities to play an active role in college life and is working to improve this aspect of its provision.

Parents and carers are very closely involved in their children's learning. The college's work to help them to understand and meet their children's needs is of very high quality and they are very positive about its effectiveness.

The headteacher provides the vision, commitment and determination to lead the college forward. She is extremely well supported by her deputies and together they have established highly effective teamwork between the teachers, support staff, administration staff and staff from outside agencies. The new appointments to the governing body have provided the skills needed to hold the college to account and ensure it is performing as well as it can. Partnerships with other professionals are used extremely well to promote the learning and well-being of students. An audit of the college's contribution to community cohesion has been completed which shows that links at national and international level are very strong, but that older students in the main college do not play a sufficiently active role in promoting cohesion within the local community. The track record of curriculum development since the last inspection, the innovative strategies that have been implemented to manage the greater complexity of need in its population and

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the systematic way in which developments are monitored and evaluated by senior managers ensure that the college has excellent capacity to improve further.

## **What does the school need to do to improve further?**

- Ensure that the older students in the main college take a more active role in the college life and in promoting the college within its local community.

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

**1**

Across the college, all students, regardless of their needs, make excellent progress and enjoy learning. By the end of Year 11, all students attain nationally recognised qualifications which prepare them extremely well for their futures. This represents excellent progress from students' well below average starting points on entry. Excellent learning was seen in all areas of the college. The consistent use of a wide range of communication techniques and behaviour management strategies enabled all students to make rapid progress in developing their skills. In an excellent English lesson with Year 7 students, the teacher and the learning support assistant continually encouraged students to develop their use of adjectives to describe characters in a story. The sentences students produced gave very clear 'pictures' of the different characters. Similar techniques were observed in many other areas of the curriculum, giving students access to, and familiarity with, the technical language of the subjects being studied. Links with parents are used extremely well to support students' learning through making them familiar on a regular basis with their children's academic targets, their individual action plans and the topics they will study. Sixth form students now have their own common room and registration groups. The college has recognised that as sixth form students have their own space this provides increased opportunities for older students in the main college to take greater responsibility in tutor groups and house activities but, as yet, these have not been fully realised.

All aspects of students' spiritual, moral, social and cultural development are excellent. Through the college council, students are closely involved in helping to contribute towards the college community; a good example of this is the way in which older students 'buddy' younger ones. Students are very willing to express their views on a range of issues and greatly appreciate 'golden time' on Friday afternoon when they can choose their own activities. They show excellent understanding of the need for a healthy lifestyle and appreciate the importance of the wide opportunities for physical development and the benefits of the healthy lunches. This is reflected in the Healthy School status and the Activemark award. Through the focused development of their literacy, numeracy and information and communication technology (ICT) skills as well as their personal skills, students have the confidence and knowledge which prepare them extremely well for the next stage of their education.

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*These are the grades for pupils' outcomes*

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

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

\* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

## How effective is the provision?

Teachers and all support staff work together extremely well as a team and have a seamless approach to behaviour management. Planning is very effective, but one of the college's many strengths is the detailed knowledge all staff have about their students. This enables everyone to make a crucial contribution to students' learning by clearly identifying the needs of individuals and how these will be met. In an excellent humanities lesson with a group of Year 8 students, getting them to use a quill to write their names gave students a great insight into life in a Tudor schoolroom. The teacher's planning clearly identified how the learning support assistant was to work in helping individuals.

◆ The curriculum is a strength of the college. It provides an excellent balance between meeting students' needs and providing more practical activities. The very wide range of sporting activities contributes extremely well to students' enjoyment of college. The college's successes, ranging from representation on the English Disabled Cricket team at a tournament in South Africa to the number of regional trophies that have been won, are highly valued by students and a testament to the dedication and enthusiasm of staff. Other enrichment activities, such as visits to the theatre, museums and a local farm, add to students' enjoyment of college and link their learning to real-life experiences. A wide range of therapies, particularly speech and language and occupational therapy, enhance

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the provision and ensure that the range and complexity of students' needs are met extremely well

Care, support and guidance are exemplary and staff make sure that all students, including those who arrive at different times, settle quickly and happily into college life. Transition arrangements for those moving into the college and those who move to other schools and colleges are excellent and contribute extremely well to reducing students' anxieties.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher gives 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. Monitoring of teaching and learning is extremely rigorous and carefully linked to training and support so that staff approach key developments very enthusiastically. The governing body is very active in promoting the college and its aims. Through its work, the college campaigns tirelessly to eliminate discrimination. Self-evaluation is accurate; as one member of staff said, 'Everyone associated with the college is passionate about ensuring that only the best is good enough for Woodfield.' An excellent example is the development of the learning base for students with autistic needs. 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.

Safeguarding and child protection are high on everyone's agenda and fully meet national requirements and guidelines. The risk assessments are a particular strength, being thorough and detailed. 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. ♦A comprehensive and detailed audit of the college's contribution to community cohesion has been drawn up. This shows that the college is highly effective in promoting the profile of students with special educational needs and raising students' awareness of the multicultural society found in other parts of Britain. Excellent links have been established with colleges on a national basis and with schools in Zimbabwe and Ethiopia. These are very effective in helping the students at Woodfield to understand the challenges facing students in other countries. There are well-developed plans to give Key Stage 4 students more opportunities to promote the college and its work within the local community.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Sixth form

In the past, the college has lost many of its higher achieving students to local colleges. The reputation it has built and the changing needs of its population means that many more now stay on into the sixth form. The move to the new building has been particularly beneficial in this respect. Students are very proud of their college and the achievements it enables them to make. The expansion of the curriculum since the last inspection has provided much wider opportunities for work-related and vocational learning which are further enhanced by links with local colleges, Aspire and Watford Learning Centre. Through these and the same extremely high quality teaching and learning seen in the main college, all students make excellent progress and achieve highly. Care, guidance and support are exemplary and the leadership and management of the sixth form provision are of the very highest quality.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>1</b>
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



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## **Views of parents and carers**

About one quarter of parents and carers returned the questionnaire and so the college's own data was used to provide a clearer picture of their opinions. An overwhelming majority are very supportive of the college and how it supports them and their children. One said, 'My son is really doing well; we are so happy that he is in this school. Thank you so much.' The inspection team fully support such sentiments and found no evidence to support the concerns expressed by a very small number of parents and carers.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Woodfield Sports College 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 32 completed questionnaires by the end of the on-site inspection. In total, there are 127 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	62	13	38	0	0	0	0
The school keeps my child safe	23	68	11	23	0	0	0	0
My school informs me about my child's progress	20	59	12	35	2	6	0	0
My child is making enough progress at this school	13	38	15	44	3	9	0	0
The teaching is good at this school	17	50	15	44	1	3	0	0
The school helps me to support my child's learning	16	47	15	44	3	9	0	0
The school helps my child to have a healthy lifestyle	15	44	18	53	0	0	0	0
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)	12	35	15	44	2	6	0	0
The school meets my child's particular needs	17	50	14	41	2	6	0	0
The school deals effectively with unacceptable behaviour	17	50	14	51	2	6	0	0
The school takes account of my suggestions and concerns	13	38	18	53	2	6	0	0
The school is led and managed effectively	15	44	19	56	0	0	0	0
Overall, I am happy with my child's experience at this school	19	53	15	44	0	0	0	0

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 all 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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



10 November 2010

Dear Students

**Inspection of Woodfield Sports College, Kingsbury NW9 7LY**

Thank you for all the help you gave us when we inspected your college. We particularly enjoyed being able to talk to a good number of you. You told us very clearly that Woodfield is a brilliant college with an excellent headteacher. We agree, and consider that you get the very highest quality teaching and curriculum so that you make excellent progress and gain a wide range of qualifications which prepare you extremely well for further education when you leave. All of you emphasised that staff are always ready to help you and that they make learning fun. You all said what a great difference the college makes to your lives. You told us that the small group sizes are a real help and that staff are 'cool'. You showed us that you have very good understanding of the differences between life in other towns and cities in England and that in other countries in Africa.

To make things even better we want the college to give the older students in the main college more opportunities to take a lead in helping the younger ones and in promoting the college within the local community.

I know that you will all try your very best at all times to help the staff to make Woodfield even better.

Yours sincerely

Stuart Charlton Lead inspector

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