

# Prestwood Campus, Chiltern Way Federation

Nairdwood Lane, Great Missenden, Buckinghamshire, HP16 0QQ

**Inspection dates** 9–10 January 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Students of all abilities make good progress and are well prepared for the next stage of their education, training or employment. Students' achievement has improved over the past three years.
- The school ensures that priority is given to students acquiring key literacy and numeracy skills and also provides good opportunities for vocational training.
- The school's new post-16 provision provides a good bridge between school and further education or employment for the small number who have stayed on, enabling them to enhance their literacy, numeracy and other work-place skills.
- Teaching is usually good and some is outstanding. Adults consistently build positive relationships with students and the climate in classrooms is calm, orderly and focused on learning.
- Students make excellent progress in learning to manage their own behaviour. They learn to take responsibility for their own actions and their spiritual, moral, social and cultural development is sometimes outstanding.
- The school's leadership is focused on meeting the diverse needs of the students. It has established a clear set of values and expectations that are understood by all involved in the school's work.
- The school's leaders and managers have high expectations. They provide clear direction for staff and manage their performance well.
- Governors undertake their role effectively and are fully involved in monitoring the work of the school and making decisions about its future direction.

### It is not yet an outstanding school because

- Most teaching is good rather than outstanding and occasionally it requires improvement.
- While teachers mark students' work and give them feedback on how well they are doing, this is not of consistently effective quality.

## Information about this inspection

- Inspectors visited 14 lessons, observing all teachers in the school. All were joint observations with members of the school's senior leadership team. Inspectors also observed social skills and art therapy sessions, listened to students from different year groups read and analysed a sample of students' work from each range of ability across the school.
- They analysed the school's performance data showing the progress and attainment of students, and data showing students' attendance.
- Inspectors held meetings with two randomly selected groups of students, senior and middle leaders and representatives from the governing body and the local authority.
- Although there were too few responses to the online questionnaire (Parent View) to look at, an inspector did meet with a group of parents and account was taken of the school's own surveys of parents' views.

## Inspection team

Barnard Payne, Lead inspector

Additional Inspector

Janet Allcorn

Additional Inspector

## Full report

### Information about this school

- Prestwood Lodge is a school for boys with behavioural, emotional and social difficulties aged between 11 and 17. An increasing proportion have additional complex difficulties, including attention deficit hyperactivity disorder, autistic spectrum disorder, oppositional defiance disorder, cognition and learning, motor and sensory difficulties, speech language and communication needs and social communication difficulties. All students have a statement of special educational needs.
- The school has a high proportion of students eligible for support through additional pupil premium funding. This is additional government funding provided for students known to be eligible for free school meals, those looked after by the local authority and those with a parent in the armed services. In this school the vast majority of students receiving additional funding are those known to be eligible for free school meals.
- The school has also received Year 7 catch-up funding. This is additional funding for each Year 7 student who did not achieve at least a Level 4 in reading and/or mathematics at the end of Key Stage 2.
- The proportion of students from minority ethnic groups is lower than the national average and nearly all speak English as a first language.
- Mobility rates in the school are high, with many students joining the school at different times. A relatively low number are in the school all the way through from Year 7.
- The school enters students early for GCSE in some subjects. Most of the current Year 11 students were entered for the science GCSE in Year 10, a year early, and all were entered for mathematics. One student completed an English GCSE in Year 10. All of the Year 11 students in 2012–2013 were entered for science in Year 10 and most completed the citizenship short course.
- Prestwood Lodge forms part of the Chiltern Way Federation with nearby Wendover House School. Since September 2013 the school has offered post-16 provision and there are currently four students in Year 12, none of whom was in the school during the inspection as their curriculum is provided off site for two days a week.

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

- Ensure that teaching is at least good and the majority is outstanding, including:
  - consistently planning opportunities for students to aim for the next level
  - ensuring that students have clear understanding of new concepts
  - using learning objectives more consistently to determine lesson activities.
- Ensure that marking and feedback to students about their work and progress are of a consistently high standard, including:
  - giving students additional challenges to help take their work to a higher level
  - ensuring that students of all abilities receive high quality, effective feedback and points for improvement.

## Inspection judgements

### The achievement of pupils is good

- Students typically arrive at the school with low prior attainment. All groups of students, including the most able, make good progress from their starting points.
- Both progress and attainment have improved over the past three years. The proportion of students leaving school and not entering further education, employment or training has reduced over the same period.
- Achievement is good rather than outstanding because the most able students do not always have opportunities to extend their knowledge; and the less able sometimes need clearer guidance.
- English has improved a little more than mathematics and this is partly due to teachers' subject expertise, which has been less secure in mathematics. However, achievement in mathematics lessons and in students' books is now good.
- The school's use of pupil premium funding has closed the attainment gap between those eligible for funding and other students in the school. Where there are differences in attainment this is due to prior attainment or particular difficulties rather than lack of achievement.
- The school also used the Year 7 catch-up funding well to target and improve students' progress and attainment in reading and mathematics.
- Students acquire good reading, writing and speaking skills. They have good opportunities to read and some read quite widely, and read aloud fluently. Some are less inclined to read, but this does not adversely affect their overall achievement and they show that their use of language can be well developed; for example, where Year 11 students wrote letters of application to become head boy.
- There are examples of outstanding achievement by the most able students, particularly in writing. There are also examples of writing that show how students learn to be self-reflective, develop clear values and empathise with other people. For example, in a piece of work by a Year 11 student, he wrote: 'To me being British is having the freedom of speech, the right to walk down a street no matter if you're black, white, gay, straight, fat or thin.'
- The school's policy of entering students early for GCSE in some subjects has had a positive impact on their achievement. Outcomes over three years show that students make good progress in English, mathematics and science by the end of Year 11.
- No post-16 lessons were observed during the inspection as the students are only on the school site for three days per week. Other evidence shows the provision enables them to develop their literacy and numeracy skills while also following a vocational programme to prepare them well for further education, training or employment.
- Students' development of personal and social skills is excellent. They learn to manage challenging situations effectively and this is a major contributor to their achievement.

### The quality of teaching is good

- Teaching is usually good, including the teaching of English and mathematics. Some teaching is outstanding and sets high levels of challenge that students enjoy.
- Teachers mostly have high expectations of students and their lesson planning is mostly good. Sometimes learning objectives are not followed through well enough in planned activities and this limits progress.
- Occasionally, teaching requires improvement. Sometimes, students need to have new concepts broken down in order to understand how to meet learning objectives. Even where teaching is good overall, students could be challenged through more searching questions in some lessons.
- Staff consistently create a very positive atmosphere in classrooms. This helps ensure that lessons proceed at a good pace and students enjoy learning.

- Teachers assess students' work well. Marking and feedback are often good but not of consistently high quality. Some marking includes additional challenges for students, but not all; sometimes the most able receive more detailed comments than the less able.
- Additional support, including support from the behaviour team, is highly effective, enabling students to learn well with minimal disruption in lessons.
- No post-16 teaching was observed. The quality of the school's offsite provision is monitored effectively by the school, and the school also provides specialist behaviour management training for external providers.

### **The behaviour and safety of pupils are outstanding**

- Students often join the school with a history of very low attendance and challenging behaviour. They make excellent progress in acquiring positive attitudes to learning. Students and parents are positive about behaviour and safety in the school. Students feel safe and learn to keep themselves safe; they learn to trust adults in the school.
- During the inspection, students' behaviour in lessons and around the school was hardly ever less than good. Given their starting points, this is a significant achievement.
- Students know about different forms of bullying but say incidents are rare and they have full confidence in the staff to deal with it. Students also know how to use the internet safely.
- There is very effective behaviour management, including by the behaviour team, who adopt a low key but effective approach so that behaviour never dominates in lessons, even where students have more difficulties. Case studies show that the school works successfully over time with students, their families and outside agencies to bring about improvements and never gives up.
- The school's work to keep students safe and secure is outstanding. When joining the school some students can behave in ways that pose a threat to themselves and others. The school enables them to consider the consequences of their behaviour and prepares them for success in the outside world. The school does not tolerate unsafe behaviour and does not shy away from taking decisive action. Over time, students make significant improvements in managing situations they find difficult and this is a major factor in the calmness and order in classrooms.
- Attendance has improved. The school has used some of the pupil premium funding to improve attendance, which consequently improves achievement by ensuring students spend more time in school. The school employs its own education welfare officer, who very effectively tracks attendance, follows up absences, carries out home visits and works with families and students. This has led to a significant improvement in attendance over the past year and a significant decrease in the number of persistent absentees.

### **The leadership and management are good**

- The school's leaders have high expectations of staff and students and the drive and determination to bring about improvements. They have secured a good quality of teaching, managing staff changes effectively. Rigorous performance management sets clear targets for staff.
- The federation's leadership has a very clear vision and has developed leadership capacity over the past three years. The establishment of effective middle management and monitoring systems has enabled the school to respond to changing needs well. For example, a major building project has not been a distraction and leaders and managers have kept firmly focused on teaching, learning and achievement.
- The school has worked in partnership with the local authority to develop the federation; this has included substantial investment in improving facilities. The school also uses local authority training well as part of its continuing professional development programme.

- Leaders and managers use accurate self-evaluation to track progress and identify priorities. This is supported through rigorous collection and interpretation of students' performance data.
- The school provides a wide range of learning opportunities for students, with an optional extended day that enables them to develop a variety of new skills and interests. The vocational opportunities have taken account of students' own views and help prepare them well for the next stage in their education, training or employment.
- The school has established strong links with further education colleges and other training providers. There is a clear system of quality assurance in place, including joint lesson observations with external providers and a sharp focus on monitoring students' attendance off site.
- The new post-16 provision provides a bridge between school and training or employment; it enables students to enhance their literacy and numeracy skills as well as following a vocational route.
- The school's provision for students' spiritual, moral, social and cultural development has led to some outstanding outcomes. Students gain a strong set of social and moral values.
- The school spends pupil premium funding well to improve outcomes. In addition to employing the education welfare officer, the school has invested in setting up a student-profiling system, to address barriers to learning, working with a senior leader from a partner school. This has led to new support strategies based on individual targets for students, with notable success in improving outcomes in English.
- The school's arrangements for safeguarding students meet statutory requirements.
- Parents praise the school for supporting them so well. They say the school never gives up, always keeps parents informed about their sons' progress and always tells them when their sons have done well.
- The governance of the school:
  - The governing body monitors the school's work effectively and has an accurate view of its strengths and areas for development. It sets high expectations of the school's leaders and managers. Governors have a secure grasp of progress, attainment and attendance data and have good access to up-to-date information. This is supplemented with school visits that enable governors to discuss students' progress with them and monitor the learning and behaviour in the school. Governors are well informed about the impact of teaching and receive regular reports on its quality. They hold the school's leaders to account and provide challenge as well as support. The governing body is well organised, with a designated governor to monitor the spending of the pupil premium and its impact. The governing body sets clear targets and judges teachers' performance against them; governors align performance with salary progression effectively. The governing body ensures that the school's staff and resources are used well. The training and development of governors means that they have the necessary range of skills and experience to undertake all aspects of their role successfully.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	110577
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	432053
<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	11–17
<b>Gender of pupils</b>	Boys
<b>Gender of pupils in the sixth form</b>	Boys
<b>Number of pupils on the school roll</b>	58
<b>Of which, number on roll in sixth form</b>	4
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Ward
<b>Head of campus</b>	Gary Regan
<b>Principal</b>	Ian McCaul
<b>Date of previous school inspection</b>	22–23 March 2011
<b>Telephone number</b>	01494 863514
<b>Fax number</b>	01494 866154
<b>Email address</b>	office@prestwoodlodge.bucks.sch.uk



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