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Dear Miss Stacey

Special measures monitoring inspection of Woodeaton Manor School

This letter sets out the findings from the monitoring inspection that took place on 18 and 19 March 2025, on behalf of His Majesty's Chief Inspector of Education, Children's Services and Skills. The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and was the second monitoring inspection since the school was judged to require special measures following the graded (section 5) inspection that took place in November 2023.

The purpose of a monitoring inspection is not to grade the school's key and (where applicable) provision judgements, but to identify and report on the school's progress. It is to highlight to the school and parents any improvements that school leaders have made since the school's previous graded inspection.

During the inspection, I discussed with you and other senior leaders, governors and the local authority the actions that have been taken to improve the school since the most recent graded inspection. We discussed the ongoing impact of the COVID-19 pandemic. I also met with other staff, carried out learning walks and lesson visits, reviewed a sample of pupils' work and support plans and scrutinised strategic documents. I have considered all of this in coming to my judgement.

Leaders have made progress to improve the school, but more work is necessary for the school to no longer be judged as requiring special measures.

The school may not appoint early career teachers before the next monitoring inspection.

The position regarding the appointment of early career teachers will be considered again during any monitoring inspection we carry out.

The progress made towards the removal of special measures

Since the previous monitoring visit in October 2024, there is a new substantive headteacher and a new chair of the interim transition board.

The school has continued to refine the sequence of the curriculum since the last monitoring visit. However, this work is incomplete. There is more to do to ensure that an ambitious progression of knowledge is set out for every subject. New leaders have been appointed. They have a clear vision for their role and work together well to monitor the implementation of the curriculum. While some variation remains in the quality of teaching, this has improved since the last inspection. The work that pupils complete is appropriate and ambitious. Some pupils recall what they have learned well.

Interventions to help pupils learn to read take place consistently. While the school recognises which pupils need this additional support, assessment strategies are imprecise. They do not identify the specific gaps in phonics knowledge that pupils may have. Staff who run these interventions lack expertise in phonics. Consequently, although much improved, the school's phonics programme is not successfully helping pupils learn to read as well as they could.

At the last monitoring visit, support for pupils' speech, language and communication needs was not in place. The school has taken rapid action to resolve this, ensuring that the entitlements in pupils' education, health and care plans are being met. The school has refined pupils' 'one-page profiles'. Staff are now responsible for these plans and implement most of the identified strategies well. The school recognises the need for further development of these strategies. While pupils are supported, this support is not as effective as it could be to help pupils to achieve the best possible outcomes.

There is a clear behaviour policy in place that matches the vision and aims of the school. All stakeholders have received this policy, and staff have had initial training on how to implement it. You have planned further training for staff about how to best support pupils when they are dysregulated. Currently, the activities pupils complete during their movement or lesson breaks do not have a clear therapeutic purpose. Consequently, these activities do not help pupils to remain regulated through the day. That said, pupils' behaviour has improved considerably. They attend lessons more consistently than they previously did. Mostly, pupils are well engaged with their learning and show positive attitudes to their work. They have trusting and positive relationships with staff.

Pupils' personal development is secure. There is a well-considered personal, social, health and economic education curriculum in place. Pupils learn about important topics such as careers, healthy living, relationships and consent. Through the newly embedded religious education curriculum, pupils are now taught about different cultures and faiths. They have

the opportunity to discuss and debate moral issues. There is still work to do to ensure that the breadth of extra-curricular opportunities matches pupils' talents and interests.

The interim transition board has a secure oversight of the school. There are clear processes in place to check the effectiveness and impact of any changes made. The board works effectively alongside the local authority's school improvement advisor to ensure continued improvement. The local authority has secured further support from a multi-academy trust. This is proving effective. The school's leadership has a clear vision for the school. It has taken quick and decisive action to bring about change. This has meant that while there is still more to do, rapid progress has been made to improve the school.

There remain some concerns and worries among staff. However, they feel increasingly well supported and valued by all levels of leadership. Staff value the support being provided by the multi-academy trust. They have the time to put into practice what they have been trained to do. This has led to most staff feeling safer and happier at work than in the past.

Safeguarding remains ineffective. The school has worked closely with the local authority to ensure that scheduled works related to site safety take place. There has been much improvement in this area. The site perimeter is now secure. However, this work is ongoing, and not all of the urgent improvements identified at the last graded inspection have been made. As a result, there are still a small number of pupils who are unable to access the school because of these site safety risks.

I am copying this letter to the chair of the interim transition board, the Department for Education's regional director and the director of children's services for Oxfordshire. This letter will be published on the Ofsted reports website.

Yours sincerely

Nina Marabese
His Majesty's Inspector