



Woodstock School

Generating confidence to experience the joy of learning



Welcome to Woodstock School: Les Haines, Headteacher, says...

Fast progress

It is a real privilege to be the Head of Woodstock School, and one that I have thoroughly enjoyed over the past two years. All children at Woodstock are considered to have Special Educational Needs. We consider this to be the normal situation, and all our children will have both an Individual Behaviour Plan (IBP) and an Individual Education Plan (IEP). Some children will have an additional learning need and these will be considered individually.

Amazing pupils

It is a real delight to see so many of our youngsters achieving so much, and in areas that they may have never dreamed possible! Indeed, our pupils achievement in reading writing and mathematics has risen sharply recently.

Ethos

Our school ethos is based around:

- Teamwork
- Inclusiveness

Pupils and staff constantly tell me that they love being at Woodstock and our rightly proud of our school.

Brilliant staff

There is a real consistency and passion amongst our brilliant staff, to provide an 'all round' education for our pupils. Our teaching and support staff are highly experienced, fully committed hard working, and always put the needs of our young people first.

Parent partnership

Another very important part of our school is you, the parent! We believe that working closely with parents and carers is essential if children are to maximize their opportunities. You will see, by reading the many parent and pupil stories within this prospectus, you and your child are very important to us. We champion the link between school and parent and work very hard to involve you in every step of your child's time here...and increase your child's enjoyment of learning.



Meet Einstein...



the school
pet dog!

Get in touch

At Woodstock we offer a nurturing environment, in which the educational and pastoral care of the children is paramount. You will find that Woodstock is a friendly, caring and happy school, where we have high expectations of both the children's behaviour and their academic progress.

Please do not hesitate to arrange an appointment to visit us and see how wonderful our school is. To make an appointment please email: woodstocksp@bristol.gov.uk or call 0117 377 2175.

School day

School hours

Monday to Thursday

8.45am: Taxis arrive, doors open
3.15pm: Taxis arrive, children depart

Friday

8.45am: Taxis arrive, doors open
12.30pm: Taxis arrive, Children depart

Uniform

A simple uniform is helpful in establishing good standards of appearance in school and by wearing it children quickly feel part of the community. We have a basic uniform, which consists of a bright blue sweatshirt with the school logo, and this can be purchased from the school office, plus a white shirt or polo top and grey, navy, or black trousers or skirt and black shoes.

Healthy school meals and snacks

Your child can enjoy an excellent lunch with vegetarian options, which is cooked on site at school, or bring in a packed lunch. All children in Reception, Year 1 and Year 2 are entitled to a free school meal. Our kitchen supervisor puts a lot of thought into the menu to ensure that all the meals are healthy and in line with our Healthy Schools Award.

Break-time and drinks

Under the Fruit in School scheme children are entitled to a piece of fruit each day free of charge. This is given as a playtime snack. Milk and water are also available throughout the day.



Marcus has made a bright start and his ability has been quickly recognised by caring staff at Woodstock School

Tazio Sutherland lives with his son, Marcus, aged seven, in Bristol. Education professionals recommended Woodstock School for Marcus after he was diagnosed with ADHD.

Expert teaching

Marcus's previous primary school couldn't cater for his needs and so he was also attending Tree Tops Kids Company in Bristol to receive extra support, Tazio says. "I am so glad the experts recommended Woodstock School for Marcus as he now finally has teachers who understand his needs. He finds it difficult to keep still in class but the staff at Woodstock know how to deal with him."

Settled happily

Tazio says his own life is much better now Marcus is settled at Woodstock. "I feel reassured that he is receiving all the care he needs. The previous school would call me and ask me to come and get him because they couldn't cope with him. I had to keep leaving work and it was very worrying. It got to the stage where the school summoned me to a meeting and told me that Marcus wouldn't have a school to go to the following week. It was obvious that they didn't want him there."

Capable staff

Tazio says it is a huge relief for him that the staff can all cope with Marcus. "I had become used to getting calls from people asking me to come and pick Marcus up from school. Now I am not worried that people are going to contact me while I am at work and say they are having problems with Marcus and it makes me feel much more comfortable knowing that I will be able to stay at work until it is time to finish and go home."

Kept informed

The staff at Woodstock are good at communicating with parents, Tazio believes. "They keep me informed about

Marcus's progress. He brings home a personal diary every day and the staff write in it what he has done that day and how he has got on with things. They are all experts and know how to deal with him."

Lovely gardens

Tazio likes Woodstock's setting and the welcoming atmosphere at the school.

"Woodstock is in a big old Victorian house, which is set in nice grounds with lawns and gardens and plenty of space for the children to play in. It is a lovely environment for the children and the staff are all very approachable and friendly."

Transport provided

The distance from their home is not a problem for the family. "Although we live five miles from Woodstock the council provide transport to take Marcus to and from school. It is a comfort to me to know that he will get to school and get home again safely," Tazio says.

Outdoor play

Marcus enjoys all the outdoor activities that the school provide. "He particularly likes playing football and doing gardening but he is also enjoying the educational side, and is learning to cook and going swimming," Tazio says. "Although it is early days and he hasn't been at the school long, I can already see an improvement in him and in his general behaviour at home. I would definitely recommend the school to other parents."

Children say

Marcus says: "I like going to Woodstock and playing football with my friends."



Our broad and creative curriculum

The learning experience

We are committed to delivering a broad, creative and relevant curriculum, through well-planned, structured and differentiated learning activities at a level and pace appropriate to each individual's abilities and needs.

Groups and classes

Pupils are taught in a range of small groups, as individuals, whole classes and larger groups. When organizing the learning experiences, we understand that that learning outside the classroom, and learning in the natural environment, raises attainment and strengthens social, emotional and personal development.

Modified curriculum

Children come to Woodstock School at different stages and ages, having had a vast array of educational experiences and as such, many will have vast gaps in their knowledge, skills and understanding, and find engaging in learning a challenge. In order to match individual ability and need, it is appropriate and necessary to modify our curriculum in order to provide an education that will maximize potential, ensure continuity and progress. Our curriculum includes:

- English
- Mathematics
- Science
- Art and Design
- Computing
- Design and Technology
- Geography
- History
- Languages (as appropriate at key stage 2)
- Music
- Physical Education
- PHSE (Physical, Health & Social Education)
- Religious Education

School Council: pupils have a voice in running the school

We are rightly proud of our School Council. This is a group of children who represent the school. They meet weekly, having correctly constituted meetings, with each child taking a particular role within the Council. They canvas opinion from their class members regarding decisions that affect other children. They have a small budget that they have to bid for and then manage. Governors often meet with them to get their view on how the school is being run. This all helps the children to develop and practice the skills they will need to live democratically and become responsible good citizens.



Ramari's life has been completely transformed after just two years attending Woodstock School

Tiffany Franklyn and her partner Clayton Small live in Fishponds with Tiffany's daughter, Rasharni, aged 11, and son, Ramari, aged eight. Ramari was diagnosed with emotional and behavioural needs and attended Woodstock School for two years.



Success story

There was a party for Ramari at the end of the summer term at Woodstock School to celebrate that he was leaving after just two years to attend a school closer to his home. His Mum Tiffany says: "He has now left Woodstock and is starting at a mainstream school near where we live. We were very sad that he was leaving but it is great that he is now able to cope with being in a mainstream school again."

Moving on

Ramari's behaviour has been transformed while he has been at Woodstock. Tiffany says: "The staff at Woodstock have been successful with him and it is right for him to move on now. He is going to miss his friends at Woodstock and all the teachers but he is excited about going to a school near where we live and not having to make a long journey in a taxi to get there each day."

Emotional upheaval

Ramari originally left his mainstream primary school because his teachers couldn't contain him. Tiffany says: "They started teaching him in a separate room because he was hitting and biting other children and kept running away. He wasn't allowed out at playtime or to go on school trips unless I could be present. His emotional problems had been sparked by issues at home. My Mum had moved to live abroad and I had got divorced. It was a time of upheaval for him and his behaviour had spiralled out of control."

Work suffering

Tiffany says: "Eventually the school were ringing me and asking me to come and take him home every day and then they

started suspending him. Being taken out of class so much meant that his marks were suffering. When he was diagnosed with emotional and behavioural needs the staff at his school recommended Woodstock. I was a bit apprehensive about him moving at first because I was scared the other children would have a negative influence on him."

Enjoying learning

"He has never had any problems at Woodstock and no one has ever had to phone me to say that there was an incident during the day. He has enjoyed all aspects of his time at the school. I think one of the secrets of Woodstock's success is that they make time for fun activities with the children in addition to the academic side," Tiffany says. "Woodstock have a great rewards system. Ramari loved getting goodies and medals and certificates. The children are rewarded for being good in the taxi, having the right attitude, doing good work and helping out. Sometimes they got an actual toy, sometimes a treat like being able to walk the school's dog. Ramari had a lot of fun at the school."

Academic achievements

Woodstock have been preparing Ramari to leave by sending him two days a week to a mainstream school they work closely with. Tiffany says: "He is now doing well academically, achieving the standard he should be achieving for his age in English and performing above average in Maths and Science. Woodstock have brought him on well educationally and I would recommend the school to anyone."

Extended curriculum

Trips and visits

There are many opportunities for children to enjoy trips and activities at Woodstock, including:

- Pantomime visit to Weston Super Mare
- Ice skating
- Wild Place zoo visit
- Blaise Castle.

Annual camp

In addition, all children have the opportunity to attend an annual camp. For the admissions classes this camp is currently held at Folly Farm near Pennsford. Our Progression classes visit Charterhouse near Blagdon, and the Transition Classes enjoy the full outward bound experience at Deanfield Study Centre.

Learning Outside the Classroom (LoTc)

LoTc is integral to Woodstock, and is made available to every child. Each week the Progression Classes participate in a Forest School and can learn a range of nature-based activities. We are fortunate to have fantastic grounds, including a copse, sensory garden, large field, planted borders and an enclosed vegetable garden. These are managed by children, staff and the help of a part-time gardener.

Therapy Dog

We are lucky enough to have our very own 'Pets as Therapy' dog! Her name is Einstein and she is based in the Learning Mentor's Office. Children who enjoy the company of the dogs may choose to walk Einstein, play with her, or simply sit with her at appropriate times. Others may benefit from the dog's company when stressed or needing time out.

Collective worship

The whole school comes together each day at lunchtime and this opportunity is used as a time of celebration, quiet reflection and prayer. In addition to this we have three assemblies every week.



Edward is excelling educationally and has a bright future in store thanks to the caring staff at Woodstock School

John and Carol Gough live at Seamills with their daughter, Juliet, aged 11, who has autism and is about to start at secondary school and their son Edward, aged nine, who has autism and ADHD and has been a pupil at Woodstock School for a year.



Fast progress

What a difference a year at Woodstock has made to Edward. His Dad, John, says: "After we moved him from his previous primary school to Woodstock it was amazing how quickly we saw a difference in him and how his behaviour improved. Changing his school has been a life saver for Edward and it's been a life saver for the rest of the family."

Recognising ability

John says: "Edward has a high IQ and phenomenal Maths skills. He can work out complex sums and problems in his head quickly. He now has a Maths teacher who recognises his talent and is able to teach him at a high level. Woodstock have moulded what they do around Edward rather than just teaching him according to the national curriculum and it makes you realise how many other children are being held back in mainstream schools."

Reassuring staff

Fortunately the special needs coordinator at Edward's school knew the special needs coordinator at Woodstock and she recommended the school to the family. "When I first went to visit Woodstock I was surprised by how relaxed the atmosphere was but I found out later that the school is highly organised and very well run. The teachers were extremely reassuring and gave me confidence that they would be able to cope with Edward, so we moved him to Woodstock."

Enjoying school life

The school has rules and a strict routine but they also have a system of rewards for the children, John says. "Edward used to be uncontrollable at home and uncontrollable at school but he quickly calmed down at Woodstock. He used

to hate going to school but now he loves going to Woodstock. He is socially calmer, understands more and accepts rules better."

Improving skills

Staff at Woodstock are also helping him to work at things he is not good at. John says: "Edward's social skills are improving but they quickly tell him when he steps out of line. They are experts at what they do and by helping him to excel at the things he is good at they have made him a lot happier. As a result our life at home is much better. It all seems to have happened really quickly. Before nothing they did at school seemed to help him, but now he comes home from school smiling and happy and he is excelling educationally."

Safe environment

"For me and my family it is a great comfort to know Edward is safe and happy at school. The staff at Woodstock are the most approachable people I've ever come across and they provide a secure home from home at the school for all the children. I can't put into words how much I appreciate everything they do for Edward. He now has a future to look forward to. I know he will go on to college and university now, but before he started at Woodstock, his future was uncertain."

Children say

Edward says: "I love Maths. My teacher tried to outsmart me by asking me how long it takes sound to reach the moon, but I worked it out and outsmarted him!"

Behaviour and Self Development

Golden rules

We expect high standards of behaviour and always praise children when they achieve these standards. We have a clear, firm, fair and consistent approach and children are taught that they are responsible for their own behaviours. We have three Golden Rules:

1. Look after yourself
2. Look after others
3. Look after the school

Positive encouragement

We have a number of interventions to support positive engagement and these include our Learning Mentor, the Thrive approach, therapeutic horse riding, horticulture, the school animals, mainstream experience and access to some CAMHS support. Please take a look at the school website to find out more about our Learning Mentor and the Thrive approach, as this has proved very successful in helping those children who have had difficulties to get back on track.

Communicating with parents

We will aim to keep you fully informed about your child's progress, either through Home/School Diaries or by telephone. Throughout the year we offer six informal opportunities for parents and carers to come into school to see their child taking part in a celebration and to visit the classrooms to see their work and chat informally with classroom staff. An end of year Annual Report is also issued, but parents and carers are always welcome to make an appointment to come into school and discuss anything that may be of concern.

School News

Parents are updated with school news via the school website and regular newsletters.

Learning Mentor

In addition to the Class Teachers and Learning Support Assistants, who are class based, we have a Learning Mentor who can be contacted by parents via email or telephone. As your child is transported to us each day, you will not have the daily contact that you enjoyed at your child's previous school and our Learning Mentor provides a valuable link between home and school.



James is now making good progress because of the attention he is receiving at Woodstock School

Steve Clark and Deborah Moss live in Lawrence Weston with their son, James Herniman, aged ten, who has been at Woodstock School for a year. He has behavioural issues and is currently being assessed by an autism specialist, although no clear diagnosis has yet been established.



Help with work

Steve and Deborah scoured the internet looking for a suitable school for James as his primary school couldn't cope with his needs. His Dad, Steve, says: "When we discovered Woodstock, we realised it ticked all the boxes. We had to push for James to move to Woodstock in meetings about him, but now we are pleased that we did. We cannot praise the staff at Woodstock enough because they are brilliant and have helped James a lot. He is now actually doing some schoolwork, whereas he didn't do anything at all at his previous school."

Falling behind

Steve says James was behind with his schoolwork because his previous school couldn't deal with him and so they had just shut him out. "James got nothing out of going to school. I would take him there in the mornings and within a few minutes they would ring me up and ask me to collect him again because they couldn't cope with his behaviour."

Individual attention

The staff at Woodstock have been brilliant with him. Steve says: "He has separation problems from myself and his Mum but the staff deal with it really well when we take him to school in the mornings. They are succeeding with him because they are working around his needs. They take every day as it comes and see how he is reacting. All the children have issues but they treat each one as an individual with different needs. That's how they are managing to get the best out of James."

Computer skills

Steve says James is now trying hard at his schoolwork. "He is doing some reading and writing and is attempting some Maths. He is good with computers and likes working on them. At least we can see

he is now making an effort thanks to the encouragement of the staff at the school. He likes lots of things about going to Woodstock but his favourite thing about the school can change from day to day."

Outdoor learning

James doesn't particularly like sport although he will occasionally have a kick about with a football. "Sometimes when we pick him up from school we have seen him joining in with a game. He likes learning outside the classroom and joining in with Forest School, which involves a range of nature-based activities in the woodland behind the school. It is a nice environment for learning about the outside world. The school is in a beautiful setting and the buildings and grounds are well set out and have good facilities," Steve says.

Friendly staff

"I have a lot of dealings with the staff and talk to them about the progress being made by James. They are all very helpful. They will come out to talk to us and let us know how he has got on at the end of the school day. The headmaster's door is always open. He will see you and let you tell him about any problems you might have, even if you do not have an appointment. He is very approachable," Steve says.

Good move

"His Mum and I cannot praise the school enough as parents. I wish more schools were like it. We found Woodstock School ourselves because we wanted something better for James by looking at schools on the internet to try to identify one that would be able to cater for his needs. Therefore I would not hesitate to recommend Woodstock School to other parents. I just wish we could have moved James there a lot sooner," Steve says.

Moving on to secondary school

Transition

As the children progress through the school we begin to prepare them for the transition to the next stage in their education. This may be to our partner secondary school, Bristol Gateway School, or another Special School that caters for KS3 children. Or they may be at a stage that they can return to a mainstream school. The Year 6 children, regardless of destination, will start on a Transition Programme from Term 4 until they leave. This is an opportunity for pupils to share their concerns about moving on and to help them deal appropriately with the changes that will occur.

Mainstream experience

When we feel that if a child is showing signs that they may be interested in returning to mainstream schooling, we start them on the Mainstream Experience. Initially this will give a taste of mainstream, there is then a well-thought out package that supports children from this initial taste right through to the child returning to a mainstream school totally. Parents and carers will be consulted at all stages.



Caring teachers at Woodstock School have helped Rhys and his grandparents build a good life together

Margaret and Steve Coggins live with their granddaughter, Emma, aged 12, and grandson, Rhys, aged ten, at Knowle in Bristol. Rhys has learning difficulties and has been a pupil at Woodstock School since the age of six.



Improved behaviour

Rhys has had his life transformed since going to live with his grandparents and starting at Woodstock School. His grandfather Steve says: "His behaviour has improved so much. He is a completely different child now from when he first came to live with us. Woodstock have most definitely played a part in all that. If it hadn't have been for the support he has been getting at school I don't think Rhys would have settled in nearly so well with us."

Problems with learning

When Rhys was in mainstream schooling he was very disruptive and used to attack the teachers, Steve says. "He actually bit a teacher once he got so angry. Because of his learning difficulties he used to get very frustrated. We believe he has dyslexia, although he hasn't been officially diagnosed with it yet. He desperately wants to do the things people want him to do but he gets frustrated when he can't."

Caring grandparents

"Rhys and his sister had to be removed from their mother and come to live with us a few years ago," Steve explains. "Rhys had anger issues because of things that happened in his past. It was difficult to look after him to begin with. After we became his carers he wrecked the house a couple of times and he has even punched us."

Knowledgeable staff

Rhys had already started at Woodstock before he went to live with his grandparents but the improvement in his behaviour took some time. "The first year wasn't so good but then he settled in with us and his attitude to school changed. Woodstock staff really know how to deal with difficult children. Year on year Rhys has been getting better. He still gets upset sometimes but is more likely to cry now than get angry," Steve says.

Maths success

"We love Rhys to bits and can see the change in him now he has settled in with us and has started to enjoy school. We can't praise Woodstock enough, it is a marvellous school. Rhys is now excelling in Maths and Science, although he still struggles with English. He is happy at Woodstock now and during the whole of last year there were no incidents with him at school," Steve says.

Enjoying school

"It was a major step forward for Rhys. At one time he didn't want to go to school and would refuse to get ready and kick off. Now we wouldn't be able to keep him away from school he loves it that much. Even when he had a cold recently he still wanted to go to school," Steve says.

Varied activities

"Rhys enjoys Maths and going on the computer now. He likes playing with Lego and Meccano and it is wonderful to see what he can build entirely from his imagination.

He also plays tennis and football and goes swimming and has particularly enjoyed going horse riding with the school. He has done a lot of things at Woodstock he would not have had chance to do if he was still in mainstream schooling," Steve says.

Good teachers

"Because of the help from the school and coming to live with us, Rhys is now a changed child. He loves his teachers and he gets lots of attention from them thanks to the small classes. I would recommend Woodstock School to anyone with a problem child. They can help you turn your child's life around and Rhys is a lovely boy now," Steve says proudly.

Children say

Rhys says: "I like doing Maths and playing football at school."

Admissions

Admissions Panel

Pupils are admitted to Woodstock following an application from the SEN Department of the Local Authority. The Admissions' Panel meets fortnightly and considers each case carefully. Pupils are admitted throughout the year.

Pre-admissions meeting

Once a child has been offered a place the parents and the child are invited to the school for a pre-admission meeting. At this meeting, parents and the child have an opportunity to look around the school, to meet key adults and the child has a short period of time in her/his new class whilst the parents complete an Initial Risk Assessment with the SENCo/Head of Pastoral Care.

Admissions class

The child will enter one of the two admission classes. These both offer opportunities for the children to settle into Woodstock and into learning. For our KS1 children they will remain in the Admission Stage for longer as one of the classes is particularly set up for KS1 experiences.

Applications

Children at Woodstock should have a full SEMH provision, with the prominent need as behaviour, emotional or social difficulties. Many of our children have attachment difficulties. All referrals to Woodstock go via the SEN office at City Hall. Please contact your school if you feel you would like your child to attend Woodstock.



Getting involved

Parental Involvement

Together, we show that education is a real partnership. We need everyone's support... but especially yours! We are interested in your views as we are trying to provide a service to help your child. We can only know how well we are doing if you let us know if you are satisfied with what we do. Please take an active interest in your child's school and if a problem should arise, please get in touch. We are here to help.

Parent and Carer Group

We offer parents and carers regular opportunities to come into school and meet up on an informal basis so that they can get to know one another and maintain regular links with the school. If you are interested in joining the group, please contact our Learning Mentor.

Governorship

Woodway Governing Body

In February 2012, Woodstock School federated with Bristol Gateway School, a secondary school for children with BESD. Details of the Governors can be found on the school website. The Woodstock Governing Body is made up of elected parents, members appointed by the Local Education Authority (LEA), co-opted governors, teacher representatives and the Headteacher who has the option of being a governor. Members are elected for period of four years.

Do you want to be a Governor?

Parent governors give parents a voice in decision-making. They are elected by parents through a ballot. If you are interested in becoming a school governor, please contact the school office.



Woodstock School has been rated 'Good' by Ofsted

The Inspection Team visited the school between the 15th and 16th April 2015.
The school secured a judgement of 'Good' in all of the following four categories:

- Achievement of pupils
- Teaching and learning
- Leadership and management
- Behaviour and safety of pupils

Highlights in the report include:

- "Pupils are polite to staff and often help around the classrooms."
- "Teaching is good and pupils work is very well marked."
- "Behaviour is good and pupils are safe around the school."
- "Leaders have initiated high quality training for staff and rigorous checks on teaching which have ensured that pupils make consistently good progress in English mathematics and science."



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The Woodway Federation
ACHIEVEMENT • THROUGH • UNITY



Together we will achieve our full potential