

Woodbridge High School

Inspection report

Unique Reference Number	102854
Local Authority	Redbridge
Inspection number	376775
Inspection dates	25–26 January 2012
Lead inspector	Sheila Nolan

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

Type of school	Comprehensive
School category	Community
Age range of pupils	11–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1550
Of which, number on roll in the sixth form	358
Appropriate authority	The governing body
Chair	Ian McBrayne
Headteacher	Andrew Beaumont
Date of previous school inspection	1 October 2008
School address	St Barnabas Road Woodford Green Essex IG8 7DQ
Telephone number	020 8504 9618
Fax number	020 8559 0487
Email address	info@woodbridge.redbridge.sch.uk

Age group	11–19
Inspection date(s)	25–26 January 2012
Inspection number	376775



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

Sheila Nolan	Additional inspector
Alan Barfoot	Additional inspector
Desmond Dunne	Additional inspector
Howard Jones	Additional inspector
Lesley Leak	Additional inspector

This inspection was carried out with two days' notice. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed teaching and learning in 39 lessons and part-lessons. In total, 15 hours 30 minutes were spent observing lessons and 38 teachers were seen. Five lessons were joint observations with senior leaders. Meetings were held with the headteacher, members of the senior leadership team and the governing body, staff, students and parents and carers. Inspectors observed the school's work, and looked at the self-evaluation documentation, the monitoring and assessment information, lesson plans and policies. They also analysed questionnaires from 311 parents and carers, 143 students and 58 staff. The school's safeguarding procedures were also evaluated.

Information about the school

Woodbridge High School is larger than most secondary schools and provides for a fully comprehensive range of students both in the main school and in the expanding sixth form. It is a specialist college for business and enterprise, applied learning and languages. Half of the students are from White European families. The remainder of the student body comes from a wide range of minority ethnic groups. Although relatively small in numbers, students with Black African and Pakistani heritages make up the biggest of these groups. Around a third of the school population speaks English as an additional language although very few students are at the early stages of learning English. The proportion of the students known to be eligible for free school meals is similar to that found nationally. Both the proportions of the students with statements of special educational needs or who are disabled or have special educational needs are below average. The school has a range of national awards including Quality in Study Support at Established Level. The school exceeds the current government floor standard, which sets the minimum expectations for students' attainment and progress.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- Woodbridge is a good school as it was at the time of the last inspection. The quality of education in the sixth form is similarly good. Students in all year groups as well as most parents and carers are very positive about the sustained upward trend in the students' achievements over three years and the present good progress of current students. The school's specialist areas contribute well to the students' success in examinations.
- GCSE results at the end of Year 11 are now above average as are the examination outcomes for Year 13. Post-16 students do especially well in English and modern foreign languages. Students receiving support in their learning make rapid progress, particularly in reading.
- Students show very positive attitudes to learning, reflecting the school's drive to assist students in developing independent study skills. As a result, all study pathways allow each student access to well-respected qualifications, including the English Baccalaureate.
- Despite good teaching overall and very positive outcomes for students, there is still some variation in how well students achieve across subjects. This arises because, despite the school's relentless efforts, there is still a sprinkling of satisfactory practice among the otherwise good and outstanding lessons.
- Students are typically well behaved, courteous and respectful of staff and of each other. Any infringements of school expectations are dealt with rapidly and effectively. The school successfully promotes a real culture of safety among its students and around its site.
- Senior leaders and managers are relentless in the drive to promote excellence throughout the school. Most other leadership groups are equally effective in their efforts to raise the students' performance. Nevertheless, there are still a few middle managers whose skills in addressing their responsibilities do not match the level of the best.

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

What does the school need to do to improve further?

- Further strengthen the performance of those middle managers who are not yet skilful enough in managing their areas of accountability.
- Iron out rapidly the remaining inconsistencies in the otherwise good quality of teaching and above average achievement of the students by:
 - ensuring all marking of the students' work matches that of the best in showing them how to improve their work
 - reinforcing good literacy skills by picking up on spelling, punctuation and presentation across the curriculum
 - systematically providing opportunities for students to use and apply numeracy skills across the range of subject areas
 - guiding staff further in the use of information on students' earlier learning, so that it fully informs lesson planning.

Main report

Achievement of pupils

Attainment is above average and students achieve well from broadly average starting points. All significant groups make good overall progress although there is still some variation in the performance of a small number of students in a few subject areas. Current information about students' progress demonstrates that the few instances of less than good progress are being rapidly ironed out, particularly for a small number of Black African boys in science and for those students known to be eligible for free school meals. Students of Pakistani origin continue to achieve especially well, sometimes surpassing the achievements of other groups within the school. The good progress of students who are disabled or have special educational needs is well illustrated in the success of a Year 12 student where effective support enabled him to gain a batch of high grades in GCSE examinations. Staff in charge of the progress of students with particular learning challenges focus sharply on their individual requirements so that they close the gap with their peers in English, especially in reading, by the end of Year 11. Those with behavioural, emotional and social challenges make fast progress in their personal development so that, by the end of Year 9, most are able to operate effectively independently in lessons.

Generally, students achieve well in lessons. Typically, the majority of students are well motivated to acquire good communication skills across a range of subjects, reflecting the school's success in promoting study skills. Their learning is particularly fast, for example, in Russian and French classes where their determination to succeed overcomes any inhibition in speaking and writing. This was clearly illustrated in a Year 11 French lesson where well-considered feedback both from written work

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

and from the support staff, ensured students could engage fully with a challenging assignment. Students are confident in speaking, reading and writing in English, while in mathematics many students use manipulative algebra skills competently to communicate their solutions to problems. Some Year 8 students, for example, were able to pursue independently work on powers because they were at ease with earlier learning, linking number and algebra. High levels of engagement and curiosity characterise most students in Years 10 and 11. This was clearly seen in a Year 10 science lesson on the process of making yoghurt where responsible group work enabled students to progress with little intervention from staff. Despite students' successful learning across most subject areas, students do not always apply their basic skills equally well in all lessons, sometimes as a result of an unduly casual approach to the presentation of work, to spelling, and to writing that is fit for the planned purpose. Most parents and carers who returned questionnaires are satisfied that students learn well at Woodbridge.

Quality of teaching

Mainly good and some outstanding teaching, coupled with carefully planned interventions where needed, have resulted in a steady improvement in the students' achievement since the last inspection. Teachers' excellent modelling of respectful relationships contributes very successfully to students' spiritual, moral, social and cultural development. In almost all classes, teachers manage students' behaviour very well so that they respond cooperatively to staff requests. Support for students with barriers to learning is carefully orchestrated to bolster their reading skills, particularly in Year 7, so that as many students as possible have ready access in older year groups to a curriculum that includes the subject pillars of the English Baccalaureate. Together with a good emphasis on technical vocabulary, this literacy emphasis helps students' understanding of progressively difficult concepts. This was well illustrated in a Year 13 law lesson in which students questioned each other in great depth on whether the given scenario involved a criminal offence or not. Other strengths of teaching include secure subject knowledge that usually enables teachers to communicate enthusiastically their love of a subject, confidently allowing students to explore their understanding of the work in hand.

Parents and carers overwhelmingly confirm that they are satisfied with the quality of teaching. Nevertheless, they accurately identify that there is still some inconsistency across, and occasionally within subjects, especially in the quality of marking and other feedback to students on their written work. Not all staff regularly challenge students clearly enough on spelling, punctuation and presentation. Nor, indeed, are there always sufficient planned activities to provide opportunities for students to apply their mathematics across the curriculum. The usefulness of the homework set also rightly concerns some parents and carers as it, too, can vary in quality across the school. Staff have ready access to much useful data about students' progress but not all regularly make best use of the information to challenge the intellectual needs of the most able.

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

Behaviour and safety of pupils

Students, staff and most parents and carers comment positively about the regular good behaviour around the school and in the overwhelming majority of lessons. Governors are acutely aware that the previously too high levels of fixed-term exclusions resulted from the exceptionally rigorous application of the school's policies and procedures. There has been a considerable decline in such exclusions this academic year, the result of better internal mechanisms to manage the challenges that some students face. Records relating to behaviour confirm that it is typically good. The school is safe and well ordered and sixth-form students contribute very well to supporting staff in managing daily movement around the complex, large site. Over lunch, students commented on how well they all get on with each other. Instances of bullying in any form, including cyber bullying, are rare and students report that they feel very secure in approaching adults or older students for help. Attendance is in line with the national average for secondary schools but is improving steadily.

Some parents, carers and students raised the issue of instances of low-level disruption in a few lessons. Inspectors found that this tended to occur in the lower attaining sets among the youngest students, particularly prior to the late lunch hour. As they proceed through the school, the many strategies in place to support students pay off and they fit well into the school's pattern of generally good behaviour.

Leadership and management

The relentless pursuit of high expectations at senior level is key to the school's sustained improvements between successive inspections. The determination and commitment to improve achievement and behaviour markedly has been successfully communicated to the majority of middle leaders. This is reflected in the students' strong performance in most subject areas and in their good behaviour. Nevertheless, a few inexperienced middle leaders, despite good modelling by others, have as yet underdeveloped skills in monitoring and improving provision in their areas. Governance has improved since the last inspection and members of the governing body demonstrate real clarity about the strengths and areas for development in the school. The school's self-evaluation is accurate and honest and has resulted in concerted and effective action in raising achievement, improving the quality of teaching and sustaining good behaviour, demonstrating a strong capacity to continue to improve.

The curriculum provides a broad, balanced, rich experience for students, leading to worthwhile qualifications. There are new pathways to match the needs of those students who find academic studies a struggle but that still allow them access to the English Baccalaureate. Throughout much of the curriculum, but notably in the specialist areas, the school promotes the spiritual, moral, social and cultural development of the students well. The impact on students is seen in their awareness of global issues, in their very productive contributions to both the school community

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

and the local area as shown in their support for projects in Epping Forest. They are acutely aware of national issues, particularly those related to the current economic challenges within the business world and beyond. Professional development activities are closely tailored to issues identified from the monitoring and evaluation of classroom practice. Such training, managed well by the advanced skills teachers, is well received by all staff and contributes well to the school's sustained improvements in teaching and in the students' achievement.

Leaders promote equality and tackle any discrimination well. They strive effectively to close the gaps in the achievement of different groups of students and this is reflected in their success with those students known to be eligible for free school meals. The school's arrangements for safeguarding students meet statutory requirements. Procedures are well considered and include appropriate training in safeguarding for all members of staff.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



27 January 2012

Dear Students

Inspection of Woodbridge High School, Redbridge IG8 7DQ

Thank you for your friendly welcome, for being so open with us in our discussions, and for taking the time to help us find our way around your very large school site. Thank you, too, to the sixth formers who so ably cooperate with the staff in supporting those of you who find the school's high expectations a challenge. We are pleased that you appreciate that you get a good deal at Woodbridge.

Yours is a good school that is getting better all the time. This is because the headteacher, staff and governors are determined that you should make the most of the rich opportunities open to you. You are very fortunate that each of you is able to study groups of subjects that lead you to well-respected qualifications. Your results, both in the sixth form and at the end of Year 11, are above average. Well done! Most of you do recognise that it is the collaborative effort made by you and your teachers that allows for this success. You experience mainly good, and sometimes outstanding, teaching. That said, we have asked your school to do even more to make sure your work is consistently well marked, to include checks on your spelling, punctuation and presentation in all subjects. We have also asked that you regularly have opportunities to apply your mathematics across subject areas and that lessons are always planned to take account of your earlier achievements. We think some lessons could stimulate you more to further exploration of topics. We have also asked your school to provide even more help for those few subject areas that are not doing as well as they might.

Woodbridge looks after you well and the overwhelming majority of you respond by cooperating well with each other and with staff. We hope that you will all continue to apply yourselves conscientiously to your work. Although your overall attendance is in line with most other secondary schools, we think a few of you could do even more not to miss school, sixth formers as well. After all if you are not present, you are not learning!

We wish you all the best for your future success.

Yours sincerely
Sheila Nolan
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**