

Woodside High School, A Business & Enterprise Specialist School

Inspection report

Unique Reference Number	102158
Local Authority	Haringey
Inspection number	355138
Inspection dates	2–3 February 2011
Reporting inspector	John Daniell HMI

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	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	885
Appropriate authority	The governing body
Chair	Mr Andre Davies
Headteacher	Mrs Joan McVittie
Date of previous school inspection	6 November 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. The inspection team observed 34 lessons taught by 33 teachers. Meetings were held with staff, students, the School Improvement Partner and members of the governing body. Telephone conversations also took place with organisations with which the school works in partnership. Inspectors observed the school's work, and looked in detail at school performance data as well as monitoring, evaluation and review documentation, school policies and students' work. The inspection team scrutinised 24 questionnaires from parents and carers, 254 from students and 49 from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key issues.

- The extent to which the school's data on attainment and progress are secure and will lead to further improvement, especially for students with special educational needs and/or disabilities.
- The use of assessment information in planning for learning to ensure every student's individual needs are met.
- The impact of leaders at all levels on raising standards.

Information about the school

Woodside High School is slightly smaller than the average-sized school and attracts a multicultural intake from an area of North London. More boys than girls attend the school and the proportion of students known to be eligible for free school meals is well above the national average. There are a high proportion of students from minority ethnic groups and nearly 70% of students speak English as an additional language. The proportion of students with special educational needs and/or disabilities is double the national average; however, the number of students with a statement of special educational needs is broadly in line with the national average. A building project is currently in progress which will result in an Inclusive Learning Campus to include a new special school called 'Riverside' from December 2011.

The school has specialist status for business and enterprise. It holds Healthy School status and the International Schools Award.

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

Woodside High School is a very special place where students start their secondary education with attainment levels which are well below the national average, and leave the school as confident, all-rounded individuals, with high aspirations, achieving broadly in line with the national average. When students join this school, they embark on a remarkable journey, where they encounter a tailor-made learning programme provided by staff who will exhaust every available resource to ensure no student 'slips through the net'. This is what makes Woodside High School an outstanding school. Many students face challenging circumstances outside school and the highly effective and very well-targeted care, guidance and support they receive ensures they make outstanding progress, including students with special educational needs and/or disabilities, which prepares them well for the next stage in their lives.

The school provides its students with a very safe environment where the business of the day for everyone is 'work hard and aim high'. Many students describe the school as an 'oasis' where they feel valued and encouraged to achieve their potential because of the stability the school provides. The school community is underpinned by exemplary equality of opportunity and excuses for poor performance are not accepted. Exemplary behaviour ensures that teachers deliver lessons of a consistently good quality and students are allowed to learn and make outstanding progress. The current proportion of good and better teaching secures average attainment and the measures currently in place to address the remaining satisfactory teaching are having an impact on raising attainment further. Student performance data are made widely known to both students and teachers and, although most teachers make good use of this information when planning their lessons, some teachers are yet to fully exploit this information when planning learning activities in the classroom. The marking of formal assessments is strong but more routine marking is less helpful in providing students with guidance on how to improve.

The school strives to increase levels of attendance and carefully targets groups whose attendance is poor. As a result, there has been an improvement both in raising attendance and decreasing the number of students who are persistently absent. The rich and innovative curriculum serves the needs of all groups of students extremely well and regular evaluation of its impact on student outcomes ensures it is modified to remain relevant and up-to-date. Students' spiritual, moral, social and cultural development is excellent and they demonstrate a strong sense of cultural awareness and act according to a clear set of moral values.

A key factor of the school's success is the 'team spirit' it engenders and the strong and decisive leadership at both senior and middle levels. The inspirational Principal and her team are outstanding role models and set the highest of expectations for all within the school. Monitoring procedures are highly rigorous and inform school improvement

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planning, and self-evaluation procedures are extremely accurate. The highly effective governing body provides support and challenge and has an excellent understanding of the school's strengths and areas for development. The leaders' and managers' mission to drive up standards even further and the rapid rate of improvement made over a short period of time give the school an outstanding capacity for sustained improvement.

What does the school need to do to improve further?

- Raise attainment so that in August 2011 it exceeds the national average by:
 - increasing the proportion of good or better teaching to at least 80%.
- Strengthen the existing good practice in the use of assessment information across all subject areas by:
 - ensuring that the ongoing marking of students' work is informative and indicates to them how they can improve
 - making more effective use of student performance data in the planning of lessons.

Outcomes for individuals and groups of pupils

1

Students enjoy a positive learning experience in the classroom and inspectors observed some outstanding learning across a range of subject areas. Where learning is good or better, the lesson is designed to allow for all students to make progress at a rate which is right for them because the teacher makes good use of assessment information. Teachers regularly check for understanding through carefully targeted questioning and students know at what level they are working and how to progress to the next level. In an outstanding Year 11 mathematics lesson, all students were engaged and challenged, through carefully chosen activities, which resulted in outstanding progress. In the few instances where learning is slower, teachers do not plan sufficiently for the needs of all groups, and although progress is still made, it is not maximised. The good use of extra adults in the classroom, including teaching assistants and laboratory technicians in science, results in positive outcomes, especially for students with special educational needs and/or disabilities.

Students' attainment has rapidly improved since 2007 and is now broadly in line with the national average. Because of their very low levels of attainment on entry and the rapid progress they make, students' achievement is good overall. Current available data based on teacher assessment, practice examinations and early-entry examination data, as well as classroom observations, indicate that attainment is continuing to rise for all groups and that any remaining gaps between groups are narrowing further. Boys make outstanding progress as well as students from minority ethnic groups, as do those who speak English as an additional language.

Students' behaviour is outstanding both in the classroom and around school. Inspectors witnessed many examples of students being considerate towards others. The behaviour and discipline policy is implemented with rigour and the zero tolerance approach to bullying and racism means that such incidents are minimal and dealt with swiftly. Because of this, students say they feel safe in school. Students enjoy an outstanding curriculum which promotes a healthy lifestyle and the majority eat a healthy lunch provided by the

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school. Students are excellent ambassadors for health-related activities and work in partnership with primary schools as part of a sports leadership programme. The school empowers students to determine school policy and assess the quality of teaching and learning. However, although work is done in the wider community, it is not yet substantial. Basic skills are very well developed and secure places in further education for the vast majority of students. The school's specialist subjects develop students' enterprise skills, in particular through a range of exciting learning opportunities. The exemplary spiritual, moral, social and cultural development of students contributes to the outstanding outcomes. A Year 8 assembly on the theme of 'empathy', and students' responses to this, demonstrates their ability to reflect on their own actions and put matters right.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

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

How effective is the provision?

Teachers display good subject knowledge and motivate students by establishing positive relationships, which engages them and encourages them to take responsibility for their own learning. The good teaching makes full use of resources available and lessons have good pace. In an outstanding Year 7 design and technology lesson, the teacher made excellent use of assessment criteria to enable students to measure their own progress and empowered them to become reflective learners. The school's focus on achievement linked to the effective use of data is becoming embedded across subject areas but assessment information on students is not yet fully used to devise activities which consistently meet all

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students' needs in all lessons. The marking of formal assessments is strong, but is less helpful for routine checking of students' work. Students can skilfully articulate their current levels and know how to improve, and often participate in marking their own work and that of their peers according to assessment criteria.

The outstanding curriculum is constructed to meet the needs of all students, and the school evaluates its impact on student outcomes and makes changes when necessary. A strong vocational provision at Key Stage 4, through the creation of appropriate curriculum pathways, ensures students achieve positive outcomes. The extensive range of extra-curricular provision through clubs and subject intervention sessions is very much appreciated and well attended, and by all groups. Vulnerable students speak positively about the support they are offered, and the creation of engagement and nurture groups effectively addresses their needs. Many families face extremely challenging circumstances but students are exceptionally well supported to achieve high standards through regular discussions about their progress and well-being, and with support from several external agencies. Transition arrangements for students in Year 7 are very well planned to ensure they adapt to their new environment as swiftly as possible and guidance on choosing the right courses at Key Stage 4 is strong.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The principal and her senior leadership team have established a strategic vision which is shared by everyone in the school. Through accurate self-evaluation and finely tuned forensic systems for monitoring and evaluating, the leaders and managers have a clear understanding of the school's strengths and remaining areas for development. All of this creates a strong sense of purpose. Subject and year reviews are rigorous and provide senior leaders with an accurate picture of the school's current position. Middle leaders are now fully accountable for the performance of their areas and are expected to set challenging targets, which are openly challenged by senior leaders and governors. Staff at the school have confidence in school leaders and rise to the challenges they are set. Systematic lesson observations enable teachers to develop their good practice and identify training needs. A focus on the development of literacy skills to support learning arose from the recent round of observations and senior leaders used this information effectively to drive up standards.

The committed governing body, which received a national award for governance in 2010, has challenged and supported the school leaders to secure improvement, and fulfils its statutory duties with regard to the safeguarding of children very well. Parents and carers

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hold the school in high regard and are well informed of the progress of their child, through regular reporting and supplementary meetings. The school provides interpreters for those parents and carers who speak English as an additional language. Some outstanding work has taken place, particularly with parents and carers of children whose situation makes them more vulnerable. Many strong partnerships exist between subject areas and other organisations or companies, which have a positive impact on student outcomes. For example, the local education business partnership supports students through a range of work-related learning activities as well as developing enterprise skills. The school's firm commitment to promoting community cohesion is much supported through its specialisms. There is a strong feeling of a community spirit within the school and students celebrate other cultures and religions through a variety of activities promoting marked engagement nationally and internationally. This has been recognised by the Specialist Schools and Academies Trust by awarding the school with a Gold Standard Award for community cohesion. The school's strong commitment to equal opportunities in the way that it monitors the impact of its work on different groups of students, and the way it reports back to the governing body, is highly influential in improving the school's effectiveness. Unevenness of performance between different groups is minimal and reducing rapidly.

These are the grades for leadership and management

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

Views of parents and carers

A small proportion of parents and carers, many of whom speak English as an additional language, completed the questionnaire and there were no additional comments. Responses to the questionnaire were very supportive of the school. A vast majority believe that the school keeps their child safe and takes account of their suggestions or concerns. Most believe that their child is making good progress. A very small minority believe that the school could do more to help them support their child's learning. Inspectors noted during this inspection that the school reports regularly to parents and carers and arranges

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special supplementary events to help parents and carers play a key role in supporting their child's learning.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Woodside High School 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 24 completed questionnaires by the end of the on-site inspection. In total, there are 885 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	8	33	15	63	0	0	0	0
The school keeps my child safe	10	42	14	58	0	0	0	0
My school informs me about my child's progress	15	63	8	33	1	4	0	0
My child is making enough progress at this school	11	46	12	50	1	4	0	0
The teaching is good at this school	7	29	14	58	2	8	0	0
The school helps me to support my child's learning	10	42	10	42	3	13	1	4
The school helps my child to have a healthy lifestyle	6	25	17	71	1	4	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)	8	33	14	58	2	8	0	0
The school meets my child's particular needs	7	29	16	67	0	0	0	0
The school deals effectively with unacceptable behaviour	8	33	13	54	2	8	1	4
The school takes account of my suggestions and concerns	4	17	20	83	0	0	0	0
The school is led and managed effectively	8	33	15	63	0	0	0	0
Overall, I am happy with my child's experience at this school	15	63	8	33	1	4	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



4 February 2011

Dear Students

Inspection of Woodside High School, A Business & Enterprise College, London N22 5QJ

Thank you very much for the warm welcome you gave the inspection team when we visited your school. Most of you told us that you enjoy coming to school and you believe that the leaders and managers are doing a good job. A large majority believe the school encourages you to lead healthy lifestyles. These are our main findings.

- Your school is providing you with an outstanding quality of education.
- Your attainment is average but the progress you make is outstanding.
- Your outstanding behaviour and positive attitudes are a key factor of your good achievement.
- Most teaching is good and some is outstanding.
- The school possesses a lot of data about your academic performance and makes sure you know your current levels and how to improve, but some teachers make better use of this information than others when planning your lessons.
- Routine marking of your work does not help you improve as well as it might.
- Your curriculum is very well planned to cater for all your needs.
- Leaders and managers are doing an outstanding job in raising standards, and current data demonstrate a continued upward trend.

We have asked the school's leaders and managers to make sure that all of your teachers make best use of the performance data they have about you and to increase the proportion of good or better teaching. All of you can help by making sure you continue to work hard and by rising to the high level of challenge your teachers set for you. ♦ I wish you well for the future.

Yours sincerely

John Daniell

Her Majesty's Inspector

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