

Woodlands Academy

Broad Lane, Coventry, CV5 7FF

Inspection dates 1–2 May 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Too many students have left the school having not achieved the results of which they are capable in English, mathematics and other subjects.
- Not enough students achieve higher grades in English or mathematics.
- Students who were supported through extra funding did not achieve as well as their peers last year.
- The sixth form requires improvement. Students leave with results that are below the national average.
- The quality of teaching is inconsistent throughout the school. Too much of the teaching requires improvement.
- In many lessons, teachers do not check frequently enough exactly how much students understand, and teachers' expectations of how quickly their students can learn are too low.
- Teachers do not routinely use information about students' prior understanding in order to plan learning activities that enable all students to make good progress.
- Teachers' marking does not always indicate exactly what students need to do in order to improve their work.
- Leaders throughout the school have not monitored the quality of teaching rigorously enough in the past.
- Information has not been shared with governors and leaders in a way that shows them where students are learning well and those subjects where progress is slower.
- Students have sat many of their GCSEs in Year 10. This has meant that some students have not achieved as high a grade as they could have.

The school has the following strengths

- Students are now making better progress in English and mathematics.
- Students attend regularly, and behave sensibly in lessons and around the school.
- Students enjoy being part of the house system, which provides effective guidance and support for them.
- Senior leaders and the governing body have correctly prioritised areas to improve, and this is improving the achievement of students currently in the school.

Information about this inspection

- Inspectors observed 40 lessons, of which three were jointly observed with the headteacher. They made several other short visits to lessons.
- They looked at a range of students' work alongside the deputy headteacher, and held meetings with groups of students and informal discussions with others.
- Discussions were held with the Chair of the Governing Body and three governors, and the school's subject and senior leaders.
- Inspectors scrutinised school documentation relating to attendance, safeguarding, and how teachers' performance is monitored. They analysed school data on how well students achieve and make progress in different subjects.
- Inspectors looked at the achievement of the boys within the sixth form groups observed during the inspection.
- Inspectors took account of the 58 responses from parents and carers to the online questionnaire, Parent View, in addition to other communication from parents and carers during the inspection. The responses from 21 staff to inspection questionnaires were considered as part of the inspection.

Inspection team

Clare Saunders, Lead inspector	Additional Inspector
Suha Ahmed	Additional Inspector
Kevin Harrison	Additional Inspector
Beverley Mabey	Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized secondary school.
- Most students are White British.
- An average proportion of students are supported through the pupil premium, which is additional government funding for specific groups of students, including those known to be eligible for free school meals and children looked after by the local authority.
- The proportion of disabled students and those with special educational needs who are supported by school action is below the national average. The proportion supported through school action plus or with a statement of special educational needs is above the national average.
- A small proportion of students spend part of their week away from the school following alternative courses at local colleges of further education and with private providers.
- The school shares the teaching for the sixth form with a neighbouring girls' school.
- The school provides a breakfast club for students.
- Woodlands Academy became an academy in August 2011. When its predecessor school, Woodlands School, was last inspected by Ofsted, it was judged to be good.
- The school meets the government's current floor standards, which are the minimum levels expected for students' attainment and progress.

What does the school need to do to improve further?

- Ensure that teaching is consistently good throughout the school, so that all students make good progress, by:
 - teachers frequently checking students' understanding of what they have understood in lessons
 - improving the quality of marking so that it indicates exactly what students need to do in order to improve their work, and making sure that students respond to the written comments
 - enabling teachers to use the information on students' prior achievement to plan and deliver lessons where all pupils are challenged and make good progress
 - ensuring that all teachers set work that reflect the demands of the higher grades at GCSE, so that more students achieve higher grades in English, mathematics and other subjects.
- Ensure that students who are in receipt of the pupil premium achieve in line with their peers by closely monitoring how effectively the pupil premium funding is used for the benefit of these students.
- Improve the effectiveness of leadership and management at all levels by:
 - rigorously monitoring the quality of teaching so that all teachers are aware of their strengths and what they need to do to improve
 - analysing and sharing information about students' progress and attainment with staff, leaders and governors so that all are aware of areas of underperformance
 - ensuring that the curriculum meets the needs of all students.

Inspection judgements

The achievement of pupils

requires improvement

- The proportion of students who have left the school with five GCSEs including English and mathematics at grade C or above is in line with the national average. Students currently in the school are on track to achieve the same. However, too few students achieve grades B or above in their GCSEs, especially in English and mathematics.
- Too many students are not achieving as highly as they could during their time in the school in a range of subjects. They are capable of making more progress and achieving higher grades.
- Students who are eligible for the pupil premium did not achieve as well as their peers in 2012, where they were two GCSE grades behind in English, and one and a half grades behind in mathematics. The school has allocated the pupil premium funding to provide extra resources, small-group tuition and teaching assistants during this year, and eligible students in all year groups are now achieving results that are much closer to those of their peers.
- Students in the sixth form achieved results that were below the national average in 2012. However, students currently in the sixth form are on track to achieve closer to the national average this year, which is a better reflection of their ability.
- All students take their GCSE in mathematics in Year 10. In 2012, few students had the opportunity to retake their mathematics GCSE to improve their grade to above a grade C. The school has changed its policy so that currently about half of the students had the opportunity to retake mathematics so more students could achieve higher grades.
- Disabled students and those who have special educational needs generally make progress in line with their peers. These students benefit from additional support and small-group tuition which helps them to make increasingly better progress in their literacy.
- Some students attend alternative provision away from the school to study carefully selected courses. These students benefit from this, and from the close monitoring of their achievement and wellbeing.
- School leaders are aware of the need for students to make better progress in their learning than they have in the past, and have put into place actions that have resulted in students currently in the school learning more quickly in English and mathematics. However this is not yet consistent in other subjects, such as humanities, and has not yet led to good student achievement.

The quality of teaching

requires improvement

- The quality of teaching is variable across the school. There is some good teaching, but this is inconsistent and there is much that requires improvement.
- Where teaching requires improvement, learning activities are not planned to enable all students to make good progress in the lesson. Teachers' expectations of how quickly their students can learn are often too low, and work is too easy for some students. Teachers do not routinely check how much their students understand about a topic as part of the lesson. Consequently, students do not always learn new information as quickly as they could.

- Marking throughout the school is inconsistent in quality. Written comments often focus on whether the student has completed the task, and do not sufficiently focus on what the student has to do in order to improve their understanding, knowledge or skills. There is little opportunity for students to respond to written comments. Leaders have recently made improvements, however, in how teachers are expected to mark work in order to develop literacy skills.
- Information about how well students have already achieved is not used routinely to plan lessons so that learning activities take into account how well students are achieving in English, mathematics and other subjects.
- Where teaching is good, students respond readily to skilful questioning by the teacher, and are keen to be involved in discussion with each other and as a whole class about their learning. Learning tasks challenge the students to think deeply about their answers, and the pace of learning is brisk. In these lessons, teaching assistants are used effectively to support small groups of students, and all pupils make good progress.

The behaviour and safety of pupils are good

- Students' behaviour around the school site and in lessons is good. Students are respectful of others' opinions in lessons and are keen to learn. They have good relationships with their teachers and with each other.
- Students feel safe in school. They are aware of the different types of bullying, and have confidence that the school will address issues relating to bullying on the few occasions it arises.
- Students enjoy coming to school, as shown by their attendance, which is consistently above average. The breakfast club provides a positive, calm and organised start to the school day.
- Students are organised into houses, which provides a base for break times and lunchtimes. Students enjoy the sense of belonging to a house, which they describe as being 'part of a family', and they support their fellow house members.
- Students enjoy the opportunities the school provides to develop their spiritual, moral, social and cultural awareness. For example, house assemblies provide support and guidance, students in Years 12 and 13 have to opportunity for a trip overseas as part of their sixth form experience, and a prayer room is used by some students for quiet reflection and prayer.
- The views of the vast majority of parents support this positive view of the behaviour and safety of students.

The leadership and management requires improvement

- Leaders and managers are aware of where the school needs to improve, especially in relation to improving students' achievement, but have not brought about improvements quickly enough to secure good achievement.
- The quality of teaching has not been monitored rigorously enough in the past, and school and subject leaders have not linked student achievement information with lesson observations closely enough. The recently appointed deputy headteacher is now developing a more accurate system to monitor the effectiveness of teaching.

- The headteacher and governors have introduced a new performance management approach for this year, where targets are closely linked to students' achievement and improving the quality of teaching. This is having an impact on improving some aspects of teaching, such as marking to develop students' literacy skills.
- The curriculum is organised so that students take their GCSEs in Year 10. In the past this has meant school leaders have focused on students achieving grade C in their examinations. This year there are more opportunities for students to retake examinations to improve from grade C to the higher grades, but too few students are achieving these as yet.
- Funding through the pupil premium has not been used to benefit eligible students in the past. It is now used to target these students more closely, for example through additional resources and small-group tuition, and these students are now making better progress.
- School leaders track the progress and attainment of students carefully and accurately. However the analysis of this information has not been shared routinely with staff, subject leaders and governors so that all staff know where the areas of underperformance and strengths are. Leaders are conscious of this and are developing a system for the analysis of data to be shared more effectively.
- **The governance of the school:**
 - The governors are aware of the strengths and areas to develop of the school. They provide effective support and challenge for the headteacher and senior leaders but are limited by the quality of data analysis of students' achievement and of quality of teaching that is provided to them by school leaders. They have not always had the detail they needed to drive rapid improvement. However, they are increasingly aware of the priorities of the school and are providing more effective strategic direction. They have introduced a performance management system which has more emphasis on raising students' achievement, and governors ensure that teachers' pay increases are linked to teachers' performance. They ensure financial stability and that statutory safeguarding requirements are met.

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

Unique reference number	137165
Local authority	Coventry
Inspection number	413393

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

Type of school	Academy converter
School category	Maintained
Age range of pupils	11–18
Gender of pupils	Boys
Gender of pupils in the sixth form	Boys
Number of pupils on the school roll	844
Of which, number on roll in sixth form	141
Appropriate authority	The governing body
Chair	Walter Dye
Headteacher	Neil Charlton
Date of previous school inspection	Not previously inspected
Telephone number	0247 6462634
Fax number	0247 6467190
Email address	thewoodlands@woodlands.coventry.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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.



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 and as part of the inspection.

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 2013

