

Inspection of The Woodroffe School

Uplyme Road, Lyme Regis, Dorset DT7 3LX

Inspection dates: 6 and 7 December 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 12 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Pupils at Woodroffe School receive high levels of support, both academically and pastorally. As a result, pupils achieve well and thrive. Warm, respectful relationships between pupils and staff underpin the positive, inclusive culture at the school.

Pupils rise to the high expectations that the school has of them. Most achieve well and move on to suitable destinations, including at the most selective universities.

Behaviour in lessons and around school is calm and orderly. Pupils are typically mature and respectful of one another. The school takes prompt and effective action on the rare occasions when bullying occurs. Pupils and parents are typically positive about the ways that the school deals with concerns that they raise.

The school is committed to developing 'the whole child'. It provides many opportunities for pupils to develop their interests and characters. There is a rich array of extra-curricular clubs including sports, music, coding and archaeology. Some clubs have been initiated by pupils and are led by them. Pupils undertake the Duke of Edinburgh's Award and Ten Tors. There are leadership roles for pupils of all ages. These enable them to contribute to the school and local community.

What does the school do well and what does it need to do better?

The curriculum is ambitious. Pupils learn a broad range of subjects beyond the national curriculum. For instance, pupils can learn Latin and Mandarin and some attend outdoor education as part of their curriculum. Students in the sixth form take qualifications that are well matched to their interests and ambitions. The curriculum is sequenced logically so that pupils build on their knowledge over time. Leaders have ensured that there are clear assessments which enable pupils to show what they know and can do.

Teachers use their strong subject knowledge to explain new learning clearly and to support discussions in class. Discussion is used particularly well in sixth-form lessons to deepen students' knowledge and get them to make powerful connections between topics. Teachers check what pupils have learned before moving on. However, this is not always as effective as it could be. When assessment is not used well, some pupils, particularly those with special educational needs and/or disabilities (SEND) or are disadvantaged, have gaps in their learning which persist.

The school identifies pupils with SEND promptly. Leaders work closely with other agencies to design bespoke support for pupils with the highest needs. However, the needs of pupils with SEND are not always well considered when designing and adapting the curriculum. As a result, pupils with SEND do not learn as effectively as they could.

The school ensures that all pupils read daily. This helps them to develop their vocabulary and a love of reading. Pupils who cannot read well enough get the

support they need to catch up. Older pupils support younger pupils with their reading.

It is rare for poor behaviour to disrupt learning. Pupils work hard and show positive attitudes towards their learning. Most pupils have high levels of attendance, although students in the sixth form attend less well. Pupils are punctual to lessons.

A thorough careers programme helps pupils to make informed decisions about their futures. Pupils get the impartial advice that they need. Sixth-form students are particularly positive about the support they receive when applying to university.

Pupils learn a personal development curriculum that covers important topics such as healthy relationships and maintaining positive physical and mental health. Leaders use their knowledge of the local area to ensure that this curriculum supports pupils to stay safe. Sixth-form students are well prepared for life once they leave school. The many trips available to pupils help them to broaden their horizons. Leaders ensure that all pupils can take part in these.

Governors' clear vision for the school is reflected in the decisions they make. For example, the development of the well-being hub has supported pupils who struggled to return to school after the pandemic. However, the school, including governance, sometimes has an overly generous view of aspects of the school's provision.

Staff receive the training they need to fulfil their roles. They typically have strong knowledge of the subjects that they teach.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum is not always designed or adapted well enough for all pupils. Consequently, some pupils, particularly those who are disadvantaged or pupils with SEND, do not learn as well as they could. The school needs to ensure that all pupils learn the curriculum successfully.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	113901
Local authority	Dorset
Inspection number	10288143
Type of school	Secondary Comprehensive
School category	Foundation
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,020
Of which, number on roll in the sixth form	169
Appropriate authority	The governing body
Chair of governing body	Meeri Wallace
Headteacher	Daniel Watts
Website	www.woodroffe.dorset.sch.uk
Dates of previous inspection	15 and 16 September 2011

Information about this school

- The school uses three unregistered alternative provisions and one registered alternative provision.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives into these subjects: history, English, music, science, business studies and mathematics.
- For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- An inspector contacted the alternative provision used by the school.
- An inspector met with members of the governing body and with a representative of the local authority.
- Inspectors considered responses to Ofsted's online survey, Parent View, and the views of staff and pupils in Ofsted's online survey. Inspectors also spoke to pupils and staff in meetings and around the school site.
- Inspectors also visited a small number of further lessons, assembly and reading time.

Inspection team

Sarah Favager-Dalton, lead inspector	His Majesty's Inspector
Matthew Collins	Ofsted Inspector
Jo Butler	Ofsted Inspector
Lee Sargeant	Ofsted Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023