



# Woodside High School, a Business and Enterprise College

## Inspection Report

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**Unique Reference Number** 102158  
**Local Authority** Haringey  
**Inspection number** 286295  
**Inspection dates** 9–10 October 2006  
**Reporting inspector** Alan Frith

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

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<b>Type of school</b>	Comprehensive	<b>School address</b>	White Hart Lane
<b>School category</b>	Community		Wood Green
<b>Age range of pupils</b>	11–18		London N22 5QJ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02088896761
<b>Number on roll (school)</b>	1089	<b>Fax number</b>	02083658164
<b>Number on roll (6th form)</b>	94		
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Andre Davies
		<b>Headteacher</b>	Mrs Joan McVittie
<b>Date of previous school inspection</b>	22 April 2002		

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<b>Age group</b> 11–18	<b>Inspection dates</b> 9–10 October 2006	<b>Inspection number</b> 286295
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## Introduction

The inspection was carried out by five Additional Inspectors, one of whom was present for one day, the others for two.

## Description of the school

Woodside High School is of average size serving a very deprived area in north London. It acquired Business and Enterprise status in September 2004 and adopted its new name in September 2006. A significant majority of students are supported by external agencies. Students represent many different minority ethnic backgrounds and nearly three quarters receive support for learning English as an additional language. Over a third of students, about twice the national average, have learning difficulties and disabilities and the proportion with a statement is in line with the national average. Closure of the sixth form is planned for the end of this school year. The headteacher has been in post since January 2006 and the senior leadership team and the governing body contain several new members.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 4

The school's overall effectiveness is inadequate. Standards are exceptionally low and, even when account is taken of students' very low starting points, this represents inadequate achievement. The majority of students make too little progress in most areas of their work because there is too much unsatisfactory teaching and, overall, teaching and learning are inadequate.

Nevertheless, there are several signs of recent improvement. Students say that behaviour used to be poor, but now it is satisfactory. When asked how this had happened, one said, 'It's stricter, it's better.' The school has effective procedures in place to deal with bullying. Students say they know an adult they could turn to if they felt threatened and they would do so. Students' personal development is satisfactory because the school sets high expectations.

The improvement has come about because the new headteacher has put robust systems in place for dealing with behaviour and assessing progress. She has communicated a clear sense of direction to students and parents. By rigorously applying high standards when monitoring all the school's work and intervening effectively where necessary, the senior team has started to raise aspirations. The governing body too, with several highly qualified new appointments including a new chair, is working with determination alongside the senior team, providing challenge and support.

Most parents are confident that their children enjoy school but a few are rightly concerned about pockets of weak teaching, their children's progress and the general appearance of the school. The majority said their children are safe at the school, but a small minority expressed concern about this.

The school still has significant weaknesses. Governors and the senior team are well aware of these and their recent success in tackling deficiencies shows that they have the capacity to secure further improvement. The headteacher and the senior team have made effective interventions to raise achievement including, for example, in the 2006 GCSE results. However, their written plans for improvement do not contain targets that can be measured, which means they cannot be used to evaluate progress. The quality of middle management has improved, but is not consistent because some subject leaders do not monitor the work of their departments adequately or use the available assessment data to help students achieve. Too often, teachers do not give students enough guidance on how to improve their work or set them targets they can meet. In spite of this, the senior team knows the school well. Self-evaluation is satisfactory and priorities are well chosen to achieve maximum effect.

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to students' achievement, the standards they reach, teaching and learning.

## **Effectiveness and efficiency of the sixth form**

### **Grade: 3**

Closure of the school's Post-16 provision was approved in May 2004 and it will close fully in July 2007. This will coincide with the opening of a new local sixth form college, planned in collaboration with three other schools. Consequently, this year the school only offers a limited range of courses, tailored to the needs of the students who are here at present. Provision is satisfactory because it prepares these students well for the future and allows them to progress to higher education. Standards are broadly average and achievement is satisfactory. There are particular strengths in supporting students who have English as an additional language.

The sixth form is popular with its students. They enjoy good relationships with staff and teaching is satisfactory. They are well cared for and their personal development is sound. Good links with the community include projects like the Phoenix Group for the blind and partially sighted, and Mencap Stepping Out for young people with mental health problems. Management of the sixth form is satisfactory and the school has planned carefully so that next year's transition will proceed smoothly. Good links with the other schools include plans to transfer the courses on offer here to the new college. Students view the opening of the new sixth form college in a positive light.

### **What the school should do to improve further**

\* Eradicate the remaining weaknesses in teaching.\* Raise achievement by using assessment data more effectively to help students learn.\* Set precise targets for the school's improvement so that success can be measured.\* Make good practice in subject leadership consistent across the school.

## **Achievement and standards**

### **Grade: 4**

#### **Grade for sixth form: 3**

The school has started to develop good systems for measuring and analysing progress so that teachers know whether each individual student is achieving as well as possible. This analysis is still at an early stage, but the school judges that achievement is inadequate throughout the main school and inspection has confirmed that this is the case. This includes students who have English as an additional language and those from most minority ethnic groups, but Black African students do better. The progress made by other groups, including those with learning difficulties and disabilities, is inadequate. Too few students managed to progress from the starting point of level 3 in Year 7 to level 5 by the end of Year 9 in 2006. While students in Year 11 did much better than expected at GCSE level in 2006, they still did not make the progress they should have done since entering the school.

At the end of Year 9, standards have been exceptionally low over the last four years. Test scores dropped in English, mathematics and science in 2005, but rose in all three subjects in 2006. Standards recorded for the current Year 9 indicate continued

improvement, but basic skills in literacy, numeracy and information communication technology, ICT, are low. The 2006 GCSE results were significantly below the national average, but much better than 2005 and there was good improvement in the results of less able students. Current standards in Year 11 show that this improvement is continuing as a result of well targeted support.

Achievement in the sixth form is satisfactory and standards are broadly average. Students' average scores dropped to a low level in 2005, but in the one A level subject offered in 2006 standards were average. Current students make satisfactory progress because the majority follow appropriate vocational courses.

## **Personal development and well-being**

### **Grade: 3**

#### **Grade for sixth form: 3**

Attitudes to learning are mainly satisfactory or better. Behaviour is satisfactory overall. Most students respect the school community, with the support of staff supervision. A minority use bad language and misbehave when they think they can get away with it. Students and parents are well aware of the tight systems to improve attendance and prevent students skipping lessons. They have responded well so attendance is satisfactory and improving.

The school promotes personal development in a number of ways and the outcomes, including those for spiritual, moral, social and cultural development, are satisfactory. The work of a few students in art and other cultural activities, for example, shows that they think deeply and respond well. They have opportunities to grow spiritually and morally in RE lessons and assemblies, and there are facilities for voluntary worship. Tutorials maintain a sense of community but do not regularly foster quiet reflection or daily worship. Students take pride in the multi-ethnic school community.

Students' feel safe at school as a result of security measures and staff presence which have put a stop to fighting and to intruders. The canteen offers healthy choices of food, but many students do not take up the offer. On the other hand, many take up the good opportunities for healthy exercise in lessons and clubs. They enjoy school, except for those lessons which are not well planned to help them learn. Students make positive contributions to mentoring Year 7, school events and charity fund raising. The school council is active: it led the adoption of the new uniform which most students are proud of, and advised on the school's recent change of name. The school's business and enterprise specialism is raising awareness of the world of work, but basic skills are not well enough developed to guarantee students' future economic well-being.

## Quality of provision

### Teaching and learning

**Grade: 4**

**Grade for sixth form: 3**

Teaching and learning are inadequate overall. Too often the work is not well matched to the students' needs. In too many lessons the work is too difficult for students with learning difficulties and sometimes the ones who have English as an additional language do not receive the help they need. There is little use of extension activities to challenge the most able students to help them achieve more highly. The quality of the marking of students' work is variable. Many comments are not specific and do not help students to improve their work. In a minority of lessons, poor behaviour hinders the progress of the rest of the class.

However, when the work is well matched to students' needs, they make satisfactory progress. For example, inspectors saw good examples of activities designed for students whose first language is not English. In the better lessons teachers explain clearly what students should achieve by the end. Many have good pace and there are good relationships between the students and the teachers. The school monitors teaching and evaluates it accurately. It has identified inadequacies and taken steps to deal with them. This work has already led to some improvement.

### Curriculum and other activities

**Grade: 3**

**Grade for sixth form: 3**

The curriculum is satisfactory. It meets the needs of the students and allows them access to relevant qualifications. There is a satisfactory focus on the basic skills of literacy, numeracy and ICT. The school offers a wide range of vocational courses at Key Stage 4, thanks to its business and enterprise specialism and through satisfactory links with neighbouring schools and a college. Curriculum provision for students with learning difficulties and disabilities is satisfactory and improving. A few subjects offer alternative accreditation to GCSE. A range of enhancement activities supports the progress of targeted students towards GCSE through extra revision lessons. Enterprise Week, sporting activities and musical and drama productions provide good enrichment. The reduced curriculum in the sixth form, with one A level and some vocational subjects is satisfactory for those students who currently attend.

### Care, guidance and support

**Grade: 3**

**Grade for sixth form: 3**

Provision for care, guidance and support is satisfactory and students report that they feel more secure now than they used to. The school makes sure that all procedures meet statutory requirements and the students are adequately cared for because the

measures required to safeguard them are in place. Staffing arrangements that did not comply with regulations have been resolved. Some policies and procedures are relatively new and monitoring is at an early stage of development which means that their effectiveness cannot be fully assessed. Some students have an understanding of how well they are doing, but the use of assessment information to set targets and inform the next steps in learning is in its early stages.

## **Leadership and management**

**Grade: 3**

**Grade for sixth form: 3**

Leadership and management are satisfactory. The strong leadership of the headteacher is recognised by students as improving the school. When asked what had made behaviour better, one Year 10 boy said without hesitation, 'New management,' and others in his group agreed. Even though the school has not made enough improvement since the last inspection, the positive impact of recent changes is strong enough to demonstrate that the school has the capacity to improve.

Overall there are strong elements and some weaknesses. Governors bring a wide-range of useful expertise and commitment to their role and have an increased impact in holding the school to account for improvement. The school's plans are ambitious, but they do not have clear timescales or precise targets. This has led in some cases to over-generous evaluation. The budget is satisfactorily managed but the school's results mean that value for money is inadequate.

Better means of monitoring teaching and students' progress are creating an environment in which better learning can take place. Changes in the role of staff responsible for year groups, 'attainment managers', mean that they track students' learning more effectively. There are some deficiencies in subject management, but the senior team is taking steps to improve this and provides effective support where necessary.

Better security measures mean that children feel more secure. Accommodation and resources are just adequate, but much of the site is dreary and arrangements for premises management are inadequate, with delays in making improvements and sometimes even in making essential basic repairs.

The school has improved its systems to support recently arrived students and those at early stages of acquiring English. It manages inclusion and induction better than before, which means that opportunities for all students are improved. Links with external agencies to support students are well organised.



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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	4	3
How well does the school work in partnership with others to promote learners' well-being?	3	3
The effectiveness of the school's self-evaluation	3	3
The capacity to make any necessary improvements	3	3
Effective steps have been taken to promote improvement since the last inspection	No	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	4	3
The standards <sup>1</sup> reached by learners	4	3
How well learners make progress, taking account of any significant variations between groups of learners	4	3
How well learners with learning difficulties and disabilities make progress	4	

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	3
The extent of learners' spiritual, moral, social and cultural development	3	
The behaviour of learners	3	
The attendance of learners	3	
How well learners enjoy their education	3	
The extent to which learners adopt safe practices	3	
The extent to which learners adopt healthy lifestyles	3	
The extent to which learners make a positive contribution to the community	3	
How well learners develop workplace and other skills that will contribute to their future economic well-being	4	

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	4	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	3
<b>How well are learners cared for, guided and supported?</b>	3	3

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

### Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	
How effectively performance is monitored, evaluated and improved to meet challenging targets	3	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4	
The extent to which governors and other supervisory boards discharge their responsibilities	3	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	Yes	

## **Text from letter to pupils explaining the findings of the inspection**

All the inspectors who came to your school recently really enjoyed meeting you and working with you. Thank you for welcoming us so warmly and being so helpful.

You told us you feel safer now and your recently improved attendance shows that you like coming to school. We think that the school takes satisfactory care of you and we liked the way you look after each other in school. Overall we feel that behaviour is satisfactory, but there are still times when some of you do not behave as well as you should. We are pleased that you are aware of the need to stay safe and be healthy, but we would like to see you take advantage of healthier choices in the canteen more often than you do.

We judge the overall effectiveness of the school to be inadequate because there are two main weaknesses, where significant improvement is needed. The first is achievement - many of you do not make as much progress as you should. The second is that teaching and learning are not good enough. The reasons for both are the same. There are too many lessons where you are not clear about what you need to do next, where you do not move forward fast enough, or where the work is not closely matched to your needs. At the same time, as you told us, there are plenty of good lessons and many good teachers who are working hard to improve things for you.

The governors, headteacher and the senior team are working to improve the school and we can already see some good changes. You can help by behaving well at all times and always trying as hard as you can in lessons. We are confident that the improvements will continue over the next few months and we wish you every success in the future.

Yours sincerely,

Alan Frith  
Additional Inspector