

Prospects Learning Services Ltd  
132-138 High Street  
Bromley  
Kent  
BR1 1EZ

T 08456 40 40 40  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Direct T 020 8313 7760  
Direct F 020 8464 3393



21 May 2007

Mrs Joan McVittie  
The Headteacher  
Woodside High School, a Business & Enterprise College  
White Hart Lane  
Wood Green, London  
N22 5QJ

Dear Mrs McVittie

### Ofsted Monitoring of Schools with Notice to Improve

Thank you for the help which you and your staff gave when I inspected your school on 15 May 2007, for the time you gave to our phone discussions and for the information which you provided before and during my visit. I would also be pleased if you could pass on my thanks to the students and governors who met with me.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

As a result of the inspection in October 2006, the school was asked to work on four areas for improvement. The school needed to: 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 and make good practice in subject leadership consistent across the school.

Having considered all the evidence available to me I am of the opinion that at this time the school is making good progress in addressing the issues for improvement.

Teaching is improving at a good rate. Staffing is now more stable and the school's thorough monitoring of teaching and learning indicates that most lessons are taught at least satisfactorily and that many are good. The school is aware where the few remaining unsatisfactory lessons occur and is ensuring that appropriate support mechanisms are in place. Lessons seen during the monitoring visit confirmed the improvements and many students commented that teaching is now far better. The school's monitoring procedures are thorough and key areas for further development, such as adherence to the school's marking policy, have been identified and are being tackled.

Examination results in 2006, both at the end of Year 9 and Year 11, showed an improvement on those gained in 2005. The results predicted for 2007 indicate

considerable further improvement, especially in English, mathematics and science at Key Stage 3 and in most subjects at GCSE level. The school's confidence is based on three main factors. First, staffing is now far more secure; second, the monitoring of teaching and learning is now more detailed and, third, performance data is being applied more rigorously to set all students targets and to monitor their progress against such targets. The majority of students consulted during the review confirmed that they now have targets for all their subjects. They also knew how they are performing in relation to these targets and many could state how they might further improve their work. Assessment data is now used well to monitor performance and to set realistic, but challenging targets.

The school's development planning is improving well. The senior team and the governing body both contain a high percentage of new members. This new blood has brought about new ideas and injected a steely determination to improve the school. Precise target setting is now being embedded into most areas of the school's work. The governors can speak with confidence about the school's performance and they have a good understanding both of the progress that has been made and where further improvements are needed. Target setting is now also being applied with consistency to the school's work as a specialist business and enterprise college.

The quality of subject leadership is improving at a satisfactory rate. A number of subject leaders are newly appointed, and some have not worked at this level before. This is recognised by the school and it is establishing good support systems and relevant training is being offered by outside agencies. The reductions in staff turnover are also helping subject leaders to concentrate on key issues for improvement, whereas before too much time was spent 'fire fighting' and ensuring that there was a teacher for each class. Senior managers and governors acknowledge that this is a crucial area for improvement and satisfactory progress has been made.

There have been some inconsistencies in the support offered by the local authority, but it is satisfactory overall. The school values the support it now receives but would like the local authority to offer more substantial support in helping to improve the poor accommodation that the staff and students have to endure.

Good progress has been made in a comparatively short time. Strong and determined leadership has established a clear direction for the school. Staff are committed to securing further improvements and the students are now very proud of their school.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

Bill Stoneham  
Additional Inspector