

Inspection of Woodside High School

White Hart Lane, Wood Green, London N22 5QJ

Inspection dates: 22 and 23 February 2022

Overall effectiveness **Good**

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

This school was last inspected eight 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 inspections. 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 inspection.

What is it like to attend this school?

The new headteacher, with the support of governors, leaders and staff, is taking appropriate steps to bring about rapid change. Pupils said that these changes have improved their school.

Leaders and staff have high expectations of pupils. They challenge all pupils to be the best that they can be. Most pupils enjoy their learning and achieve well across the curriculum. If any bullying takes place, staff deal with it quickly.

The behaviour of pupils in class and around the school is typically calm. However, a few teachers do not apply the new behaviour policy consistently enough.

There are a range of clubs and activities that pupils attend, including chess and drama clubs. Pupils are regularly encouraged to debate and discuss ideas. They can play an active part in school life by becoming a prefect or member of the school council.

Leaders promote pupils' character development through the 'Woodside Shared Values'. These values actively encourage pupils to try their best, support each other and celebrate differences.

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

Pupils study a broad range of subjects in Years 7 to 11. Leaders have made sure that the curriculum is at least as ambitious as the national curriculum. For example, in English, pupils read a range of ambitious texts. In all subjects, the curriculum has been planned to ensure that pupils' knowledge builds over time. Pupils with special educational needs and/or disabilities (SEND) are well supported to access the same curriculum as their peers.

Leaders and governors have rightly recognised that the previous Year 9 curriculum did not give all pupils sufficient opportunity to study all subjects. They have made necessary changes to the curriculum to address this. However, because these changes are relatively new, some subject leaders are still in the process of developing their curriculum thinking for the summer term. Leaders have set out the actions needed to ensure that this work will be completed by September 2022. They are also taking steps to ensure that the number of pupils studying the English Baccalaureate qualification in Years 10 and 11 increases.

Teachers across the school have strong subject knowledge. They present new information clearly and provide opportunities to help pupils remember the content. Pupils value the regular feedback that they get from teachers. Importantly, there is dedicated time in the curriculum for pupils to practise using this feedback so that it is not forgotten. There is specific support in place for those pupils who cannot read well.

Behaviour in lessons and around the school is typically sensible. The majority of staff have confidence in, understand and use the school's behaviour policy consistently. Learning generally proceeds without interruption. There are also effective systems to support pupils to move calmly around the school.

Leaders have carefully planned a range of opportunities to promote pupils' personal development. For example, pupils are taught about important aspects such as healthy relationships and consent in personal, social and health education lessons. Alongside this, leaders and teachers present important topics including mental health and happiness in assemblies and form time. There is also a well-planned careers advice and guidance programme to support pupils with their next steps. Last year, this involved pupils in Year 10 taking part in virtual work experience.

Most pupils come to school regularly. Leaders encourage and support pupils who do not come to school regularly enough. This has led to improvements in attendance rates. For example, pupils with SEND attend far more regularly than in the past. However, the proportion of pupils who are absent for sustained periods of time remains too high. Leaders and governors have a plan of action underway to improve this.

Governors are knowledgeable about the school. They have played a key role in recruiting and supporting the new headteacher. They know which areas of the school need to improve and are working with leaders and staff to address these.

Leaders have taken appropriate steps to manage staff's workload and support their well-being. Staff enjoy working in the school and are proud of what they do. They value the professional development that they receive. For example, middle leaders have received training to develop their knowledge of curriculum and are encouraged to complete additional professional qualifications. Early career teachers are very well supported.

Safeguarding

The arrangements for safeguarding are effective.

Leaders responsible for safeguarding have identified focused priorities for keeping pupils safe that are relevant to the local context of the school.

Staff follow up on any concerns about pupils' well-being. The school's safeguarding records show that any issues are followed up in a timely and appropriate manner. The school works closely with outside agencies to ensure that pupils get the necessary external help that they need.

The school takes any incidences of sexual harassment seriously and has increased the number of ways that pupils can report concerns should any problems arise.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A small minority of staff do not consistently implement the new behaviour policy. As a result, low-level disruption in a few classes is not challenged swiftly enough. Leaders should ensure that all staff share the same high expectations of pupils' behaviour and that they are supported to follow the school's behaviour policy fully.
- The curriculum in some foundation subjects is not sufficiently developed. For example, plans for the Year 9 summer term are still in development. Leaders have worked hard to develop their curriculum to date and have shown the capacity to do this work well. For this reason, the transitional arrangements have been applied. Leaders and governors should ensure that the curriculum continues to be developed so that there is clarity about what pupils should know and be able to do in all subjects in Years 7 to 11.
- The rates of persistent absence in the school are too high. This means that some pupils do not attend school frequently enough and so miss out on important learning. Leaders are currently addressing this through a range of appropriate actions. It is critical that governors and leaders carefully monitor the impact of these actions so that they can be refined and updated if necessary.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	137745
Local authority	Haringey
Inspection number	10216278
Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1181
Appropriate authority	Board of trustees
Chair of trust	Noreen Graham
Headteacher	Angela Wallace
Website	www.woodsidehighschool.co.uk
Date of previous inspection	15 January 2014 under section 5 of the Education Act 2005

Information about this school

- Over the past two years, the school has undergone considerable changes in senior leadership. The headteacher was appointed in June 2021.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 11 with information about approved technical education qualifications and apprenticeships.
- The school uses four registered providers for alternative provision.

Information about this inspection

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

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with senior leaders, governors and subject leaders. They also held a telephone call with a representative from the local authority.

- Inspectors carried out deep dives in English, science, history and design and technology. Each deep dive involved discussing curriculum thinking with subject leaders, visiting lessons, reviewing pupils' work and speaking with teachers and pupils from the lessons they visited.
- Inspectors also visited lessons and spoke to leaders about the curriculum in other subjects on day two.
- Inspectors met with other leaders to find out how the school supports pupils with SEND to learn the curriculum.
- Inspectors visited lessons, met with early career teachers and observed pupils' behaviour during breaktimes and lesson changeovers to gather evidence about the behaviour and attitudes of pupils in the school.
- Inspectors held a meeting with leaders responsible for the school's safeguarding arrangements. They looked at safeguarding records, including pre-employment checks for staff.
- Inspectors spoke to staff about their well-being and workload. They considered responses to Ofsted's online survey of staff's views.
- Inspectors spoke to a range of pupils from different year groups. This included speaking to pupils in single-sex groups. Inspectors considered pupils' responses to the online pupil survey.
- Inspectors considered responses to online survey for parents, Ofsted Parent View.

Inspection team

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