

Name of School:	Woodside High School
Head teacher/Principal:	Co-headteachers - Elma McElligott Gerry Robinson
Hub:	Compton
School type:	Secondary Academy
MAT (if applicable):	N/A

Estimate at this QA Review:	GOOD
Date of this Review:	19-21 February 2018
Estimate at last QA Review	Outstanding
Date of last QA Review	18-20 January 2017
Grade at last Ofsted inspection:	Outstanding
Date of last Ofsted inspection:	15-16 January 2014

Quality Assurance Review

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

School Improvement Strategies	OUTSTANDING
Outcomes for Pupils	OUTSTANDING
Quality of Teaching, Learning and Assessment	GOOD
Area of Excellence	ACCREDITED Equality and Diversity
Previously accredited valid Areas of Excellence	Mental Health and Well Being 20 January 2017
Overall Estimate	GOOD

Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.

1. Information about the school

- Woodside High School is an average-sized secondary school. However, pupil numbers are growing and will reach 1200 on roll by 2020.
- The school converted to an academy in November 2011.
- There is a co-headship structure, which has been in place since January 2016.
- The school lies within an area of comparatively high socio-economic deprivation.
- A very large majority of pupils come from ethnic backgrounds other than White British. Consequently, the proportion of pupils with English as an additional language (EAL) is well above the national average.
- The proportion of disadvantaged pupils is well above the national average.
- The proportion of pupils who have special educational needs and/or disabilities (SEND) is well above the national average.
- The proportion of pupils with a statement of SEN or Education Health Care Plan (EHCP) is above the national average.
- The numbers of pupils who join the school after the start of Year 7 and before the end of Year 11 is higher than in most schools.

2.1 School Improvement Strategies - Follow up from previous review

- Much has been put in place to develop the skills of middle leaders and lead practitioners. This has included a leadership conference and the introduction of an outstanding leadership in education programme which targets aspirant leaders. These have had a positive impact in the early stages, although the school recognises that the high level of staff mobility at leadership level will always present a challenge. The focus on quality-first teaching has been reinforced through revised systems and structures, and training. This is bringing about improvements in many subject areas.

2.2 School Improvement Strategies - What went well

- The co-headteachers work cohesively and very effectively together in their shared role. They set a shared vision and direction for the school. Leaders are passionate about the promotion of equality of experience for everyone and the celebration of the diversity of their pupils.
- Leaders recognise the pressures generated in maintaining the high standards they have set. They are also highly aware and realistic in their analysis of the challenges they face, for example in the recruitment and retention of skilled and experienced staff. They work tirelessly and successfully to minimise any negative impact.
- Leaders strongly promote a culture of success throughout the school, underpinned by a shared values system to which everyone subscribes.
- Leaders' self-evaluation is an accurate representation of the school's current position. The improvement plan identifies the related actions leaders have put in place to build on the school's strengths and address its weaknesses.

- The school is proud of the pupils' achievements in the summer 2017 examinations, but recognise that attainment is not yet at the level they would want.
- The development of middle leadership is a main priority for improvement. Strategies to support this include professional development opportunities such as an annual weekend leadership conference and the 'developing leaders' and 'outstanding leadership in education' programmes. These are beginning to demonstrate a positive impact to date, although leaders recognise that they need to fully evaluate progress towards the target in the improvement plan.
- Senior leaders have also identified improving the quality of teaching and learning as a high priority, particularly within mathematics, history, drama and PE, and for the high prior attaining pupils. They recognise that the recruitment and retention of suitably qualified and experienced teaching staff places challenges on providing continuity and stability in teaching. They are working in conjunction with local teaching schools to recruit to subjects in demand and provide a range of training to support improvements to teaching. This is having some success to date.
- Pupils comment positively on the very effective transition programme from Year 6 to Year 7. They feel that this enables them to settle into the school rapidly and smoothly so that they become swiftly integrated into the culture of the school.
- Leaders have developed effective literacy programmes to support the achievement of EAL pupils. This has had the impact of improving the attainment and progress of this group of pupils above that of others.
- Leaders have created a highly inclusive school where the individual needs of pupils are well catered for. This includes high quality academic support for pupils' emotional well-being.
- The school is currently exploring the opportunities and potential advantages that might be generated from joining with a successful school in the local area to form a multi-academy trust.

2.3 School Improvement Strategies - Even better if...

...leaders more systematically and accurately reviewed the continuing professional development and support plan for middle leaders so as to evaluate progress and determine future needs.

...leaders ensured that the vision for each of the three terms in the academic year was both communicated to all staff and reviewed more effectively.

3.1 Quality of Teaching, Learning and Assessment - Follow up from previous review

- Leaders have been working to address the aspects identified from the previous review. They have been successful in some elements. However, the effectiveness of questioning and greater challenge for the more able have not been fully resolved at the time of this review and still remain a priority. Leaders are supporting improvement in these via training.

3.2 Quality of Teaching, Learning and Assessment - What went well

- Teachers' demonstrate secure subject knowledge in nearly all curriculum areas. Where subject knowledge is not as strong this because of the relative inexperience of teachers.
- The 'Woodside's 7 habits' of teaching and learning provide a common format relating to the planning and delivery of learning experiences. Teachers typically follow this and pupils respond positively. Workbooks are typically very well presented and maintained. Most pupils demonstrate positive attitudes in lessons and engage well.
- Relationships between staff and pupils are very strong. Pupils respond in a positive manner to the high expectations set for them in terms of their attitudes to learning. As a result, lessons take place in a generally calm and ordered environment. Disruption is rare and where it does occur, it has a minimal impact on the learning of others as it is dealt with swiftly and effectively.
- Teachers are very quick to challenge any use of negative stereotypes and derogatory language in lessons and around the school. This clearly demonstrates a strong commitment to the shared values approach to equality and diversity that is a powerful element of the culture of the school.
- Most teachers regularly provide both written and verbal feedback, providing pupils with information that helps them to improve the quality of their work. However, leaders recognise that the provision of feedback is still not consistent enough across all subjects. Where provided, the majority of pupils respond positively so as to improve both the quality and grade of their work.
- Teachers know their pupils well. This allows them to identify the strengths and weaknesses of individuals. This knowledge provides the opportunity to give appropriate support to those who need it so that pupils can improve their work.
- The majority of teachers plan lessons effectively. Planning takes into account assessment information and most lessons are structured to meet pupils' individual needs.
- Pupils know their target grades and are keen to improve on current performance.
- Teaching in English and science is very strong. Teachers show a love of their subjects and are keen to share their expert subject knowledge with pupils. Lessons in these subjects extend pupils' knowledge and understanding.

3.3 Quality of Teaching, Learning and Assessment - Even better if...

- ...the level of challenge and differentiation, particularly for the higher attaining pupils was greater, in order to achieve the highest grades.
- ...feedback to pupils was at a consistently effective standard across all subjects to allow pupils to reflect on and improve their work.
- ...questioning in lessons was more effective in bringing about higher-order thinking and the development of knowledge and understanding in all subjects.

4. Outcomes for Pupils

- In 2017, examination results indicated that Progress 8 was well above the national average. Progress 8 of the high prior attainment group was lower than that of other ability groups.
- Disadvantaged pupils make significantly stronger progress than other pupils nationally.
- Progress 8 for boys was slightly above that of girls. However, in each of the other accountability measures, namely Attainment 8, English and mathematics qualifications at both grade 5 and grade 4, and the EBacc measures, the performance of boys was below that of girls.
- The school's current drive to decrease the differences in performance between boys and girls is having a limited impact so far. Leaders are continuing to explore opportunities to address this.
- Progress in GCSE English was above the national average for all pupils, however progress in mathematics was in line with the national average.
- The Attainment 8 score was just above the national average.
- Attainment in GCSE English was close to the national figure. However, mathematics was weaker than the national average. This was partly to do with the relatively high turnover of teaching staff in the mathematics department.
- The proportion of pupils achieving the English Baccalaureate (EBacc) was above the national average. Outcomes in English and science were strong. The proportion of pupils entered for the EBacc was above the national average.
- The performance of pupils with EAL was above that of other pupils in the majority of the accountability measures, although leaders are currently focusing on improving the performance of Turkish-speaking girls.
- Current in-year data indicates that the outcomes in history and drama in most year groups are showing improvement. This is due in part to leaders recruiting suitably experienced teachers to the department.
- The percentage of pupils staying on in education or employment beyond Key Stage 4 matched the national average.
- Pupils are very well prepared for the next stage in their education. Careers information and guidance is very strong with a core focus of inspiring, raising aspiration and promoting equality and diversity. Students very much value and appreciate the range of experiences they are offered, including visits to universities and colleges.

5. Area of Excellence

Equality & Diversity

5.1 Why has this area been identified as a strength?

- Equality and diversity is at the heart of Woodside's shared values, which underpins much of the school's work. There is a thriving equality and diversity

group that carries out a wide range of work throughout the year, and across all year groups, to celebrate equality and diversity. This includes contributions to the school development plan, schemes of work and lessons plans.

- Pupils are involved in ensuring that school services and procedures are inclusive and promote equality and diversity.
- The student equality group has planned and delivered training to school staff on the student perspective of prejudice and discrimination.

5.2 What actions has the school taken to establish expertise in this area?

- Woodside High School is the first secondary school in London to gain the Stonewall School Champion Gold Award. This is the highest level of formal recognition of a high-quality commitment and work carried out by staff and pupils in the school in tackling homophobic, biphobic and transgender bullying and celebrating diversity.
- There is a very positive culture within the school. All staff and pupils are committed to the promotion of an ethos of equality and diversity.
- The 'Woodside Experience' provides a range of support and opportunities to all pupils in an inclusive environment. This encapsulates the additional personalised pupil support provisions, which includes pastoral support, emotional well-being and mental health teams and SEND staff.
- Leaders and staff offer a broad range of extra-curricular experiences that support the development of shared values. These experiences enhance the cultural enrichment of those involved and include visits to art galleries, theatres and other cultural and aesthetic events.
- Leaders have developed the use of an electronic database to record pupil participation in activities. This provides detailed records of which pupils have been involved in which activities.
- Expertise for staff has been honed through the provision of professional development sessions. These have raised awareness and developed a breadth of skills, experience and knowledge that allow staff to promote equality and diversity effectively and to challenge any negative aspects with confidence.
- The highly effective student council formulated the 'Woodside shared values' programme for all stakeholders. This has been successfully adopted and is part of the school's day-to-day life.
- Provision of the mental health and emotional well-being programme has been highly effective in supporting pupils.
- Leaders, staff and pupils work effectively with organisations and other schools both within the local and wider areas to raise awareness of equality and diversity, and to provide support in developing school-based programmes.

5.3 What evidence is there of the impact on pupils' outcomes?

- Individual case studies have identified the impact of the programme in a variety of

ways. For example, improved attitudes to learning have stemmed from pupils' enhanced confidence as individuals.

- There has been a decrease in the rates of homophobic, biphobic and transphobic incidents, including the use of derogatory language by pupils.
- Improvements in the behaviour of pupils have resulted in a decrease in bullying incidents. Pupils demonstrate increased mutual respect and have become more tolerant as a result of the work on equality and diversity. Leaders subsequently point to a decrease in rates of exclusion and higher levels of attendance.
- Pupils have developed confidence and an increased awareness of differences between individuals. Any reinforcement of negative stereotypes and derogatory language is not tolerated.
- Student Voice is extremely well developed and has had a strong impact on the culture in the school.
- A very broad range of events and activities to promote equality and diversity are a regular feature of life in Woodside. For example, multi-cultural events, Black History Month, LGBT awareness, International Women's Day, and charity work.
- Pupils are exceptionally well prepared for the next stage in their education, because of the improved levels of individual confidence that stem from the work in equality and diversity.

5.4 What is the name, job title and email address of the staff lead in this area?

Gerry Robinson

Co-headteacher

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6. What additional support would the school like from the Challenge Partners network, either locally or nationally?

At this stage the leaders of the school would like more time to consider what additional support they may need.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.