

Inspection of Woodlands Community College

Minstead Avenue, Southampton, Hampshire SO18 5FW

Inspection dates: 13 and 14 September 2022

Overall effectiveness **Good**

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

What is it like to attend this school?

Woodlands Community College is a purposeful and caring school. Pupils respect their teachers and appreciate the time they take to get to know them as individuals. Parents and carers rightly recognise that teachers have high expectations for what pupils can accomplish. One parent's comments reflect the views of many: 'Staff are helpful, supportive and dedicated to getting the very best from their pupils. We look forward to the achievements our child will make here.'

Pupils learn about the school's '3R' values of 'respect, resilience and responsibility'. These are woven through all areas of school life from the behaviour system to the curriculum. The vast majority of pupils demonstrate these values consistently, through kind and respectful behaviour. Pupils feel safe and secure in school because they know that teachers and leaders do not tolerate unkind behaviour or prejudicial language.

Many parents, staff and pupils commented on the rapid improvements made by leaders since the last inspection. Some described the school as having been 'transformed'. Pupils are proud and happy to attend this school. They feel confident that they will get a good standard of education here that will prepare them to be successful in the future.

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

Leaders have made significant and systematic improvements to the way pupils' behaviour is managed in the school. Behaviour in corridors and lessons is calm, orderly and respectful. Learning in lessons is generally focused and purposeful because teachers reinforce whole-school expectations consistently. Leaders and pastoral staff believe in giving all pupils the opportunity to get their behaviour right. Staff identify those pupils who need extra support with this and work with them intensively and effectively. Leaders have put in place effective strategies to improve attendance. Although the impact of this work on individual pupils is clear, there are still too many who do not attend school often enough.

Leaders are determined that all pupils should receive a good standard of education. They have thought precisely about what pupils need to learn and in what order. Pupils achieve well. This includes those with special educational needs and/or disabilities (SEND) because teachers have been trained well to adapt the curriculum to meet their needs. Leaders have identified some pupils with SEND who need more focused support with reading and mathematics. They have built this into the curriculum for these pupils to help them catch up quickly. Leaders are in the process of addressing some variability in how effectively the curriculum is delivered. Sometimes pupils develop gaps in their learning because teachers are not as clear or consistent as they could be when introducing new concepts.

Pupils benefit from a breadth of extra-curricular activities and clubs, which covers a wide range of interests. These include options relating to sports and performing arts as well as clubs linked to the curriculum in subjects, such as mathematics, science and history.

Pupils benefit from a relevant and well-considered programme of personal, social, health and economic education (PSHE). Leaders identify topics where pupils have gaps in their learning and then adapt the following lessons. As a result of their PSHE lessons, pupils feel more knowledgeable about topics, such as relationships, health and personal finance. A highly effective careers programme means that very few pupils leave Year 11 without a clear plan for their next steps.

Leaders are rightly proud of the difference they continue to make at this school. They lead the school with a clear vision and impressive moral purpose. They have made sure that all staff are well trained and understand the role that they each play in the school's improvement journey. Governors are involved and invested in the school and have a clear oversight of the current priorities. They work closely and supportively with leaders. They provide challenge where necessary and seek assurance that leaders' actions are having their intended impact.

Safeguarding

The arrangements for safeguarding are effective.

Leaders prioritise safeguarding. They ensure that all staff and governors receive effective training. Staff understand how to identify when a pupil may be at risk and they record any concerns using the school's procedures. Where necessary, leaders take swift action to secure help for pupils and their families. Leaders refer concerns on to external agencies if required. Pupils feel safe in school and learn about how to keep themselves safe through the effective PSHE curriculum.

Leaders carry out the relevant pre-employment checks on staff. They have strong procedures for responding to any safeguarding concerns relating to members of staff.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils do not attend school often enough. As a result, these pupils are not achieving as well as they could. Leaders are prioritising this issue and have already put strategies in place to improve the attendance of these pupils. They should continue with these plans. Leaders and governors should monitor pupil attendance closely and ensure that the strategies they put in place are having a sufficient impact on attendance figures.
- Leaders have rightly identified some variability in how effectively teachers introduce and explain new concepts. Over time this has resulted in some older

pupils developing gaps in their knowledge or not remembering what they have been taught previously. Improvements to the curriculum are helping to address this, but further training is needed to ensure that pupils benefit more consistently from high-quality teaching.

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](#)' 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	116465
Local authority	Southampton
Inspection number	10241203
Type of school	Secondary comprehensive
School category	Foundation
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	847
Appropriate authority	The governing body
Chairs of governing body	Kirsten Buist and Ruth Thomas
Headteacher	James Henderson
Website	www.woodlands.southampton.sch.uk
Date of previous inspection	12 and 13 July 2016, under section 5 of the Education Act 2005

Information about this school

- Since it was last inspected, the number of pupils on roll has increased significantly.
- There have been significant changes in the school's governing body, including the appointment of new co-chairs.
- The school currently uses two registered and one unregistered alternative provision.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information 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.

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 held meetings with a range of leaders, including the headteacher and members of the senior leadership team.
- Inspectors carried out deep dives in these subjects: English, mathematics, languages, history and art. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors spoke with governors and the local authority about their roles.
- Inspectors considered survey responses from parents, pupils and staff.
- Inspectors judged the effectiveness of the school's safeguarding procedures by meeting with leaders, scrutinising the single central record, sampling safeguarding records and talking with pupils, teachers, non-teaching staff and leaders about this aspect of their work.

Inspection team

Chris Ellison, lead inspector	His Majesty's Inspector
Andy Johnson	Ofsted Inspector
Lucy Hillyard	Ofsted Inspector
Peter Fry	Ofsted Inspector
Paul James	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 2022