



# WOODLANDS COMMUNITY COLLEGE

**With Specialist Status in Science & Engineering**

## **Additional Information for Applicants**

Thank you for your interest in Woodlands. This leaflet is intended to give you an insight into the school and our priorities for its development. Our recent Ofsted inspection (in October 2006) confirmed that we are a good school with outstanding features, notably in leadership and management, the curriculum, personal development and care, guidance and support. Our capacity to improve is described as outstanding, and we wish to capitalise on this in the coming years so that we are outstanding in all areas.

We became a Specialist Science and Engineering College in September 2004. Since then we have taken full advantage of the additional resources, and the new opportunities for our curriculum and for developing teaching and learning.

We believe that at the core of this school is good teaching and learning and good professional development. Ofsted confirmed this judgement and we have established a reputation for the quality of our work. We have seven Advanced Skills Teachers.

We are able to recruit well and have also been successful in retaining staff. We believe that this is because of good professional development and the significant career progression opportunities which have also been offered. In joining us you will be part of a school that will take your personal development as a prime objective.

Should you require additional information please do not hesitate to contact us and we will be pleased to help. If you would like to make a preliminary visit we will do our best to arrange this for you.

Woodlands is an exciting place to be. Join us and be part of the unfolding story.

Joanna Anslow  
October 2007



Science



Engineering



**LEADERSHIP  
AND MANAGEMENT**

Recognised as meeting the Investors in People  
Model for Leadership and Management



Healthy Schools



INVESTOR IN PEOPLE

Woodlands is situated on an attractive campus of 19 acres, in the grounds of the former Harefield House, with mature woodland on the north edge of the site. In September 2003 we opened our brand new PFI (Private Finance Initiative) building, complete with new furniture and a great deal of new equipment. As a school of 930 students, we are one of the few schools in the City with a rising roll. We expect to be one of the most progressive and forward thinking schools in the South of England and to take full advantage of all the opportunities offered us.

Our new facilities include a Theatre, Refectory, Learning Resources Centre and ICT suites. We have a Sports Hall, Gymnasium, Synthetic Turf Pitch, Multi-games areas and grass pitches. There is a Dance Studio, Drama Studio, and Art & Music Studios. Our Design, Engineering & Technology rooms contain state of the art equipment.

We have made a considerable investment in new ICT equipment, and ICT is transforming not only teaching and learning, but also our jobs as teachers. All teachers are issued with a laptop for their individual use; we have electronic registration, use a computerised report system and more besides. 49 classrooms are equipped with interactive whiteboards, we have a PC ratio of 1:3 for our pupils, and further investment is planned.

Having Specialist Science and Engineering status since September 2004 has offered many new opportunities within this 11-16 mixed Comprehensive School. We already enjoy close links with local post-16 colleges which we will seek to develop further. We are well placed to take full advantage of the new 14-19 opportunities. Our KS4 curriculum already offers individual learning pathways with full regard to equality of opportunity. We are also keen to develop a more personalised form of education and, with this in mind, we have reviewed our Key Stage 3 curriculum, and will keep it under review.

### ***The Curriculum***

Our curriculum is subject to regular review. In September 2007 we introduced a new course in year 7 which focuses on the development of key competencies in our learners. In addition, Y7 already study an Innovations programme, which is a combination of Science and Design&Technology. The reasons for these changes include the wish to develop a more skills-based curriculum with an emphasis on literacy, and to reduce the number of teachers in Y7 to ease transition. In Years 8 and 9, all students follow a common timetable which includes Mathematics, English, Science, Modular Humanities, French or Spanish, Design & Technology, Art, Drama, Dance, ICT, Music, PE and PSHE. In Year 9, History and Geography are taught separately, and R.E. forms part of a cross-curricular course alongside PSHE.

In Years 10 and 11 students follow a core curriculum of English, Mathematics, Double Science, Physical Education, ICT and Personal and Social Development including Careers Education and Guidance and RE. We have increased the options for Year 10 and offer a number of new courses, including Applied GCSEs in Art & Design, Engineering, Leisure and Tourism, Health & Social Care, ICT, and Science. A/S levels in Critical Thinking and Religious Studies are offered (the latter in partnership with Itchen 6<sup>th</sup> Form College) and NVQs and Vocational Access with City College. We also are pioneering some student apprenticeships. We are full partners in Southampton's bid to introduce Diplomas and are well placed for their introduction in coming years.

We have recently restructured our Special Needs provision. Over 50% of our students are identified as having some level of Special Educational Need, many because of low attainment on entry. We have created a new post of Individual Learning Needs Co-ordinator, and have developed our Inclusion Team, which has embraced the implications of the Every Child Matters agenda. The Every Child Matters outcomes are a major strategic priority, and Ofsted described our practice as outstanding. We achieved the Healthy School Award with enhanced status for all 4 elements last summer. and have also achieved the Basic Skills Quality Mark. We are now also able to offer off-site provision for some of our most vulnerable or challenging young people.

Strategic use of data is a major priority. Parents receive a Termly Learning Review, which indicates where students are in relation to their targets. This process includes a termly parents "review meeting", when an Individual Education Plan is drafted, negotiated and reviewed. This system is increasingly seen as a model of good practice. An Assistant Headteacher and a Progress Co-ordinator ensure a sharp focus on student progress through the year.

### ***Our students***

Our students make outstanding progress. Using the new Contextual Value Added data, from KS2 to KS4, our students' progress placed us in the top 8% nationally in 2006.

Workforce Reform has obliged us to rethink many roles, and has impacted particularly on our pastoral work. Our Year Leaders are supported by a team of Assistant Year Leaders, support staff who provide a point of contact for students and parents/carers throughout the day.

We have as a strategic priority the wish to develop our students' leadership skills. In addition to a large and effective team of Prefects, we have a thriving College Council. This is managed for the most part by students themselves, and they have a major voice in developing school policy. We are further developing our Student Voice conferences, which allow us to explore specific issues of concern to students in more depth. In Year 10 a number of students are Buddy Readers supporting students in Year 7; others in Years 9 and 10 support Year 7 Maths. There are also groups of students who support their younger peers with emotional and social issues, for example through our Bully Busters initiative. Ofsted described behaviour as good and praised the way students care about each others' well-being.

We have a well-developed Behaviour Management Policy and Behaviour Support Plan, which is evaluated and updated regularly. Provision for students with Emotional and Behavioural Difficulties includes: counselling, anger management, assertiveness strategies, peer mentoring, individualised time-tables, close home/school liaison, and a range of alternative provision.

## ***Extended School***

Woodlands is a community college and a full-service extended school. Community learning is a major feature of our school. We have developed a diverse evening and weekend community programme which includes courses for our parents and a variety of different sports and leisure opportunities for local people. There is a separate community building on site which houses our community team and Youth workers, and operates increasingly as a Family Support Centre. Within this facility there is a 42 place nursery for 0 – 5 year olds, Citizens Advice Bureau and a variety of different information and guidance opportunities for local people and for the students of the school. After school and in the evening a variety of different youth activities take place ranging from fun clubs to personal advice and guidance sessions.

## ***Leadership of the School***

The Senior Leadership Team is working to create a culture of continuous improvement with a particular focus on continuous professional development to enhance the strategic capacity of the staff, to sustain improvement, and manage change. We achieved the new Leadership and Management Award, organised by Investors in People, and were the first school in the country to do so, and the first organisation in the South East.

The Senior Team has seen considerable change in recent years, with two Deputies achieving headships, and an Assistant HT a deputy headship. The Head Teacher retired in August 2007 after a very successful 8 years in post. I took up the Headship in September, having previously been the Head Teacher of another city school.

We have embraced enthusiastically the opportunities offered by Workforce Remodelling. In the past year, we have employed a significant number of additional support staff to ensure that teachers are able to focus on their teaching and on students' learning. Our Cover Supervisors ensure that cover is kept to an absolute minimum.

The school has made rapid progress in the last few years. Our recent Ofsted inspection in October 2006 confirmed our self-evaluation that we are a good school with outstanding features. Those particular strengths are in leadership and management, our curriculum, students' personal development, and care, guidance and support. Achievement, behaviour and attendance are all good. Our challenge now is to ensure that by the time of the next inspection, we are outstanding in all areas.

## ***The Future***

The future for the school looks exciting. Having opened our brand new buildings, with Specialist School status and with many new curriculum opportunities, our future looks very promising. Ofsted described our capacity to improve as outstanding. We will take your future seriously and will offer you a comprehensive induction process and good career development.

I look forward very much to receiving your application.

Joanna Anslow  
Head Teacher