

Priorities:	KPIs:	Milestones:	Responsible:
Planning: pupils will receive ambitious, well-structured lessons which promote the Woodlands Curriculum Intent of AROE.	1. Curriculum Review (Intent): as a result of a rigorous CPD cycle, all Schemes of Learning in every subject will be graded STRENGTH (2) across all measures.	Jan 24: all Autumn Term Schemes of Learning in every subject graded STRENGTH (2) across a majority measures.	ERO and NWH
		Apr 24: all Spring Term Schemes of Learning in every subject graded STRENGTH (2) across a majority of measures.	
		July 24: all Summer Term Schemes of Learning in every subject graded STRENGTH (2) across a majority of measures.	
	2. Learning Walks: 100% of qualified teachers “At Standard” for PLAN (i.e. PLAN is graded as a Strength in the majority of their lessons).	Jan 24: 85% of qualified teachers “At Standard” for PLAN (i.e. PLAN is graded as a Strength in the majority of their lessons).	
		Apr 24: 90% of qualified teachers “At Standard” for PLAN (i.e. PLAN is graded as a Strength in the majority of their lessons).	
		July 24: 95% of qualified teachers “At Standard” for PLAN (i.e. PLAN is graded as a Strength in the majority of their lessons).	
	3. Work Sampling: 90% of work sampled accurately reflect Schemes of Learning.	Jan 24: All work sampling to comment on whether work accurately reflects Scheme of Learning.	
		April 24: Measure improvement from Jan 24.	
		July 24: TBC following April 24 data.	
Adaptive Teaching: All pupils will have access to an appropriately personalised learning experience, which provides the necessary level of support and challenge.	1. Learning Walks: 100% of qualified teachers “At Standard” for PLAN (i.e. PLAN is graded as a Strength in most of their lessons).	Jan 24: 85% of qualified teachers “At Standard” for PLAN (i.e. PLAN is graded as a Strength in the majority of their lessons).	DOC and ERO
		Apr 24: 90% of qualified teachers “At Standard” for PLAN (i.e. PLAN is graded as a Strength in the majority of their lessons).	
		July 24: 95% of qualified teachers “At Standard” for PLAN (i.e. PLAN is graded as a Strength in the majority of their lessons).	
	2. Work Sampling: 95% of work sampled provides regular personalised feedback.	Jan 24: 85% of work sampled provides regular personalised feedback.	
		April 24: 85% of work sampled continues to provide regular personalised feedback.	
		July 24: 85% of work sampled continues to provide regular personalised feedback.	
		Jan 24: Liaise with Progress Teaching to see if we can add feature re Pupil Passports.	

	3. Progress Teaching SEND Provision: Increase in teachers meeting the needs of pupils with SEND in lessons.	Apr 24: Establish baseline.	
		July 24: TBC based on April baseline.	
Literacy, Oracy, Numeracy and Grammar: at the core of our curriculum will be the promotion of these four key life skills.	1. Curriculum Review: all Schemes of Learning in every subject will be graded STRENGTH (2) for Literacy, Oracy, Numeracy and Grammar.	Jan 24: 50% of subjects have a majority of Schemes of Learning rated STRENGTH (2) for Literacy, Oracy, Numeracy and Grammar.	ERO and RME
		Apr 24: 60% of subjects have a majority of Schemes of Learning rated STRENGTH (2) for Literacy, Oracy, Numeracy and Grammar.	
		July 24: 70% of subjects have a majority of Schemes of Learning rated STRENGTH (2) for Literacy, Oracy, Numeracy and Grammar.	
	2. Extra-curricular: raise the profile of activities available which promote LONG.	Jan 24: Coherent plan mapped out for all opportunities across the year. Ensure there is an opportunity for every year group.	
		Apr 24: Increase in engagement with extra curricular opportunities from term one.	
		July 24: All LONG opportunities taken advantage of. Regular attendance to extracurricular opportunities.	
	3. Learning Walks: 100% of qualified teachers "At Standard" for TEACH (i.e. TEACH is graded as a Strength in the majority of their lessons).	Jan 24: 85% of qualified teachers "At Standard" for TEACH (i.e. TEACH is graded as a Strength in the majority of their lessons).	
		Apr 24: 90% of qualified teachers "At Standard" for TEACH (i.e. TEACH is graded as a Strength in the majority of their lessons).	
		July 24: 95% of qualified teachers "At Standard" for TEACH (i.e. TEACH is graded as a Strength in the majority of their lessons).	
	4. Work Sampling: 70% of work sampled shows that pupils have effectively engaged in SPaG feedback.	Jan 24: 60% of work sampled demonstrates pupils have effectively responded to SPaG feedback.	
		April 24: 60% of work sampled continues to demonstrate that pupils have effectively responded to SPaG feedback.	
		July 24: 60% of work sampled continues to demonstrate that pupils have effectively responded to SPaG feedback.	
	5. Tutor Time: 100% of Literacy, Oracy, Numeracy and Grammar provision in Tutor Time is rated as a strength.	Jan 24: A system established to regularly monitor the engagement with tutor resources.	
		Apr 24: All tutors to be using the resources provided regularly.	
		July 24: Review of the success of the tutor Literacy scheme	

	6. Reading ages: all pupils to be at or above their reading age.	Jan 24: baseline figures to be established after completion of assessments.	
		Apr 24: 50% of pupils in reading intervention to be at their reading age.	
		July 24: a 10% increase in the number of pupils at their reading age, compared to September 2022.	
Curriculum: the school will develop a broad and balanced curriculum, effective at all Key Stages, which relies upon quality-first teaching and meaningful home learning experiences.	1. RAW Knowledge: average amount of days active to increase to 4.5.	Jan 24: Average amount of days active to increase to 4.1.	ERO
		April 24: Average amount of days active to be sustained at 4.1.	
		July 24: Average amount of days active to be sustained at 4.1.	
	2. RAW Knowledge: an increase of 10% in the average Tassomai course completion score compared to 2022 data.	Jan 24: Increase of 5% in the average Tassomai course completion score compared to Jan 23.	
		April 24: Increase of 5% in the average Tassomai course completion score compared to April 23.	
		July 24: Increase of 5% in the average Tassomai course completion score compared to July 23.	
	3. Home Learning: successful implementation of a Home Learning provision to complement Tassomai.	Jan 24: Decision made regarding the plan for Home Learning provision.	
		April 24: Pending decision, communicate Home Learning provision and offer CPD.	
		July 24: Launch Home Learning Provision.	
	4. EBacc: 60% of pupils studying the EBacc achieve 4 or above across all EBacc subjects.	Jan 24: 15% of Y11 pupils studying the EBacc currently on a 4 or above across all EBacc subjects.	
		Apr 24: 25% of Y11 pupils studying the EBacc currently on a 4 or above across all EBacc subjects.	
		July 24: 35% of Y11 pupils studying the EBacc currently on a 4 or above across all EBacc subjects.	
	5. Open Bucket: pupils in Year 11 achieve a positive progress score across all Open Bucket subjects.	Jan 24: Y11 pupils' current grades achieve an average progress score of -0.6 across all Open Bucket subjects.	
		Apr 24: Y11 pupils' current grades achieve an average progress score of -0.3 across all Open Bucket subjects.	
		July 24: Y11 pupils achieve an average progress score of 0 across all Open Bucket subjects.	

	6. KS3-4 Curriculum Review: 100% of the KS3-4 National Curriculum covered in exceptional depth, through the establishment of a “hinterland” curriculum.	Jan 24: 100% of the KS3-4 National Curriculum covered in sufficient depth and all Spring Term Y9-11 SoLs updated to include “hinterland” beyond the National Curriculum. Apr 24: all Summer Term Y9-11 SoLs updated to include “hinterland” beyond the National Curriculum. July 24: all Y9-11 curriculum to include “hinterland” beyond the National Curriculum.	
Progress: the school will ensure all pupils make good progress across all subjects, tackling historic underperformance in key subjects and sub-groups.	1. Attainment EM5+: 49%	Jan 24: 19% EM5+ (after the Yr11 Nov PPEs). Apr 24: 25% EM5+ (after the Yr11 Feb PPEs). Aug 24: 40% EM5+ (GCSE results).	EJO
	2. Progress (overall): 0	Jan 24: Overall progress score of -1.2 (after the Yr11 Nov PPEs). Apr 24: Overall progress score of -0.7 (after the Yr11 Feb PPEs). Aug 24: Overall progress score of -0.2 (GCSE results).	
	3. Progress (HPA): 0	Jan 24: Overall progress score of -1.7 (after the Yr11 Nov PPEs). Apr 24: Overall progress score of -1.1 (after the Yr11 Feb PPEs). Aug 24: Overall progress score of -0.5 (GCSE results).	
	4. Disadvantaged Progress: no gap to exist between Disadvantaged and non-Disadvantaged peers	Jan 24: The progress gap between disadvantaged and non-disadvantaged pupils will have reduced to -0.3. (after the Yr11 Nov PPEs). Apr 24: The progress gap between disadvantaged and non-disadvantaged pupils will have reduced to -0.25. (after the Yr11 Feb PPEs). Aug 24: The progress gap between disadvantaged and non-disadvantaged pupils will have reduced to -0.2. (GCSE results).	
	5. Boys Progress: no gap to exist between Boys and Girls	Jan 24: The progress gap between boys and girls will have reduced to -0.15 (after the Yr11 Nov PPEs). Apr 24: The progress gap between boys and girls will have reduced to -0.1 (after the Yr11 Feb PPEs). Aug 24: The progress gap between boys and girls will have reduced to -0.05 (GCSE results).	
Staff Ownership: all staff will take proactive ownership of developing their practice, by taking advantage of CPD	1. Engagement with CPD: 100% of staff to upload allocation of CPD to Progress Teaching.	Jan 24: Re-establish the reviewed process so staff are clear on how to upload CPD. April 24: Ensure both time, and additional guidance, is provided for staff to upload CPD. July 24: 100% of staff to upload allocation of CPD to Progress Teaching.	NWH

opportunities to hone their subject and pedagogical expertise.	2. Staff-led CPD: 40% of staff participate in the leading of CPD.	Jan 24: 20% of staff have led CPD.	
		Apr 24: 28% of staff have led CPD.	
		July 24: 32% of staff have led CPD.	
High Expectations: the school will instil resilience in all pupils to ensure they demonstrate excellent behaviour in and out of lessons, which promotes a positive learning environment.	1. ePraise: Improvement in % of teachers allocating ePraise budget (100% engagement by staff for July 2025)	Jan 24: 50% of 3 main staffing strands awarding full allocation of ePraise points.	SAM, RHE and KHE
		Apr 24: 60% of 3 main staffing strands awarding full allocation of ePraise points.	
		July 24: 70% of 3 main staffing strands awarding full allocation of ePraise points.	
	2. Inclusion rates: a reduction of 40% in repeat Inclusions.	Jan 24: establish a new baseline figure for repeat Inclusion, under the new WSCSS system.	
		April 24: review trend of repeat Inclusions over the Autumn and Spring Terms to establish targets from reduction for 2024/25.	
		July 24: formulate the Pastoral Action Plan to achieve the reduction in repeat Inclusions, as decided in April.	
	3. SLT Detentions: a reduction of 60% in the amount of pupils repeatedly receiving SLT Detentions.	Jan 24: establish baseline figure for the amount of pupils repeatedly receiving SLT Detentions.	
		Apr 24: identify trends over the Spring Term to set targets for the reduction we want to achieve.	
		July 24: milestone to be confirmed once Spring Term data has been analysed.	
	4. Weekly Behaviour Points: a reduction of 25% in each year group.	Jan 24: to establish and finalise the point system and review its effectiveness.	
		Apr 24: identify trends over the Spring Term to set targets for the reduction we want to achieve.	
		July 24: milestone to be confirmed once Spring Term data has been analysed.	
	5. Bullying Logs: a reduction of 40% in pupils demonstrating a pattern of bullying behaviour.	Jan 24: 10% reduction in pupils demonstrating a pattern of bullying behaviour.	
		Apr 24: 15% reduction in pupils demonstrating a pattern of bullying behaviour.	
		July 24: 20% reduction in pupils demonstrating a pattern of bullying behaviour.	

	<p>6. Learning Walks: 100% of qualified teachers “At Standard” for STANDARDS AND EXPECTATIONS (i.e. STANDARDS AND EXPECTATIONS is graded as a Strength in the majority of their lessons).</p>	<p>Jan 24: 80% of qualified teachers “At Standard” for STANDARDS AND EXPECTATIONS (i.e. STANDARDS AND EXPECTATIONS is graded as a Strength in the majority of their lessons).</p> <p>Apr 24: 85% of qualified teachers “At Standard” for STANDARDS AND EXPECTATIONS (i.e. STANDARDS AND EXPECTATIONS is graded as a Strength in the majority of their lessons).</p> <p>July 24: 90% of qualified teachers “At Standard” for STANDARDS AND EXPECTATIONS (i.e. STANDARDS AND EXPECTATIONS is graded as a Strength in the majority of their lessons).</p>	
<p>Attendance and Punctuality: the school will improve attendance and punctuality, with a particular focus on Persistent Absenteeism and the attendance of pupils with SEND.</p>	<p>1. Attendance: in line with National (Summer 2024 figures). (N.B. in 2022-23, Woodlands School’s attendance was 0.7% lower than National).</p>	<p>Jan 24: 0.35% increase in attendance compared to Autumn term 2022-23.</p> <p>Apr 24: 0.35% increase in attendance compared to data until end of Spring term 2022-23.</p> <p>July 24: 0.35% increase in attendance compared to data until end of Summer 1 2022-23.</p>	NWH
	<p>2. Attendance of pupils with SEND (non-EHCP): gap between attendance of pupils with SEND (non EHCP) and their peers will be in line with national gap (Summer 2024 figures). (N.B. in 2022-2023 National Gap is 5.3% and ours was 7.8%.)</p>	<p>Jan 24: the gap between attendance of pupils with SEND (non-EHCP) and their peers will be within 1.25% of the national gap (based on 2022-23 figures) year to date.</p>	
		<p>Apr 24: the gap between attendance of pupils with SEND (non-EHCP) and their peers will be within 1.25% of the national gap (based on 2022-23 figures) year to date.</p>	
		<p>July 24: the gap between attendance of pupils with SEND (non-EHCP) and their peers will be within 1.25% of the national gap (based on 2022-23 figures) year to date.</p>	
	<p>3. Persistent Absenteeism: in line with National (Summer 2025 figures). (N.B. Woodlands School 2022-23 figures were 5% below National.)</p>	<p>Jan 24: PA figure to decrease by 2.5% compared to Jan 23 internal data.</p>	
		<p>Apr 24: PA figure to be sustained at a decrease of 2.5% compared to Apr 23 internal data.</p>	
		<p>July 24: PA figure to be sustained at a decrease of 2.5% compared to July 23 internal data.</p>	
	<p>4. Punctuality to school: a reduction of (percentage TBC) in the number of pupils who are repeatedly late to school compared to Autumn 2 2023 internal data. (N.B. a pupil who is repeatedly late is classified as a pupil who is late to</p>	<p>Jan 24: Establish baseline figures for number of pupils who are repeatedly late to school in each year group.</p>	
		<p>Apr 24: TBC</p>	
		<p>July 24: TBC</p>	

	school 3 or more times within a half-term).		
	5. Punctuality to lessons: an improvement in (percentage TBC) compared to baseline established in April 24.	Jan 24: establish procedure for recording pupils who are late to lesson.	
		Apr 24: establish baseline figures for pupils who are repeatedly late to lesson.	
		July 24: A reduction of 20% in the number of pupils who are repeatedly late to lesson since the start of the year.	
Cultural Capital: every year, all pupils will be engaged with meaningful cultural opportunities both within and beyond the classroom.	1. ePraise: Improvement in % of teachers allocating ePraise budget (100% engagement by staff for July 2025)	Jan 24: 50% of 3 main staffing strands awarding full allocation of ePraise points.	KHE
		Apr 24: 60% of 3 main staffing strands awarding full allocation of ePraise points.	
		July 24: 70% of 3 main staffing strands awarding full allocation of ePraise points.	
	2. Cultural Capital Pledge Offer: the school will provide opportunities for 100% of pupils to achieve the Pledge.	Jan 24: N/A	
		Apr 24: N/A	
		July 24: Cultural Capital Pledge launched with staff and pupils.	
	3. Schemes of Learning: 75% of Schemes of Learning are rated Secure for their provision of Cultural Capital.	Jan 24: 15% of SOL rated Secure for Cultural Capital provision.	
		Apr 24: 20% of SOL rated Secure for Cultural Capital provision.	
		July 24: 25% of SOL rated Secure for Cultural Capital provision.	
	4. Gatsby Benchmarks: all benchmarks are met, or at exceeding national for all pupils on roll considered.	Jan 24: Compass+ evaluation demonstrates 70% of the Gatsby benchmarks are met at, or exceeding national.	
		Apr 24: Compass+ evaluation demonstrates 75% of the Gatsby benchmarks are met at, or exceeding national.	
		July 24: Compass+ evaluation demonstrates 80% of the Gatsby benchmarks are met at, or exceeding national.	
Resilience: the school will develop a community of independent self-fixers who value education.	1. Resilience Intervention: 90% of pupils successfully complete their intervention in six weeks (improved attendance, reduction in behaviour points, increased progress).	Jan 24: 50% of pupils successfully complete their intervention in six weeks.	SAM and DRI

	2. Resilience Intervention: 90% of pupils successfully complete their intervention in six weeks (improved attendance, reduction in behaviour points, increased progress).	Jan 24: 50% of pupils successfully complete their intervention in six weeks.	
		Apr 24: 55% of pupils complete their intervention within six weeks.	
		July 24: 60% of pupils complete their intervention within six weeks.	
	3. Alternative Education: 0% of pupils on Alternative Education provision to be NEET two terms after leaving Year 11.	Jan 24: to finalise and assess the successes and failures from the Managed Move process and review new Alternative Education provisions.	
		Apr 24: all pupils on an Alternative Provision have access to a broad and balanced curriculum, which is regularly reviewed by a member of staff.	
		July 24: 0% of pupils on Alternative Education provision to be NEET two terms after leaving Year 11.	
	4. Anti-Bullying: Woodlands School to achieve Gold Award.	Jan 24: establish the remaining actions that need to be taken to achieve the Gold Award.	
		Apr 24: Gold Award achieved.	
		July 24: N/A	
	5. DIRT: 75% of work sampled is awarded a green for response to feedback.	Jan 24: 50% of work sampled is awarded a green for response to feedback.	
		Apr 24: 55% of work sampled is awarded a green for response to feedback.	
		July 24: sustain 55% of work sampled is awarded a green for response to feedback.	
Workload: the school will take a proactive approach to considering staff workload and wellbeing in all key strategic decisions.	1. Trust Survey: 75% of staff engage in Compass Trust surveys.	Jan 24: confirm date of survey.	DWT
		Apr 24: analyse data provided from survey.	
		July 24: provide feedback to staff on response to survey.	
	2. Teaching hours: all teaching staff to remain 1.5 hours under national allocation.	Jan 24: sustain current teaching loads for staff.	
		Apr 24: sustain current teaching loads for staff.	
		July 24: sustain current teaching loads for staff.	
Leadership Opportunities: the school will empower middle leaders to become	1. Leadership CPD: 80% of staff select CPD from the Leadership strand of the menu.	Jan 24: N/A	DWT
		Apr 24: establish a method of recording staff engagement with the Leadership strand of the CPD Menu	
		July 24: 30% of staff have completed CPD from the Leadership strand.	

effective in their roles and prepared to take the next steps in their career.	2. Internal promotion: all leadership opportunities to be advertised to internal candidates.	Jan 24: remain committed to advertising all leadership opportunities to internal candidates.	
		Apr 24: remain committed to advertising all leadership opportunities to internal candidates.	
		July 24: remain committed to advertising all leadership opportunities to internal candidates.	
	3. Associate SLT: 8 positions to be offered each year to any staff member.	Jan 24: N/A	
		Apr 24: 2 positions to have been offered to any staff member.	
		July 24: 6 positions to have been offered to any staff member.	
Strategic Implementation: the school will successfully implement its strategy for sustainable improvement through rigorous accountability.	1. Performance Management: 60% of all targets are amber (all actions met) or green (target met).	Jan 24: sustain 50% of all targets are amber (all actions met) or green (target met).	DWT
		Apr 24: N/A (on-going).	
		Oct 24: sustain 60% of all targets are amber (all actions met) or green (target met).	
	2. Ofsted: Good or Outstanding rating.	Jan 24: achieved Good in October 2023.	
		Apr 24: achieved Good in October 2023.	
		July 24: achieved Good in October 2023.	