

Pursue Excellence and Seize Opportunities

Woodlands School

School Development Plan

2018-2021

PURSUE EXCELLENCE AND SEIZE OPPORTUNITIES



Introduction

The School Development Plan outlines the way in which Woodlands School will continue to move rapidly forward over the next three years to achieve its vision and aims. The absolute focus is on the raising of standards of achievement for all pupils, on providing high quality learning within a high quality environment, enabling all pupils to achieve their full potential and aspirations.

The challenges for the school until 2021 and beyond are listed below:

- Improving pupil outcomes at Key Stage 4 for all pupils but specifically PPG/SEND/MABLES
- To ensure Progress 8 score remains above 0 as external curriculum changes are embedded
- Improving pupil progress measures in all subjects so they are at least in line with National Average
- To ensure that a dialogue takes place between pupil and teacher when marking pupil work
- To ensure Reading, Writing and Vocabulary are a focus for each lesson
- To raise whole school attendance to at least National Average to reduce absenteeism

The plan outlines improvements and developments for the School for the period September 2018 to September 2021 post OFSTED visit March 2018.

This commitment will reflect our school motto '**PURSUE EXCELLENCE AND SEIZE OPPORTUNITIES**'.

OUR VISION STATEMENT

- to allow every pupil to pursue academic excellence
- to create an environment which is stimulating, secure and provides opportunities for all
- to develop an empathy and understanding for our local community

OUR MISSION STATEMENT

At Woodlands School, every pupil has access to a fully inclusive and appropriately challenging curriculum, which is taught by highly qualified and outstanding teachers. Pupils learn in a safe and thriving environment which is conducive to each and every one making outstanding progress, ensuring they have high aspirations for their own success.

We provide opportunities for all pupils to engage, enjoy and excel both in the classroom and in the wider community. Pupils understand the importance of having excellent social skills which will guide them in developing a strong moral purpose.

Staff within Woodlands School are valued and supported through an outstanding professional development programme.

As a learning community we work with all stakeholders to pursue excellence and seize opportunities.

Key Priorities 2018-2021	PERSONAL RESPONSIBILITY IN DELIVERING EXCELLENCE
PROFESSIONALISM	We want to ensure that all stakeholders have high expectations of themselves and those around them as we strive to become an outstanding school. We will embed a learning culture which enables pupils to become innovative, reflective, considerate and engage learners who are committed to lifelong learning and to seeking success in life.
RESULTS	For all our pupils to achieve and exceed their Progress 8 score there has to be rigorous self-evaluation and monitoring of performance at all levels of the school. There will be clear systems, informed by accurate data, in place to achieve this. Pupils will have their aspirations raised through achieving outstanding results in external examinations.
INSPIRATIONAL	We must offer a curriculum which is fully inclusive, aspirational, challenging and engaging for all pupils. A highly engaging curriculum will allow pupils to enjoy their learning and perform at a level which will ensure their academic success through differentiation in each lesson. We must be at the forefront of developing and exploring new directions both within a subject and in both Key Stages.
DEVELOPMENT	We are committed to the personal development of all our pupils, ensuring that they are happy, safe and enjoy coming to school. We want them to develop into confident, articulate and responsible adults, who are enthusiastic about learning and have the ability to meet the challenges of the future. Similarly we will ensure that CPD for staff is personalised to staff needs and is at the forefront of outstanding practice.
ENTITLEMENT	All pupils are entitled to every lesson being outstanding and taught by classroom leaders who are constantly developing their pedagogy. All pupils will strive for excellence in lessons, which challenge their thinking and all barriers to learning have been removed. Staff will be leaders in their own area of responsibility which will impact upon pupil achievement.

Professionalism:-					
We want to ensure that all stakeholders have high expectations of themselves and those around them as we strive to become an outstanding school. We will embed a learning culture which enables pupils to become innovative, reflective, considerate and engaged learners who are committed to lifelong learning and to seeking success in life.					
Strategic Targets:					
<ul style="list-style-type: none"> To ensure that all pupils are making progress in all subjects and exceeding the National Average To ensure a robust governor training programme including organised visits To research school expansion both in pupil numbers in each year group and extending school to primary and 6th form provision To ensure the school is operating using a sound financial model, including increased lettings (AWP), School Shop and catering To ensure a sustainable teaching model across the school in terms of teacher : pupil ratio To ensure that the school continues to be fully staffed, with qualified and committed staff 					
Tasks to achieve Target	Staff Responsible	Timescale	Resources Needed	Success criteria	Monitored By
To ensure that all pupils are making progress in all subjects and exceeding the National Average P1	CLC/SCO	ONGOING	Bulletin / Staff briefings / CPD calendar P6/P7 TT Intervention programme	60% (E and M basic) P8 +0.2 Positive Faculty residuals Raise On Line in line with NA	SLT
To ensure a robust governor training programme including organised visits P2	SCO	SEPT 2020	Governor committee meetings Governor CPD	Feedback from visits Positive OFSTED report Governors support and challenge of school leadership	Governing body
To research school expansion both in PAN in each year group and extending school entry to primary P3	SCO	SEPT 2020	LA support Class space	Increase PAN and development of school primary and Sixth form provision	Governing body
To ensure the school is operating a sound financial model, including increased lettings (AWP). School Shop, sponsorship and catering income P4	SCO	Ongoing	Support from MAT	Positive budget setting. Increase lettings and revenue by 5% on 2015	Governing body
To ensure a sustainable outstanding teaching model across the school in terms of teacher: pupil ratio and recruitment of staff P5	SCO	Ongoing	Finances Resources Recruitment budget	Pupil outcomes Timetable No vacancies	SCO/Governing body

Results:-					
For all our pupils to achieve and exceed their Progress 8 score there has to be rigorous self-evaluation and monitoring of performance at all levels of the school. There will be clear systems, informed by accurate data, in place to achieve this. Pupils will have their aspirations raised through achieving outstanding results in external examinations.					
Strategic Targets:					
<ul style="list-style-type: none"> To ensure predicted data is accurate and linked in with school assessment model To embed KEY weeks and the collection of internal assessment data from each Faculty To ensure that identified sub groups (PPG/CLA/MABLE/SEND) have relevant interventions in place to support their particular needs To ensure all pupils are making progress that exceeds the National Average To ensure that all headline figures increase on 2017 performance 					
Tasks to achieve Target	Staff Responsible	Timescale	Resources Needed	Success criteria	Monitored By
To ensure predicted data is accurate and linked in with school assessment model R1	CLC/RST	SEPT 2020	Meetings with data manager. Meetings with Raising Standards Team. Meetings with HODs.	Predicted data judged against external assessments for accuracy. Using data from PAM/SMID to monitor pupil progress and use this to hold staff account over accuracy of data.	SLT
To embed KEY weeks and the collection of internal assessment data from each Faculty R2	JRE	SEPT 2018	PAM/SMID CPD sessions	Accurate data that is in line with pupil outcomes	SLT
To ensure that all sub groups (PPG/CLA/MABLES/EAL etc.) have relevant interventions in place to support their particular needs R3	MHE/TGR/SFO/LAT	SEPT 2020	External data / Raise on Line Intervention programme.	Ofsted / external visits to grade teaching at 90% of teachers have MET STANDARD External data which is comparable with national data	SLT
To ensure all pupils are making progress that exceeds the National Average R4	SCO	Results annually	PAM/SMID	Key data against national	SCO
To ensure that all headline figures increase on 2017 performance R5	SLT	Results 2018	PAM/SMID	Headline figures	Governing body

Inspirational:-					
To demonstrate our commitment to success, we must offer a curriculum which is fully inclusive, aspirational, challenging and engaging for all pupils. A highly engaging curriculum will allow pupils to enjoy their learning and perform at a level which will ensure their academic success through differentiation in each lesson. We must be at the forefront of developing and exploring new directions both within a subject and in both Key Stages.					
Strategic Targets:					
<ul style="list-style-type: none"> To embed partnership with West Ham United Foundation and community projects To develop a wider range of opportunities for cross curricular work between subjects, in the form of cross curricular projects / events To develop our existing extended schools provision to enhance extra-curricular provision/enrichment opportunities for our students To enhance our Elite sporting programme to a National level To enhance our current CEIAG on career routes for University (including Russell Group) and apprenticeships To ensure that pupils understand the dangers of radicalisation and know where to access appropriate guidance Encourage all sub groups to fully engage, with particular focus to our high end disadvantaged pupils 					
Tasks to achieve Target	Staff Responsible	Timescale	Resources Needed	Success criteria	Monitored By
To embed partnership with West Ham United Foundation and community projects I1	SCO/WHU	2019 (renewal date)	Full time coach Facilities	Enhanced primary / community links and extend provision offered to pupils in school	SCO
To develop a wider range of opportunities for cross curricular work between subjects, in the form of cross curricular projects / events I2	JNE	June 2018	CPD planning time	Each Faculty linked with at least one relevant other, & project researched & planned for implementation to impact on literacy, independence & aspiration	SCO
To develop to enhance extra-curricular provision/enrichment opportunities for our pupils. I3	SLT	July 2020	Current provision	All pupils to take part in at least one extracurricular club/activity that is chosen from a comprehensive programme.	SCO
To enhance our Elite sporting programme to a National level I4	JBO	Sept 2020	Staffing, facilities and funding	Competing in National finals and gaining County honours across a range of sports.	Governing body
To enhance our current CEIAG on career routes for University (including Russell Group) and apprenticeships I5	DWT/ALE/LPU	SEPT 2018	Funding Tutor time Connexions	All year 11, 10 & 9 to have 'Careers Interview' & clear next steps identified, actioned & re-visited as necessary	Governing body
To ensure that pupils understand the dangers of radicalisation and know where to access appropriate guidance I6	DWT	Ongoing	Assembly time, tutor time and curriculum time	All pupils understand the dangers of radicalisation through an audit / survey	SLT
To enhance curriculum links with feeder primary schools. Provide clear support in transition from	HOF/LAT/TCU	Ongoing	Reciprocal primary visits and CPD	Improved Year 7 assessment data which indicates progress is continued on flight	SLT

KS2 into KS3 17				path from KS2	
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Development:- We are committed to the personal development of all our pupils, ensuring that they are happy, safe and enjoy coming to school. We want them to develop into confident, articulate and responsible adults, who are enthusiastic about learning and have the ability to meet the challenge the future.					
Strategic Targets:					
<ul style="list-style-type: none"> To promote excellent attendance and reduce persistent absence To ensure that all pupils are clear on the school community's expectations about behaviour for learning To gain accreditation of the 'Well Being Award' To establish the school's Anti-Bullying stance is embedded across the school 					
Tasks to achieve Target	Staff Responsible	Timescale	Resources Needed	Success criteria	Monitored By
To promote excellent attendance and reduce persistent absence D1	SEL	Ongoing	Aquinas Breakfast club Pupil Resilience Coach	Whole school attendance is 94.5% and higher. Persistent Absence figure is 10% and lower (PA 90 %-) Attendance at BC above 94%	SCO
To ensure that all pupils are clear on the school community's expectations about behaviour for learning D2	SAM	Ongoing	Faculty behaviour policy. PAM to record positive and negative behaviour. Communication of expectations via assemblies, staff bulletin, email and text	0% external exclusions and reduce internal inclusions. Lesson observations show that Behaviour for Learning within lessons has improved recording increased pupil engagement and participation	SCO
To gain accreditation of the 'Well Being Award' D3	RRE	Ongoing	Counsellors, BFL and other designated staff	Reduction in number of serious MH needs across the school. Gain the award	Governing body
To achieve the Anti-Bullying award. To support Anti-Ambassadors in fulfilling their role across the school. D4	HAN	September 2021	Training courses for staff. Text line in school. Pupil awareness of how to report bullying	Achieve AB quality mark. Increase the number of anti-bullying ambassadors across the school and embed good practice.	SLT

Entitlement:-					
All pupils are entitled to every lesson being outstanding and taught by classroom leaders who are constantly developing their pedagogy. All pupils will strive for excellence in lessons, which challenge their thinking and all barriers to learning have been removed. Staff will be leaders in their own area of responsibility which will impact upon pupil achievement. The model of teaching and learning at Woodlands will ensure that all staff have a personalised CPD programme.					
Strategic Targets:					
<ul style="list-style-type: none"> To increase the % of lessons that have met the required standard To ensure every lesson has clear differentiation by task, outcome and/or process To ensure that all pupil SEND needs are being met in every lesson and across the school To embed the Speech and Language (resource base) work across all lessons To embed the use of pupil feedback to teachers' marking and feedback to inform teaching and pupil progress in lessons To embed a whole school approach to improving Literacy 					
Tasks to achieve Target	Staff Responsible	Timescale	Resources needed	Success criteria	Monitored By
To increase the % of lessons that have met the required standard. E2	T and L team	Ongoing	Personalised coaching Subject review guidance implementation / HoF action plans PAM Lead Practitioner support Use of faculty and department meetings to share CPD	Ofsted / external visits to grade teaching at 90% of teachers have MET STANDARD	SCO
To ensure every lesson has clear differentiation by task, outcome and/or process. E3	NWH	ongoing	Personalised coaching CPD opportunities	% of MET STANDARD lessons to increase / the gap will be closed as differentiation will ensure target groups are catered for in lessons	SCO
To ensure that all pupil SEND needs are being met in every lesson E5	SFO/NWH	July 2018	Progress Mentor support Attached finances CPD time / training explicitly related to SEND	Improvement in SEND pupil EM basics outcomes by 5% Improvement in SEND progress by 0.1 as a cohort Improvement in SEND attendance by 0.25%	Governing body
To embed the Speech and Language (resource base) work across all lessons E6	SFO/SHE	Sept 2018	Resource base staffing Resource Base interventions Whole school Reading test	Full pupil numbers in RB Improvement in pupil outcomes for identified RB pupils to exceed national average	SLT

To embed the use of pupil feedback to teachers' marking and feedback to inform teaching and pupil progress in lessons. E7	NWH	Ongoing	Whole-school CPD Bespoke CPD sessions and coaching Staff to receive feedback and targets following each round of work sampling Personalised coaching Faculty Health Checks	Further development of a whole-school marking policy and suggested techniques Evidence of teachers getting students to respond to feedback Pupil work displayed around school	SCO
To embed a whole school approach to improving Reading, Writing, Vocabulary. E8	LNA	Ongoing	Whole school CPD Coaching / PAM Website Interventions Literacy policy	Improved RA of pupils and pupil outcomes	SLT