

WOODSIDE HIGH SCHOOL

STRATEGIC EVALUATION FORM 2017-2018

SCHOOL CONTEXT

STUDENTS

Woodside High School is an average sized school with 1006 students on roll, with 1,200 planned places. There is a slight gender imbalance, with more boys (54%) than girls (46%). On indicators of deprivation, WHS is in the highest percentiles with FSM/PP at over double the national average at 50% and the school deprivation indicator at 0.58 is significantly above the national average of 0.2. In addition, there are higher than average numbers of SEND students and 37% of students require SEN support. 70% of students have a first language other than English. Students enter the school significantly below national averages.

STAFFING

Gerry Robinson is the head teacher. There are 180 employees at WHS. There are 82 teachers who work at WHS, of which, 4 are NQTs and 4 are undertaking ITT. We are fully staffed and all subjects are taught by qualified specialist teachers.

ASSESSMENT AND TRACKING

The school uses a flight path model to track and model student progress and sets high expectations.

CURRICULUM AND TIMETABLE

In year 7 and 8, students study a broad and balanced curriculum. Our students follow a 3 year KS4 programme to prepare them for their final GCSE exams in year 11. We have a broad curriculum offer at KS4, with an expectation that a majority of students study for the EBACC. This is supplemented by a strong SMSC curriculum and a developing vocational offer.

SINCE THE LAST INSPECTION, JANUARY 2014

Continue to increase the proportion of outstanding teaching and learning by:

- Further developing both the whole-school teacher coaching programme and teachers' personal development plans
- Reinforcing the improvements to teaching already secured and moving yet more teaching from consistently good to consistently outstanding.

Whole-school observations and the use of SISRA demonstrated an improvement in the judgements collected. Moderation of senior and middle leaders showed judgements to be consistent. However, it was clear that this approach placed less emphasis on teacher development and consistency of outstanding practice over time. A decision was made to remove our three times per year formal lesson observation windows and move to a more developmental approach.

The whole-school approach to coaching has been reviewed and a new programme of incremental coaching is being introduced from September 2018-2019.

LEADERSHIP AND MANAGEMENT

SUMMARY:

There is an explicit vision for Woodside High School underpinned by a strong set of shared values. Our ethos of equality for all is the foundation on which all of our leadership decisions are made. There have been significant changes at both middle and senior leadership levels. Therefore, a significant emphasis has been placed on training and investing in leadership development.

AREA OF FOCUS

EVIDENCE AND COMMENTARY

Astute curriculum and financial planning, including management of the apprenticeship levy.

Student attainment data has been analysed in detail to inform judgement on the appropriateness of the curriculum and changes have been made accordingly, these have included the introduction of more vocational courses for 2018-2019. The schools' recruitment needs for the next 3 years have been predicted and where possible additional staff (including trainee teachers) have been recruited. These additional teachers have been appointed to core subject areas to ensure that the school is prepared for the increasing numbers of students on roll. The school budget has been forecast for the next 5 years and benchmarked against similar schools both locally and nationally. This information has been shared with governors and regular auditing has taken place. The budget forecast is financially secure with a predicted surplus by 2022.

Staff wellbeing and retention.

There has been a clear focus on staff wellbeing across the school which have included access to monthly mental health support for all staff; access to confidential online counselling; and development of a soft touch approach such as regular briefing gifts i.e. higher quality refreshments, fitness classes for staff, breakfasts after parents' and carers' evenings, BBQs. Conditions have also been improved to allow teachers more time to focus on teaching and learning. This has included the removal of formal lesson observations, changes to the marking and feedback system and removal of external 'mocksteds'. The school has seen a significant reduction in staff turnover from 24 leavers in 2017 to 4 leavers in 2018. This reduction can be attributed to the improvements in staff wellbeing as well as a focus on teacher development and retention.

Work with governing body to secure MAT position.

Governors agreed to begin due diligence checks in January 2018. These checks have begun, but further discussions and decisions were placed on hold due to changes in leadership.

Governors to challenge leadership to secure excellent outcomes for all.

Regular committee and full governing body meetings are well attended and governors continue to hold the school leadership to account and set the strategic direction for the school. In 2017-2018, governors led deputy headship and headship recruitment processes to secure the leadership of school.

OUR SDP OUTLINES THE FOLLOWING PRIORITIES FOR THIS YEAR TO SECURE OUTSTANDING PRACTICE AND OUTCOMES:

- Strengthening leadership at all levels
- Shaping Governance

OUTCOMES

SUMMARY:

This year group was marginally lower ability on entry than the 2016/17 cohort. We have maintained our headline measures, in spite of significant curriculum reform and the introduction of new specifications and assessment in 14 of our 17 subjects. Our emphasis on increased challenge for our highest attaining students has led to an increase in E/M at grade 5+ and our Ebacc score. 5 students achieved at least 8 7+ grades and one in three students achieved at least one 7+ grade. In total 265 7+ grades were achieved across a cohort of 157 students, 39 of these were grade 9s. Progress 8 and attainment 8 remain broadly the same.

AREA OF FOCUS

Improve GCSE outcomes: Grade 5+, Progress 8, attainment 8, EBACC and strategically design appropriate interventions considering key underperforming groups (White British; PP; Turkish girls)

KS2-4 curriculum: manage curriculum change.

EVIDENCE AND COMMENTARY

There has been an increase in En/Ma 5+ from 34% (2017) to 38% (2018). EBACC has also increased at both 5+ and 4+. EBACC 5+ improving from 11% (2017) to 17% (2018). Attainment 8 and Progress 8 remain broadly similar. There has been a significant number of 7+ grades gained; Eng 16%; Ma 15% and Sci 25%. There were 39 grade 9's achieved; 69 grade 9's and 22 A*'s.

White British students' outcomes improved to 62% 4+ Eng/Ma (2018) from 55% (2017). Turkish Girls are still of concern. Outcomes for PP students' remain broadly similar at grade 4+, however, outcomes were improved at 5+ Eng/Ma 33% (2018) from 27% (2017).

A range of interventions including the key 27 tutor group (for PP students with predicted negative P8 scores); One Degree; Period 7; Academic mentoring; Study residential.

Links with primary schools have been established with reciprocal visits taking place to ensure that a clearer understanding of KS2-3 curriculum is in place for core subjects. Detailed planning has begun to allow for a smoother transition which sustains progress across the key stages.

A review of the curriculum based on student outcomes took place which led to some significant changes being introduced. The Year 8 preferences process was reviewed and in order to maintain a broad and balanced curriculum, a decision was made that the EBACC options was not appropriate for all students.

Due to concerns about the historic outcomes for lower attaining on entry students, a decision was made to introduce a broader range of vocational options including V-Certs in Art and Design; Health and Fitness; Child Development and Care; Performing Arts. In addition, we have also introduced the COPE and AOPE qualifications at KS4. Changes to V-Cert options have already seen success in PE where 71% of students entered for the Health and Fitness V-Cert achieved passes or above.

The previous allocated curriculum time for additional English and Maths at KS4 has been removed due to a lack of measurable impact on outcomes. Students who were previously following this curriculum pathway now have the opportunity to achieve additional vocational qualifications (as above).

Our EAL department are currently reviewing EAL provision across the school and introducing small group interventions (English Plus) for beginner English speakers with the opportunity to achieve qualifications as EAL ambassadors and the IGCSE in Additional English.

Literacy intervention and reading.
Numeracy intervention.

Actions and Interventions for 2017-2018 include:

- *Small group literacy lessons for KS3 students
- *Renaissance Reading programme
- *Whole-school focus on creative writing through initiatives such as First Story and Writers week.
- *Numeracy audit was undertaken and Ambassadors were nominated across departments.
- *Renaissance Maths programme trialled in year 7

Literacy interventions have led to a mean gain in reading age across tutor groups of +10.3 months. The profile of literacy and numeracy has remained high due to the prominence of the intervention strategies; however, more evidence is needed for the impact of these strategies on student progress.

TEACHING, LEARNING AND ASSESSMENT

SUMMARY:

In response to our OFSTED report (2014) and Challenge Partners reviews (2015/2016/2017) a significant overhaul of teaching and learning across the school has taken place in order to ensure standards of teaching and learning are consistently high and that there is equality in provision, reducing in school variation. This has led to the introduction of initiatives such as 'no more marking' and 'incremental coaching'.

AREA OF FOCUS

Effectively deploy lead practitioners to work within departments focusing on the leadership of T&L.

Personalise our CPD programme linked to T&L habits, PMR, TDT and numeracy skills.

Embed the new T&L framework and policies to support the improvement of T&L.

Review and evaluate quality assurance systems.

EVIDENCE AND COMMENTARY

In the first term, further reinforcement of the T&L framework was carried out through targeted habits CPD sessions, departmental twilight meetings, and observation and review cycles. Lead practitioners were deployed to work with key departments and departmental reviews were completed and presented to SLT. SISRA Observe was introduced to allow middle and senior leaders to track and monitor T&L data live.

A comprehensive review of the SISRA T&L data, alongside of a challenge partners review, indicated that although our monitoring systems were robust there was little evidence of sustained impact on the improvement of T&L. The decision was then taken to radically overhaul the existing teaching and learning policy.

Work has started on implementing this. A teaching and learning working group was set up to hold new proposed systems to critical account. New proposed systems were introduced to staff alongside of the rationale for change. From Easter, the new No More Marking policy started. Initial teacher surveys show that this has had a positive impact on workload, wellbeing and the level of actable feedback provided to students in lessons. Teachers are now using feedback to inform their practice. Initial infrastructure has been put in to place to start incremental coaching from September 2018-2019.

OUR SDP OUTLINES THE FOLLOWING PRIORITIES FOR THIS YEAR TO SECURE OUTSTANDING PRACTICE AND OUTCOMES:

- Improving the quality of teaching and learning across the school.

BEHAVIOUR FOR LEARNING, PERSONAL DEVELOPMENT AND WELFARE

SUMMARY:

Students generally respond positively to the school's high expectations of behaviour. There are clear and robust systems for minimising the impact of low level disruption on learning. Our behaviour policy is underpinned by our shared values which have a strong focus on celebrating diversity and respect for all. This has led to a significant reduction in bullying and incidents of prejudice and discrimination. School leaders are visible and engaged in managing student behaviour around the school and there is a high level of consistency amongst staff in ensuring good behaviour. There are high expectations of uniform, equipment and punctuality and students are clear of the consequences when these expectations are not met. Student attendance at WHS is not good enough and has decreased slightly in the last 3 years.

AREA OF FOCUS

Implement alternatives to fixed term exclusions (The Laurel).

Develop the role of the tutor.

Develop a whole school approach to mindfulness.

EVIDENCE AND COMMENTARY

The Laurel was introduced as an onsite alternative provision with a focus on therapeutic behaviour support. Over the course of the academic year (2017-2018), 52 students completed placements in the Laurel for varying periods of time. Of these 52 students, 49 we successfully reintegrated back in to main stream education. Alongside the Laurel, the school has used the TBAP Managed Intervention Centre as an alternative to fixed term exclusions. There has been a focus on preventative measures including the introduction of a comprehensive mentoring programme for students identified at risk of fixed term exclusions. Whilst Woodside's number of fixed term exclusions remains too high and is well above national average, we have seen a reduction of 25% in the number of days of fixed term exclusions. Woodside continues to exclude more PP, SEN, Black African and Black Caribbean students than any other groups. From January 2018, following close scrutiny of our exclusion figures there has been an increased focus on reducing the rates of exclusions for these groups and this work has begun to pay dividends.

In 2017-2018, tutor time was moved to the end of the school day replacing the previous system where students met with tutors twice a day. This has shifted mindsets about the importance of tutor time and has allowed tutors the opportunity to review each days behaviour with students and encourage a more reflective and restorative approach. All tutor groups continue to benefit from two tutors and there is a strong focus in tutor time on reinforcing and checking uniform and equipment expectations. The Renaissance reading programme and SMSC activities are delivered through tutor time. In year 11, tutor groups benefit from core subject specialists as tutors and there is a curriculum focus during tutor time. An additional tutor group was created in year 11 for PP students predicted to achieve negative P8 scores. These students had an extended school day to allow focus on core subjects and benefited from a range of other interventions and activities. We will continue with this model in 2018-2019.

Woodside worked with the Mindfulness in Schools Programme (MISP) to deliver a course in mindfulness to a group of 30 year 10 peer mentors. These students have been able to practice and share the techniques they learned with younger peers. The MISP facilitator also ran a course on mindfulness and empathy with a group of year 8 students identified as at risk of exclusion. Of this group, 9 of the 10 students have successfully completed year 8 and remain in mainstream education.

We also offered a 12 week mindfulness course, including a residential retreat, to all staff. This offer was taken up by 15 members of staff.

Develop the Woodside experience and PRAISE rewards system.

The Woodside experience has been developed and details comprehensive offer of extra-curricular activities and opportunities that all students at Woodside are entitled during their 5 years as students. This offer has been shared with parents and carers and is published on the school website. We have begun to use the online Evolve system to track and monitor student access to this provision in order to ensure equality of experience. Evidence of the plethora of opportunities available to our students is shared in our termly magazine, Woodside voice. In 2017-2018, we replaced our previous rewards system (VIVO MILES) with our own system designed by the school council. The PRAISE points system rewards students who show; Positivity; Resilience; Accomplishment; Independence; and Excellence. The students who achieved the highest number of points in each category are awarded a termly Woodside Scholars award. PRAISE achievements are regularly celebrated in assemblies and with parents/carers. Students who achieve the highest numbers of PRAISE points, lowest numbers of behaviour points and have the best attendance and punctuality are invited to our end of year reward trip.

OUR SDP OUTLINES THE FOLLOWING PRIORITIES FOR THIS YEAR TO SECURE OUTSTANDING PRACTICE AND OUTCOMES:

- Reducing fixed term exclusions
- Improving attendance and punctuality
- Developing the role of the form tutor

ENVIRONMENT AND RESOURCES

SUMMARY:

As the school population continues to expand, we maintain a high standard of working environment for all stakeholders. Our buildings are in a good state of repair and we successfully secured funding for the installation of solar panels in 2017-2018. We continue to trial school systems which allow us to meet the needs of the growing numbers within the constraints of our buildings. Several systems were trialled in 2017-2018 which have been evaluated and adapted for 2018-2019.

Astute financial planning and budget modelling has allowed us to reduce our budget deficit, despite the challenges of lagged funding, and to plan for a surplus in 2022. The school is fully staffed and all subjects are taught by specialist teachers.

AREA OF FOCUS

Fully implement the 8 form of entry plan: changes in systems and structures.

EVIDENCE AND COMMENTARY

The 8 form of entry plan continues to be implemented with 1066 students now on roll as we increase to capacity of 1200. Year 7, 8 and 9 now have 8 forms of entry. The school will be full by 2020. Comprehensive curriculum financial modelling took place to predict future staffing needs based on growing student numbers. Despite the challenges of lagged funding we have successfully over recruited with trainee teachers in core subject areas for 2018-2019.

The split lunch system was trialled in 2017-2018, but following staff and student consultation, we will return to a single lunch break with timed sittings for year groups. Similarly, a one-way system for movement around the building and lining up prior to entering the building, were trialled in 2017-2018. Again, following staff and student consultation we have

moved away from these systems and have placed an increased emphasis for students taking a increased responsibility for their own behaviour around the buildings.

Develop a plan for implementing the GDPR.

We have renewed our privacy notices for staff, parents, carers, governors and students. We have written and implemented a new data protection policy and have communicated with all suppliers to ensure that they are all GDPR compliant. Training has been provided to SLT and information has been circulated to all staff. The School Business Manager has been appointed as the Data Protection Officer.

Rebrand professional services, considering the front of house team.

Training has been provided to all of our professional services team with a particular focus on professionalism, communication and customer service. We have introduced new signing in procedures using an electronic system which has led to a more professional experience for visitors to the school. Our website, social media platforms and communications shared externally are now all of a consistently high professional standard.

OUR SDP OUTLINES THE FOLLOWING PRIORITIES FOR THIS YEAR TO SECURE OUTSTANDING PRACTICE AND OUTCOMES:

- Meeting the challenges of a growing school