

Context of Woodside High School

Woodside High School is an outstanding mixed 11-16 community school located in an area of high socio-economic deprivation. It is an all-inclusive learning campus and became a Converter Academy December 2011. The school is a strategic partner in the New River Teaching Alliance. The school is popular, successful and oversubscribed within the local community. Central to our working ethos is the success of every student in the school and for us this means a high quality learning experience in every classroom and excellent behaviour at all times.

Outcomes of students: Grade = Outstanding

GCSE - 3 year trend

	2013-14 School	National	2014-15 School	National	2015-16 School	Diff. 2015-2016
%5 A*-CEM	49%	55%	45%	56%	74%	+29 %
%5 A*-C	62%	64%	61%	65%	85 %	+24 %
%5 A*- G	96%	92%	94%	93%	97%	+3 %
EBAC	21%	24%	22%	24%	20%	-2%
Progress 8	NA	NA	+0.55	0	+0.67	+0.12
Attainment 8	NA	NA	45.77	48.06	49.19	+3.42
Expected LOP English	79%	70%	77%	69%	96 %	+19%
More than Expected LOP English	39%	32%	29%	30%	68%	+39%
Expected Level of Progress Maths	73%	65%	71%	66%	82%	+11%
More than Expected LOP Maths	33%	29%	36%	30%	41%	+5%

We judge the outcomes of students to be outstanding because in 2016 GCSE both attainment and progress increased in all basic measures and is now significantly above national averages. 5A*CEM was 74.0%, 16% above the national average and almost meeting the 4 levels of progress target of 75%. Rigorous exam analysis and improvement planning is in place to analyse and address the underperformance of those students who did not achieve 5 A*-CEM. 20% of students achieved EBAC - 2% below the school outcome and national average for 2015. This is a consequence of the academic curriculum structure with only 32 % of the cohort satisfying the EBAC criteria. This has been addressed by the new curriculum pathways structure in Year 9. **Attainment in English, Maths and Science was higher than in Humanities and MFL and this inconsistency is an area we are prioritising this academic year.**

93% of students achieved A*-C in English Language and 78% in Maths. Both subjects achieved results well above national averages for A*-C grades. A*/A grades in 2016 were below National averages for both English language (WHS=8 %, Nat = 14%) and English Lit (WHS= 18% , Nat = 21.3%) . A*/A in Maths were significantly below national at 13% (NA = 57%). The percentage of students who achieved C+ in both Maths and English was 73.7%.

In 2014 and 2015 progress was above the national average and in 2015 Woodside High School was well above the national average for the first 'progress 8' measure at +0.55. Prior attainment at KS2 is significantly below national, showing outstanding progress from student starting points. With a Progress 8 measure of +0.67 in 2016, Woodside High School is in the top 10% of schools across the country for student progress.

10 % of students achieved 5+ A*/A which is a figure we are very proud of, given the starting points of students in this cohort. 3% of middle attainers achieved at least 5 A*/A grades representing significant progress made by these students. In 2016 girls' attainment and progress (particularly that of Turkish girls) was below that of the boys and the national average for girls. There are some attainment gaps for key groups (PP, SEND) with Non-PP and Non-SEND pupils achieving slightly higher, although the gap has narrowed significantly over the past 2 years. Progress

data indicates that across the breadth of qualifications, **disadvantaged students made less progress than their counterparts** (Best 8 VA PP- 1042.32, Non PP 1076.55/ Progress 8 PP: +0.60, Progress 8 non PP: +1.15). However these outcomes for PP/ NPP and SEND/K compare favourably with 2015 National Averages (Best 8 VA PP: 976.3, Non PP:1008.7; Progress 8 non PP:+0.20); (SEND E Best 8 VA Nat Ave: 972.4/ SEND K Best 8 VA Nat 975.3).

End of KS3 results 2016 Targets : 100% 2G+P in English , Maths & Science

Year 9 Outcomes (29015/16)- Two grades of progress (2G+P)														
		English				Maths				Science				
		Cohort	139				Cohort	144				Cohort	142	
	Cohort	Achieve	%	Exceed	%	Achieve	%	Exceeded	%	Achieve	%	Exceeded	%	
ALL		131	94%	53	38%	110	76%	47	33%	101	71%	60	42%	
BOYS	72	59	82%	21	29%	58	81%	22	31%	52	72%	29	40%	
GIRLS	67	60	90%	32	48%	51	76%	25	37%	49	73%	31	46%	
EHCP	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	
%A														
%K	55	39	71%	17	31%	32	58%	13	24%	29	53%	10	18%	
PP (FSME6)	65	54	83%	23	35%	46	71%	18	28%	45	69%	19	29%	
LAC	2	1	50%	0	0%	1	50%	1	50%	1	50%	0	0%	
LOW ABILITY	17	15	88%	7	41%	12	71%	5	29%	10	59%	19	112%	
MIDDLE ABILITY	52	46	88%	24	46%	39	75%	23	44%	35	67%	18	35%	
HIGH ABILITY	62	58	94%	22	35%	59	95%	19	31%	56	90%	39	63%	

At the end of KS3 in 2016 94% of students in English achieved 2G+P, 76% in Maths and 71% in Science. 38% of students in English exceeded 2G+P, 33% in Maths and 42% in Science. Girls are generally achieving higher than boys in English, the reverse being the case for Maths, with no significant difference in gender outcomes for Science. For the cohort of students exceeding 2G+P, girls performed better than boys across the three subjects in English. Disadvantaged groups are not making the same progress as all students in all three subjects. However progress for these groups is better in English and Maths, than it is in Science. English and Maths have a similar pattern in terms of student ability achievement, Science is lower. **Appendix 1** shows that student attainment at Key Stage 3 improved throughout the year and most subjects either met, exceeded, or were on track (in the case of Yr 7/8) to meet their target.

Current Year 11

Current Year 11 at TA1b										
	Cohort	5A*-C EM [G5+]			5A*-C EM [G4+]			ATTAINMENT 8		
		Target	Pred	Current	Target	Pred	Current	Target	Pred	Current
ALL	155	69.87%	47.74%	9.03%	84.6%	68.39%	43.2%	49.94	44.43	37.12
BOYS	79	60%	41.77%	11.39%	77.5%	64.56%	34.2%	46.38	42.16	35.51
GIRLS	76	80.26%	53.95%	6.58%	92.1%	72.37%	52.6%	53.68	46.79	38.79
SEND - S	7	14.29%	14.29%	0%	28.6%	14.29%	14.3%	23.43	22.14	17.07
SEND - K	64	53.13%	21.88%	1.56%	82.8%	45.31%	18.8%	45.2	36.71	28.84
NON-SEND	84	87.06%	70.24%	15.48%	90.6%	90.48%	64.3%	55.69	52.17	45.1
PP	87	68.92%	36.49%	6.76%	86.5%	62.07%	34.5%	50.15	42.31	34.82
NON-PP	68	70.73%	58.02%	11.11%	82.9%	76.47%	54.4%	49.74	47.15	40.06
LOW	28	0%	10.71%	3.57%	46.4%	21.43%	7.1%	33.79	29.88	23.13
MID	61	82.26%	30.65%	1.61%	96.8%	64.52%	29.0%	49.73	41.17	33.59
HIGH	58	96.67%	85%	20%	98.3%	98.33%	76.7%	62.68	56.51	48.92

We are currently predicting well below whole cohort and most group targets set for the end of Year 11. The exceptions to this are students on an EHCP, low ability on entry and there is a smaller gap for the higher ability.

Next steps:

- Raise attainment in foundation subjects to secure school target of 80% 5A*-CEM and 24% Ebacc (from SDP) with a particular focus on History, Geography and MFL in 2017
- Review and implement quality first teaching strategies supported with robust tracking data.
- Employ a range of new and proven to be effective improvement strategies at subject level
- Review and implement intervention strategies and track impact
- Implement strategies to improve the achievement of girls, particularly Turkish girls
- Continue to close the gaps in achievement for SEN students and LAC in both KS3 and KS4
- Continue to reduce the gap between whole school achievement and that of disadvantaged students.
- Continued engagement with PIXL to raise outcomes especially for AMA students (particularly disadvantaged/PP AMA students), non –core subjects and reduced in-school variation
- Develop the concept of marginal gains to maximise students' performance especially AMA so as to increase the proportion of A*-A (9-7) grades
- Reduce in-school variation in attainment between subjects with a particular focus on History, Geography and , MFL and Technology, Drama and Arts

Quality of teaching learning and assessment: Grade = Outstanding

2 year trend

Categories	Lesson Observation 2015/16				
	Summer (May) 2015 Challenge Partners	Autumn (Nov) 2015	Spring (Jan) 2016 Challenge Partners	Summer (June) 2016	Autumn (Oct) 2016
1	42%(22)	40%(23)	36% (21)	33%(15)	41% (20)
2	42%(22)	55%(32)	45% (26)	59%(27)	49% (24)
3	15%(8)	3%(2)	14% (8)	9%(4)	8% (4)
4	1%(1)	2%(1)	5% (3)	0%(0)	2% (1)
2+	84%(53)	95%(58)	81% (47)	91%(42)	90% (44)
3-	16%(9)	5%(3)	19%(11)	9%(4)	10% (5)

We judge the quality of teaching, learning and assessment to be outstanding because current data in the last lesson observation cycle shows that across all staff 41% of lessons were judged to be outstanding, 90% good or better and 10% required improvement or were inadequate. Also, the outstanding outcomes of our students are a credit to the quality teaching they receive in the classroom. The quality of teaching and learning has been on or above 90% for the past two terms. There is clear and consistent evidence of teachers moving from good to consistently outstanding teaching. Lesson observations are conducted as part of performance management, subject reviews and staff development observations. All staff who teach RI lessons are reviewed and provided clear targets for improvement or are placed on a support plan. This plan (the GROW programme) has been 100% effective in moving teachers from RI to Good in lesson observations this year. A core teaching and learning team have had extensive training in lesson observation and coaching, including by OFSTED inspectors through Challenge partners. A Challenge Partners review last year confirmed the accuracy of our observation judgements and identified key areas for development. All Middle Leaders and SLT are given Quality Assurance observation training as part of the observation cycle.

Next steps:

- Continue to embed coaching for excellence throughout the school culture including greater opportunity for peer observation & feedback.
- Develop work with Teacher Development Trust to extend and improve CPD provision.
- Review systems for lesson observation / work scrutiny – amend policy accordingly.
- Develop whole school 'presentation policy'.
- Continue to share best practice in differentiation (match to need) with a focus on differentiating UP to challenge and support AMA.
- Further develop systems to collect and monitor student feedback to T&L

Personal development, behaviour and safety: Grade = Outstanding

We judge personal development, behaviour and safety to be outstanding because the culture of learning is well established and can clearly be seen through the positive relationships between staff and students, and their attitude to intervention strategies. The **Woodside Shared Values** are clearly understood by all staff, students and stakeholders, and were identified as areas of outstanding practice by Challenge Partners in January 2016. The Behaviour for Learning Policy encourages students to take responsibility for their own behaviour and this is evidenced in classrooms and around the school. Student Voice and SMSC are outstanding because a number of initiatives create excellent opportunities for student leadership for example the Equalities Group and external commendations include the national UK Parliament 'Secondary School Council of the Year' award in 2016. All of this has led to a clear downward trend in incidences of poor behaviour around the school.

Fixed Term and Internal Exclusions

YEAR	Fixed Term Exclusions – 3 year trend										
	NO	COHORT	FT	BOYS	GIRLS	FSM	PP	AEN	AMS	BLACK CAR	NO
2013/14	85	800	71	52	19	8	18	36	-	12	1
2014/15	94	811	78	62	16	32	24	38	-	8	1
2015/16	139	849	108	72	36	30	53	68	1	14	3

Year group	Internal Exclusions – 2 year trend										
	2014-2015 1 ST HT	2014-2015 2 ND HT	2014-2015 3 RD HT	2014-2015 4 TH HT	2014-2015 5 TH HT	2014-2015 6 TH HT	2015-2016 1 ST HT	2015-2016 2 ND HT	2015-2016 3 RD HT	2015-2016 4 TH HT	
7	0	10	8	5	6	5	6	13	9	6	
8	11	8	26	15	7	21	14	28	17	9	
9	8	3	2	3	6	22	17	21	12	13	
10	13	23	18	13	13	13	9	15	23	11	
11	5	5	0	0	2	0	15	19	10	12	
Total	37	49	54	36	34	61	61	96	71	51	

The increase in the number of Fixed Term Exclusions (FTEs) in 2015/16 linked with the implementation of a new Behaviour for Learning Policy, which raised expectations further regarding student behaviour. As was to be expected with the implementation of the new policy, there was a subsequent increase in the number of Fixed Term Exclusions. The overall trend over the last five years is one of a significant reduction in FTEs. Most pleasing is the reduction in the number of repeat exclusions for individual students and a significant reduction in the number of days of exclusion. There are no significant differences in exclusion rates according to ethnicity or Pupil Premium/Non Pupil-Premium, although boys are excluded more regularly than girls. Students recorded as 'K' on the SEN register are more likely to receive a FTE than those who are not. This is because the school effectively identifies students with Social, Emotional and Mental Health concerns on the SEN register. Appropriate interventions are then planned for these students to reduce the risk of exclusion.

Attendance and punctuality

Year	Attendance and punctuality – 3 year trend											
	Year 7		Year 8		Year 9		Year 10		Year 11		School	Nat Av
	TAR	ACT	TAR	ACT	TAR	ACT	TAR	ACT	TAR	ACT		
2014	+95%	96.2%	+95%	95.7%	+95%	95.8%	+95%	95.0%	+95%	95.6%	95.4	94.9
2015	+95%	96.3%	+95%	95.8%	+95%	95.8%	+95%	95.3%	+95%	95.0%	95.6	94.8
2016	+95%	95.5%	+95%	95.6%	+95%	94.9%	+95%	93.8%	+95%	96.0%	94.9	

There is a clear upward trend in attendance and punctuality. School attendance has remained between 95% and 96% for the last three years, is consistent across year groups and is above the national average. Punctuality to school has improved with the introduction of same-day detentions for lateness to school. The EWO works effectively with Year Attainment Managers to ensure that attendance is monitored thoroughly and parents/carers meetings are organised when there are any concerns. The school has a policy of imposing fines for term-time holidays. The EWO works closely with the Inclusion Department and the Local Authority in cases of persistent absenteeism, and the school does pursue court action. There is a clear focus on the importance of good attendance and punctuality across the school and this is reinforced by our rewards system, tutor system and through Year Attainment Manager assemblies.

Next steps:

- Review current behaviour and rewards systems and evaluate impact. Reduce Fixed Term Exclusions through the

further development of internal systems for managing poor behaviour and opportunities for reflection

- Continued focus on the Woodside Shared Values and the importance of respect for all
- Ensure that students, staff and families are aware of online dangers and that online safety is prioritised
- Ensure that students, staff and families are aware of the dangers of gang involvement, knife crime and extremism. Continue to educate students about these dangers through the PRS curriculum, whole school events and working with external agencies.
- Further develop partnerships to support families and students with ensuring good mental health and emotional wellbeing
- Develop 'The Woodside Experience' to ensure equity of opportunity for all
- Relentless focus on the importance of good attendance and punctuality through assemblies, parent/carer evenings and the school's reward system
- Weekly meetings with Educational Welfare Officer and Year Attainment Managers focussed on students with attendance below 95%
- Regular meetings with parents/carers and imposing of fines for families who take term time holidays
- Continued use of same-day detention system for lateness to school

Leadership and management: Grade = Outstanding

We judge Leadership and Management to be outstanding because there is an ambitious and explicit vision for the school: senior and middle leaders drive high expectations through the Woodside Shared Values and Leadership Standards, with a relentless focus on achieving aspirational targets for all students.

Progress (+0.67) and attainment (74% %A*-C EM) for students were outstanding in 2016, placing Woodside High School in the top 10% of schools nationally. Specific leadership approaches which drive school improvement include:

- Monitoring, Self-Evaluation and Review processes that ensure school systems lead to robust actions to drive school improvement by leaders at all levels.
- An achievement review cycle which ensures that assessment processes are rigorous and strategies for underachieving students tracked and measured for impact.
- Quality first teaching and intervention that leads to students making sustained progress compared to prior attainment. Predictions for 2017 show improvements in all areas.
- Bespoke Continuous Professional Development and a middle leaders development programme.
- Strong governance, that challenges, but supports the leadership of the school, and governors who are highly skilled and fully equipped for their role.
- Four members of SLT trained as quality assurance reviewers for Challenge Partners
- Very clear systems to monitor, review and develop teaching and learning.
- Robust and rigorous Performance Management
- A rich, broad and balanced curriculum, that provides clear pathways, and from 2017 a 3 year GCSE programme, with an increasing number of students entering the EBAC.
- Well led AIG guidance and pastoral support.
- Sharp focus on English and Maths throughout the school, with Literacy Booster in KS3. Renaissance Reading – our reading initiative – is well embedded within school life.
- Outstanding engagement with parents and carers, evidenced by high levels of parental satisfaction.
- Many successful partnerships with supporting agencies, businesses and charities to ensure the best possible academic and social experiences and outcomes for students such as OXFAM Youth Ambassadors, English Speaking Union, Stonewall, Universities, The Brilliant Club and The Girls' Network
- Partnership with two other outstanding schools in the New River Teaching Alliance: this has developed our ITT offer leading to all NQTs finishing year 1 as good teachers in 2015 and 2016

Next steps:

- Continue to develop and implement astute curriculum financial planning in light of national changes
- Review Performance Management Systems and ensure sustainability of all teams
- Work with the Governing Body to secure Multi-Academy Trust position
- Continue to ensure that Governors challenge leadership to ensure excellent outcomes for all
- To further develop the middle leadership CPD programme
- Continue to prioritise and promote parent and carer engagement

