

# WOODSIDE HIGH SCHOOL

## STRATEGIC DEVELOPMENT PLAN 2018-2019

### OUR VISION

BRING EQUALITY OF EDUCATIONAL EXPERIENCE TO EVERY STUDENT IN ORDER TO MAXIMISE OUTCOMES FOR ALL.

#### FOCUS:

LEADERSHIP AND  
MANAGEMENT

#### FOCUS:

TEACHING,  
LEARNING &  
ASSESSMENT

#### FOCUS:

BEHAVIOUR,  
PERSONAL  
DEVELOPMENT &  
WELFARE

#### FOCUS:

ENVIRONMENT &  
RESOURCES



#### STRATEGIC OBJECTIVE:

Strengthen leadership at  
all levels

Shape governance



#### STRATEGIC OBJECTIVE:

Improve the quality of  
teaching and learning  
across the school



#### STRATEGIC OBJECTIVE:

Reduce fixed term  
exclusions

Improve attendance and  
punctuality

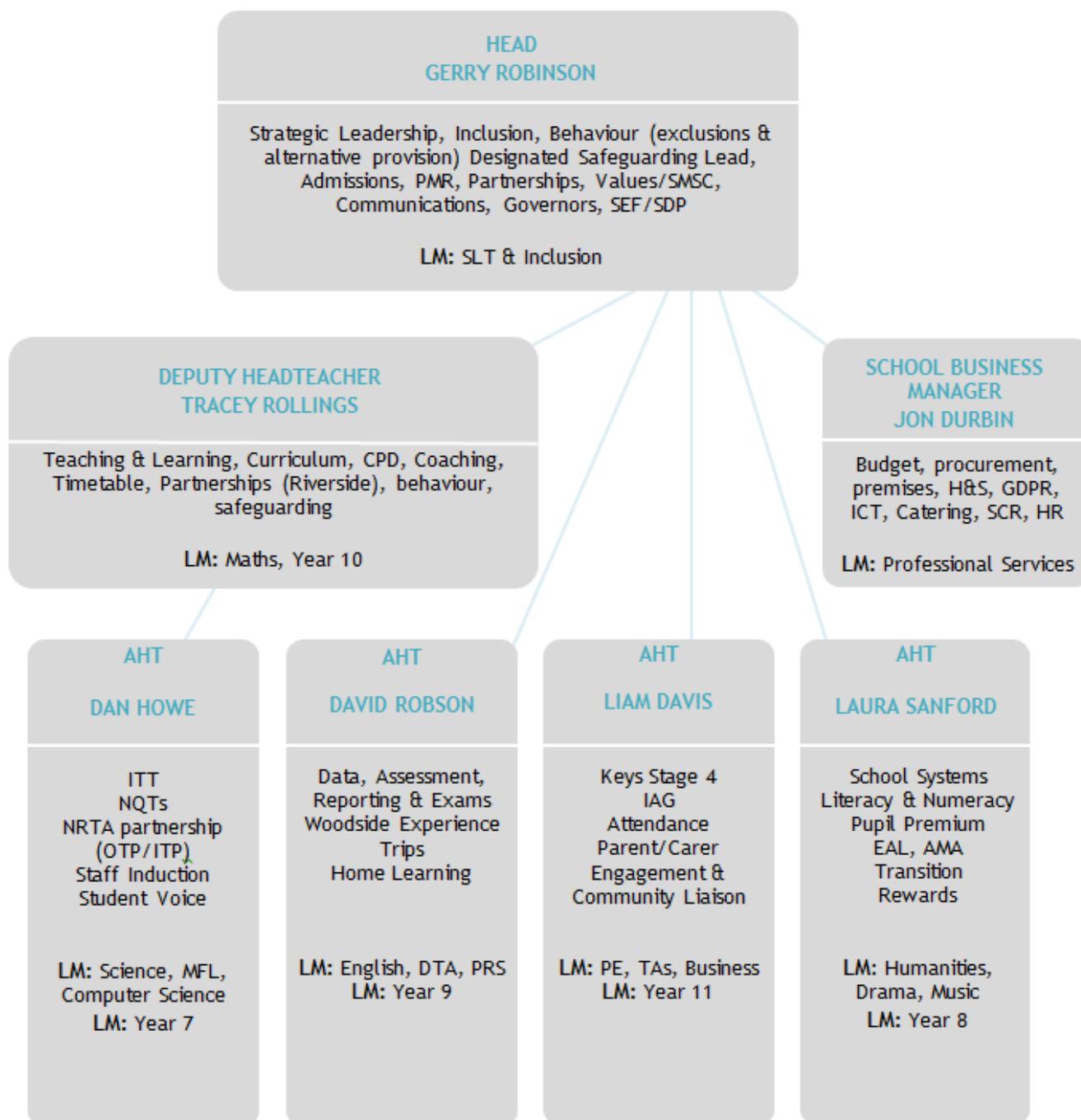
Develop the role of the  
form tutor



#### STRATEGIC OBJECTIVE:

Meet the challenges of a  
growing school

# SENIOR LEADERSHIP TEAM: SEPTEMBER 2018



— = SLT Line management structure

# LEADERSHIP AND MANAGEMENT

## CONTEXT

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. Governance is strong, however the changes in leadership present an opportunity to streamline and further develop effective communication and ways of working to ensure maximum impact.

### TARGETS AND AREAS FOR DEVELOPMENT

#### Strengthen leadership at all levels and develop consistency

- Develop autonomy and professional accountability for middle leaders through leadership training, line management and development.
- Create pathways for leadership progression and succession planning.
- Develop effective performance management systems

#### Shape Governance

- Improve the information given to governors.
- Remodel governing body meetings to make sure that: (1) SLT are given robust challenge in relation to student progress; (2) governors are key in planning the strategic direction of the school.
- Secure school's position relating to MAT status.

### LEAD

GR  
TRO

GR  
GK

### EVIDENCE OF IMPACT

- Staff retention data
  - Applications to internal posts
  - CPD feedback
  - PMR processes and documentation
  - Pay-scale progression
  - Student outcomes
- 
- Governing body meeting minutes
  - Governors involvement in making sure that the school adheres to strategic plan
  - Away days
  - Governor links to members of SLT
  - Student outcomes

# TEACHING AND LEARNING

## CONTEXT

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 and improving student outcomes.

### TARGETS AND AREAS FOR DEVELOPMENT

#### Improve the quality of teaching and learning across the school

- Introduce incremental coaching to develop teaching and learning.
- Review use of formative and summative assessment to ensure that it effectively measures student progress and is used to inform teaching e.g. no more marking; live feedback and reduced number of summative assessment points.
- Review current curriculum provision and develop a broad and balanced curriculum offer which meets the needs of our students and maximises progress and engagement.
- Robust and rapid improvement plans to be put in place for subject areas of concern i.e. Drama, Product design (design technology) and Computer Science.

### LEAD

TRO

### EVIDENCE OF IMPACT

- Incremental coaching logs and case studies
- Coaches meeting minutes
- Staff and student feedback
- Twilights and CPD
- Student outcomes (especially in Comp Sci; Drama; Design Tech)
- Curriculum map

# BEHAVIOUR FOR LEARNING, PERSONAL DEVELOPMENT AND WELFARE

## CONTEXT

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.

### TARGETS AND AREAS FOR DEVELOPMENT

#### Reduce fixed term exclusions

- Continue to develop alternatives to fixed term exclusions through more effective use of the Reflection Room and The Laurel.
- Early identification and intervention for students at risk of fixed term exclusions including working with parents and carers.
- Raise aspirations of the most frequently excluded groups (Black African, Black Caribbean) through extra curricular provision and removal of barriers (development of Woodside Experience for all).
- Review current behaviour for learning and PRAISE systems to ensure consistency of application and impact.

#### Improve attendance and punctuality

- Ensure that all absence is followed up immediately (first-day calls).
- Engage parents and carers to raise aspirations and ensure that value is placed on the importance of good attendance.
- Work with hard to reach families to remove barriers and reduce persistent absenteeism.
- Introduce robust systems to ensure that clear consequences are in place for persistent poor punctuality to school.

#### Develop the role of the form tutors

- Establish an effective tutor time programme specific to each year group to ensure that tutor time is productive and to ensure that high expectations are maintained.
- Ensure tutors take ownership of monitoring student behaviour, attendance, punctuality and progress

### LEAD

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- FTE figures, including census and termly reports to governors
- The Laurel and Reflection Room reports
- Evolve data showing trip attendance and access to extra-curricular opportunities
- PRAISE data
- Student outcomes

LMD

- Attendance and punctuality data, including census and termly reports to governors
- Parent/Carer feedback
- Persistent absenteeism figures

HOY

- Tutor time programme
- Student; Staff; Parent/Carer feedback
- Behaviour and PRAISE data
- Attendance and punctuality data

# ENVIRONMENT AND RESOURCES

## CONTEXT

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.



### TARGETS AND AREAS FOR DEVELOPMENT

#### Meet the challenges of a growing school

- Smart timetabling, considering rooming constraints and staffing.
- Ensure effective systems are in place to manage the school day, including; movement around the school; lunch time and break time.
- Astute financial planning to meet the forecasted increase in recruitment needs and resources.
- Review facilities to ensure that buildings and resources are fit for purpose as the school moves to full capacity.
- Evaluation of external contractors to ensure value for money.



### LEAD

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### EVIDENCE OF IMPACT

- Timetable
- Behaviour data
- Catering sales
- Staff; Student feedback
- Finance report
- Auditor reports
- Governing body minutes