

# WOODSIDE HIGH SCHOOL

## STRATEGIC DEVELOPMENT PLAN 2020-2021

### OUR VISION

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

#### FOCUS:

LEADERSHIP AND  
MANAGEMENT

#### FOCUS:

QUALITY OF  
EDUCATION

#### FOCUS:

PERSONAL  
DEVELOPMENT

#### FOCUS:

BEHAVIOUR &  
ATTITUDES



#### STRATEGIC OBJECTIVE:

Develop professional  
accountability for all  
  
Shape Governance



#### STRATEGIC OBJECTIVE:

Use Assessment and  
Data to ensure student  
progress is maximised  
  
Further develop the  
curriculum by using  
data to inform  
classroom practise



#### STRATEGIC OBJECTIVE:

Monitor and evaluate  
school interventions  
and the graduated  
response to ensure  
that students are  
supported and all  
barriers to learning are  
removed



#### STRATEGIC OBJECTIVE:

Develop whole school  
accountability for  
attendance &  
punctuality  
  
Educate, encourage &  
support students with  
safety in our  
community

# LEADERSHIP AND MANAGEMENT

TARGETS AND AREAS FOR DEVELOPMENT	LEAD:	EVIDENCE OF IMPACT
<p><b>DEVELOP PROFESSIONAL ACCOUNTABILITY FOR ALL</b></p> <ul style="list-style-type: none"> <li>Develop autonomy and professional accountability for all staff through leadership training, line management and development opportunities.</li> <li>Create pathways for leadership progression and succession planning</li> <li>Develop effective appraisal and development systems</li> </ul>	<p>HHA LHA SLT Middle Leaders</p>	<ul style="list-style-type: none"> <li>Staff retention data</li> <li>Applications to internal posts</li> <li>CPD feedback</li> <li>A&amp;D processes and documentation</li> <li>Pay-scale progression</li> <li>Student outcomes</li> </ul>
<p><b>SHAPE GOVERNANCE</b></p> <ul style="list-style-type: none"> <li>Improve the information given to governors.</li> <li>Remodel governing body meetings to make sure that:               <ol style="list-style-type: none"> <li>SLT are given robust challenge in relation to student progress;</li> <li>governors are key in planning the strategic direction of the school</li> </ol> </li> </ul>	<p>HHA LHA NGR</p>	<ul style="list-style-type: none"> <li>Governing body meeting minutes</li> <li>Governors involvement in making sure that the school adheres to strategic plan</li> <li>Governor links to members of SLT</li> <li>Student outcomes</li> </ul>

# QUALITY OF EDUCATION

TARGETS AND AREAS FOR DEVELOPMENT	LEAD:	EVIDENCE OF IMPACT
<p><b>USE ASSESMENT &amp; DATA TO ENSURE STUDENT PROGRESS IS MAXIMISED</b></p> <ul style="list-style-type: none"> <li>Data is used to ensure that holes in knowledge are acknowledged and addressed in the short term to enable student progress to be maximised</li> <li>Data is used to inform teachers of the effectiveness of their own teaching and its impact on student learning.</li> <li>Gaps can be addressed, taking account of student needs to create effective practice that impacts significantly on student progress</li> <li>Data generated from summative assessments is purposeful and reliable, with impact on student outcomes</li> <li>Curriculum leaders are aware of the skills and talents of their team to enable good practice to be spread throughout the team</li> <li>Areas of development are identified in team members' subject knowledge and behaviour management</li> <li>Tutor teams maximise student potential in year groups and tutor groups</li> </ul>	<p>Teacher HOD DRO HOY</p>	<ul style="list-style-type: none"> <li>Data is forensically used to identify difficulties with previously taught knowledge/skills/understanding in order to intervene immediately with high quality, responsive teaching</li> <li>Data is used to identify opportunities in own teaching for further development in curriculum delivery and subject knowledge</li> <li>Data is used to plan; sharing best practice in meetings</li> <li>The new assessment system is built on</li> </ul>

<ul style="list-style-type: none"> <li>▪ Students are identified whose attendance is poor; this is addressed through significant online and additional resources</li> <li>▪ Strategies are developed across the team to manage behavioural issues.</li> </ul>		<p>standardised data, generating immediate intervention from multiple stake-holders for rapid improvement in progress where needed.</p> <ul style="list-style-type: none"> <li>▪ Data is used to highlight areas of need with delivery of the curriculum, through question/topic level analysis and rates of progress across curriculum and by student.</li> <li>▪ Data is used to highlight areas of CPD need, building opportunities to develop skills in these areas through team collaboration.</li> <li>▪ Data is used to highlight key students in a year group/tutor group, and plan “attack plans” to rapidly improve progress</li> <li>▪ Resources for remote education (to cover two weeks) are available for each subject area.</li> <li>▪ HoD leads collaboration to determine if issues are from delivery protocols or individual students’ engagement with the subject matter and address accordingly. Teacher engage with Incremental Coach about behaviour approaches for “problem class” where data has identified lower progress</li> </ul>
<p><b>FURTHER DEVELOP THE CURRICULUM BY USING DATA TO INFORM CLASSROOM PRACTICE</b></p> <ul style="list-style-type: none"> <li>▪ Students receive a broad and balanced curriculum which embeds Woodside values, develops the Electives curriculum further and enable students to follow courses in which they have ability and aptitude and show engagement</li> <li>▪ Teachers’ skills are developed to ensure they contain the ability to offer all aspects of their subject to high standards</li> <li>▪ Subject leaders and coaches to cause maximum impact on learning and teaching</li> <li>▪ Student attendance and behaviour are analysed, linked</li> </ul>	<p>Teacher HOD Coach LSA DBO</p>	<ul style="list-style-type: none"> <li>▪ Deliver high quality teaching and learning</li> <li>▪ Ensure that the curriculum meets the needs of the learners through continued development of the Elective curriculum and Options process</li> <li>▪ Monitor the enactment of the curriculum - ensuring</li> </ul>

to individual subjects and times of the week		<p>the right content is being delivered, taking into account the needs of the learners</p> <ul style="list-style-type: none"> <li>▪ Provide high quality support and high quality coaching</li> <li>▪ Analyse for trends (subject, day, period, group)</li> </ul> <p>Utilise shared expertise (e.g inclusion meetings, referral panel) to plan responses</p>
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## PERSONAL DEVELOPMENT

TARGETS AND AREAS FOR DEVELOPMENT	LEAD:	EVIDENCE OF IMPACT
<p><b>MONITOR AND EVALUATE SCHOOL INTERVENTIONS AND THE GRADUATED RESPONSE TO ENSURE THAT STUDENTS ARE SUPPORTED AND ALL BARRIERS TO LEARNING ARE REMOVED</b></p> <ul style="list-style-type: none"> <li>▪ Ensure that school interventions are appropriate and evaluated so that all students have equal access to learning.</li> <li>▪ Teachers will have knowledge of the interventions in place for students in their lessons</li> <li>▪ Interventions will be tracked for each student over their 5 years at school to evaluate their impact and support escalation beyond the school when needed</li> <li>▪ Attendance will be monitored and students with low attendance will be supported to return to school. Student behaviour will trigger discussion</li> </ul>	<p>Tutors HOY Teachers DBO LSA SENCO Attendance Team</p>	<ul style="list-style-type: none"> <li>▪ Monitor the interventions in place for students in their tutor groups to ensure they are appropriate. Recommend interventions for students that are faced with barriers to learning and are therefore not making progress.</li> <li>▪ Students' individual needs will be included in lesson planning. Teachers will make referrals where appropriate when escalation beyond classroom intervention is needed.</li> <li>▪ Track interventions and review regularly through the referral panel/inclusion meetings. Ensure that, when the school does need to escalate, there are robust systems in place to record interventions.</li> <li>▪ Interventions for both attendance and behaviour will be tracked and monitored</li> </ul>

# BEHAVIOUR AND ATTITUDES

TARGETS AND AREAS FOR DEVELOPMENT	LEAD:	EVIDENCE OF IMPACT
<p><b>DEVELOP WHOLE SCHOOL ACCOUNTABILITY FOR ATTENDANCE &amp; PUNCTUALITY</b></p> <ul style="list-style-type: none"> <li>▪ Attendance data is shared with students, parents &amp; carers to develop awareness and encourage them to take ownership of it in order to work towards 97-100% attendance</li> <li>▪ Students recognise that every school day counts and that regular attendance is a reward within itself</li> <li>▪ The entire school community is clear on what excellent attendance looks like</li> <li>▪ Poor attendance, persistent absence and lateness are addressed in a way that supports the specific needs of all students, particularly those who are vulnerable</li> <li>▪ All staff understand the legalities of taking accurate registers as well as the relationship between attendance and safeguarding.</li> <li>▪ All teachers take responsibility and accountability for the whereabouts of their students, flagging possible cases of CME</li> <li>▪ Student attendance is tracked and monitored by the attendance team who enforce appropriate intervention where it is necessary</li> <li>▪ Form tutors and heads of year are aware of the attendance habits of their students and work collaboratively with the attendance team to build excellent attendance and punctuality</li> <li>▪ Excellent attendance is celebrated with students and their parents/ carers</li> <li>▪ Attendance and punctuality is linked to student attainment through the Attend &amp; Achieve approach to learning at WHS</li> <li>▪ Concerns about a student's attendance and/or punctuality compromises good behaviour for learning. Consequently, attendance and punctuality will be addressed alongside BfL</li> </ul>	<p>Attendance Team</p> <p>Pastoral Team DBO HOY</p>	<ul style="list-style-type: none"> <li>▪ Student's attendance data is shared with students during tutor time and documented in all reports. Attendance is one of the discussion points on the agenda for tutors and/or HoY parent &amp; carers evening and reintegration meetings</li> <li>▪ HOY promotes excellent attendance, praising those who are doing it well and contributing to the triaging of attendance focussed intervention/ support</li> <li>▪ Attendance Team work collaboratively with MASH Team/ Early Help, Haringey Education Welfare service, IYFAP</li> <li>▪ Managed Moves where necessary</li> <li>▪ Attendance plan in place</li> <li>▪ CPD throughout the year to develop an effective approach to student attendance underpinned by a firm understanding of its importance on a day-today basis</li> <li>▪ Attendance data is checked and scrutinised regularly in order to resolve N codes and errors on a weekly basis and in order to ensure that all information sent out to DFE or LA is accurate.</li> <li>▪ PA &amp; lateness concerns feature as developmental target points on behaviour reports</li> <li>▪ Attendance tracked</li> </ul>

		<p>through SIMS on student's log</p> <ul style="list-style-type: none"> <li>▪ Praise &amp; consequences around attendance logged on SIMS and discussed in meetings around students. Students' attendance discussed as a learning behaviour</li> </ul>
<p><b>EDUCATE, ENCOURAGE AND SUPPORT STUDENTS WITH SAFETY IN OUR COMMUNITY</b></p> <ul style="list-style-type: none"> <li>▪ All students are supported to excel at Woodside, in particular those students who are vulnerable to community risks.</li> <li>▪ Child protection, safeguarding and safety in the community are promoted through the wider curriculum.</li> <li>▪ All staff are trained to work effectively with the contextual safeguarding issues that are prevalent at Woodside.</li> </ul>	<p>Teacher HOD HOY Safeguarding Team SLT</p>	<ul style="list-style-type: none"> <li>▪ Engage parents and carers in ensuring that student safety in the community is prioritised through effective parenting, supported by school.</li> <li>▪ Continue to work with mentoring organisations to inspire students, nurture their talents and raise aspirations.</li> <li>▪ Ensure that student whose safety may be at risk are identified early, so that they (and their families) can be prioritised for intervention and support.</li> <li>▪ A contextual audit of need will be conducted to identify critical areas to be covered by the wider curriculum.</li> <li>▪ A review of the curriculum will then be conducted to ensure that it meets the contextual needs of the students of Woodside.</li> <li>▪ Where needs are not being met, this will be amended.</li> <li>▪ The Safeguarding action plan is regularly updated and accurately reflects current practice.</li> <li>▪ Safeguarding data is analysed monthly to identify trends and training is planned accordingly.</li> </ul>