Woodside School High School- 2023-24

Vision statement: To provide exceptional educational experiences for every child, every day

Through our core values of: Pride, respect and kindness

- The students at Mulberry Academy Woodside embody our core values, are aspirational, enjoy attending school, conduct themselves responsibly & have high self-esteem; consequently, they attain great examination results and secure ambitious destinations.

- We provide a rich, challenging, ambitious curriculum built on the foundations of our teachers' great subject knowledge.

- We underpin all student learning through the highly effective teaching of disciplinary literacy and metacognitive strategies.

- Our extended curriculum offers students exceptional opportunities to broaden their educational experiences.

- Woodside provides the highest quality CPD where all staff feel valued and are passionately committed to improving their teaching

Data from 2023 data:

Key information on students

- There are currently 41 students in school with full EHCP
- There are also 139 students who are K coded
- There have been no permanent exclusions this or last academic year
- Haringey is the 42nd most deprived local authority area in the UK, the school itself sits in a ward in the lowest 10% of deprivation of household income in the UK

Woodside School High School- 2023-24

Development strand 1: To increase outcomes at KS4 for all groups of learners; resulting in progress and attainment which is significantly above average and secures ambitious destinations for students				
Objective	Success criteria	Actions	Resource Lead	Evaluation/Notes
To increase number of students achieving a grade 5 and grade 4 in English and Maths	- Students achieve ambitious target of grade 4 in English and Maths (85%) and grade 5 in English and Maths (60%) in 2024 examinations - Assessment points: November, January and March - demonstrate on track progress - Weekly formative assessments demonstrate improvement of progress for learners	- Working with Trust Executive principal and DHT, HT, Head of English and Head of Maths to identify students, implement strategies, monitor progress and evaluate impact - Key groups identified e.g. Maths not English/borderline and bespoke interventions put in place - Weekly assessments in Maths and English – monitored on progress; scores shared with students, families and teachers - All Maths and English teachers identify students to focus on in class: speak to students first; mark book first; liaise with parents	PBE/AWa/JCu/LYO HAS	

	• Observable practice of lessons demonstrates at least secure teaching and in many cases mastery • 80% attendance at K30 • Progress of HAP students in line with targets • 80%+ attendance rate of parents as target. 100% of Key 30 families • Elevate education closes the attainment gap for PP	• Department time used to address key areas of underperformance by students in recent summer exams- shared ways of teaching. To work with other schools in the trust to develop subject expertise • To have high attendance at high quality focused maths and English intervention so that progress gaps are closing • K30 group – morning interventions, three times a week and conferences focusing on identified gaps in knowledge and understanding, with 80% atte • Maths teacher to facilitate one to one support • NTP tuition to take place on Saturdays focusing on core subjects and EBacc, intervention to take place during half-term break • Lunchtime 'Maths Watch' club for students underperforming • LAET tuition for grade 7+ students so that progress of HAPS is in line with targets • Parent sessions (information evening, careers evening etc.) to inform parents on student progress and ways to support revision		

		● Elevate Education senior programme - high impact study skills sessions for whole Y11 cohort		
Significant improvement in attainment for underperforming subjects ● computer science ● Creative iMedia ● history ● geography ● art ● photography ● Food and nutrition	● Final examination result increase on 2023 and as class to WIG (computer science APS 5.0, Creative iMedia APS 3.3, history APS 5.6, geography APS 5.1, art APS 4.5, photography APS 5.1, Food and nutrition APS 4.6) ● Final examination result demonstrates higher pass rate in grades 4, 5 and 9-7 in all subjects	● Y11 Rapid improvement plans in place to address key areas of underperformance with milestones in place in accordance with WIGS. ● Improvement plans monitored by SLT links and HoD's more consistently held to account. ● vocational and practical subjects complete externally assessed components in a timely manner ● Close focus on quality of year 11 lessons with daily drop ins. ● Introduction of regular formative assessment to check progress frequently with appropriate and focussed intervention to follow. ● Appointment of new head of computer science and creative iMedia. ● All departments working with other schools in the trust who have high examination results in the subject area. Specific area training OCR for Geography ● New head of Art working with team; trust deep dive; adaptation of teaching schemes of learning in	PBE/SWR/SLT links Heads of department Angela Wallace HODs Head of Art	

		response to moderation report that highlights areas not being fully addressed. ● Monitoring of progress towards subject WIGs with SLT link and next steps updated on RIP.		
To increase attainment for all groups of students	● Final examination result increase on 2023 and as class to WIG (wildly impressive goal) of 52.0 ● Final examination result demonstrates higher pass rate in grades 4, 5 and 9-7 in all subjects	● Whole school training in relation to the teaching of Year 11- how to address case studies; reading exam papers; paper resilience ● SLT regular learning walks to identify where teachers and students may require support ● Individual subject action plans scrutinised and challenged by SLT/Trust. ● Routine agreed LM discussion points which hold department heads to account on key milestones and KPIs ● Focus on supporting all students in their ability to independently revise using metacognitive processes- AHT delivering assemblies; provided resources; subjects delivering how to revise in their subjects ● Providing easy to access revision on school website; in lunchtime (B114) and after school booster	SWr SLT PBe PBe/SLT SWr ADo AWa	

		sessions running Monday to Thursday across all subjects ● Appointment of Science and Maths teaching assistants to provide in class support; one to ones and Saturday and after school support		
To increase progress for all groups of students	● Final examination results demonstrate a decline in wide ranges of progress gaps between students eg PP, high prior attainers ● Progress of students who are Black Caribbean, Black Somalian has increased on 2023 levels	● Using Year 10 examination analysis to identify specific students for interventions: Key 30 and academic mentoring both focusing on specific groups of pupils ● Whole school training in relation to the teaching of Year 11 - CPD on responsive teaching ● Individual subject action plans ● Routine agreed LM discussion points which hold department heads to account on key milestones and KPIs; coordinating key questions to explore in LM – revision, models, key questions, matching areas of weakness with what is being done in class CPD/department time ● Creating a culture of success through Head of Year's focus on celebration assemblies that celebrates progress; weekly newsletter; parental events; parental communication	HAs SWr SWr/PBe/ADo SWr/PBe/ADo SKa/MGi HAs	

		● Launch of Race Charter Mark to increase sense of belonging and success through diversity in the curriculum and developing an excellent understanding of race and equality issues and strategies		

Development strand 2: To improve attendance for all groups across the school resulting in at least 94% attendance rate and reduction in PA				
Objective	**Success criteria**	**Actions**	**Resources Lead**	**Evaluation/Notes**
To improve overall attendance across the school and reduce PA	● To improve from 94% with ambitious target of 95% ● To reduce PA year end to under 15% ● A reduced number of students being taken out of school FTS	● Full scale analysis of what is affecting attendance at MAW eg · fall in attendance preceding half terms etc, study leave or work experience; effect of ending terms on a Monday or Tuesday; · effect of activity days, religious holidays, day trips or residential trips; · effect of the timing of the school day for key students; and · effect of pupil holidays in		

Development strand 2: To improve attendance for all groups across the school resulting in at least 94% attendance rate and reduction in PA

| | | | term time, students who are duel roll
● To monitor across the school to respond to patterns in a timely manner with roles and responsibilities followed in line with the attendance roles and responsibilities sheet
● All staff to correctly code absence, attendance team to follow up any N code inconsistencies immediately ensuring accuracy of data
● Closer liaison between the pastoral and attendance team to ensure correct coding if student taught off-site
● Weekly checklist of actions between EWO and HOY
● Daily EWO home visits on a rota with middle and senior leaders
● To hold regular attendance surgeries for students with attendance below 90%
● Data to be shared weekly with HOY and to tutors after Monday morning briefing to | | |

Development strand 2: To improve attendance for all groups across the school resulting in at least 94% attendance rate and reduction in PA				
		allow for conversions with tutees ● To engage in research around what makes an impact in relation to attendance such as joining research projects with BitUp.		
To reduce the number of students arriving late to school (Those students arriving between 8.40 and 9.10 when register closes, a reduction in the number of lates by 40%) (A reduction in the number of students arriving after 9.10 by 40%)	Data shows reduction in students arriving late to school (between 8.40-9.10) Data shows reduction in students arriving after register closes Reduction in number of lates for individuals	● AKR to share analysis of late broken down by before/after 9.10am, year group and individuals and subgroups ● This data to be shared in the morning meet - add lateness data to PA update, systematically followed up by form tutor conversation, then phone calls; HOY meeting ● Parental meeting/engagement for students with repeat lateness ● Standard letters issued every half term with number of lates ● Attendance-focused targets set with social workers and agencies of vulnerable PA students		

Development strand 2: To improve attendance for all groups across the school resulting in at least 94% attendance rate and reduction in PA				
		- Increase in preventative measures: informing parents at transition, all parental events - Practical steps put in place on a base to base level (alarm clock; supporting parents with transport etc) - Parents evening info sheet/parental stall - IRIS notification - Form tutor training on expectations and expectations clearly defined - Regular assemblies informing for most improved students/forms. - Additional strategy of two hour late detention for Year 11s on the same day - Automatic SLT detention for Y7-10 students arriving after 9.10am.	Safeguarding team	
To improve the attendance of key groups of students (White Eastern European, Boys, SEND) and those identified as vulnerable	5% increase in selected groups	Robust analysis of soft data (student focus group) and hard data to get a clear understanding of who these students are- what specific	Irene AKR and attendance team	

Development strand 2: To improve attendance for all groups across the school resulting in at least 94% attendance rate and reduction in PA				
		ethnicity and if this links to commonality in factors in relation to PA eg for holidays abroad. To design a series of bespoke interventions which are evaluated and monitored closely to inform next steps. Plan for positive reintegration of attendees (Laurel) supportive plan back in ● Community Outreach Events: coffee mornings in school; at local cultural centres ● Appointment of community link in place for June onwards ● Deterrent letters ● Native speakers to support conversations with parents ● Mentoring- including football group ● Attendance data reported to Governors: with update on impact of different strategies		

Development strand 3: to embed a consistently applied behaviour strategy as standard practice across the school to reduce exclusion from lessons.				
Objective	**Success criteria**	**Actions**	**Lead**	**Evaluation/Notes**
To ensure that the behaviour policy and strategy are understood by all and consistently applied by all staff.	• Behaviour and attitudes are judged to be at least good in external reviews (Trust; ofsted; HEP; SIP visits; internal LWs) • Suspension rate \f least in line with national average of 7% (2021/22) • Reduction repeat referrals to suspension by 50% • Observable reduction in low level disruption as shown through learning walks • Calm and orderly line ups and movement into the buildings • Student forums and staff feedback report consistent application of the behaviour policy	• Clear training for all staff at the beginning of each term • Monitoring of application of behaviour policy • Duties increase • SLT monitoring- key focus development area • SLT routinely follow up when staff are not following routines	Pastoral Team led by LSA, IOG, AKR, COL	

| To ensure that classroom practitioners are skilled in leading behaviour for learning. | ● Reduction in referrals to the reflection room
● Learning walks and Trust visits indicate improvement in behaviour for learning
● Restorative conversations take place following incidents and reduce repeat issues in particular classrooms
● Conversations are scripted and support a consistent whole school approach | ● Coaching programme with focus on behaviour
● Anchor project which will provide high quality CPD for coaches and staff and standardised scripts for conversations
● Identification of 'hot' spot classes and swift intervention to minimise impact.
● Staff identified who require support with behaviour and intervention put in place from coaches
● Training in restorative practices throughout the year through the Anchor project
● Teaching and Learning Communities with focus on learning behaviours. | Coaches

LSA and AHT behaviour.
Associate AHT Interventions. | |

To reduce repeat external and internal suspensions of particular groups.	- Repeat suspension for students of particular groups. Bulgarian Roma community, Black Caribbean boys, Turkish girls. - Partnerships with alternative provisions and interventions are well established and show impact. - Interventions are reviewed regularly for impact and chosen carefully for students. - Training is appropriate to needs shown in suspension data. - Emotional resilience training for staff and students to build ability to self regulate in moments of challenge. - Smaller interventions, delivered by SEMH staff for students returning from external suspensions.	- AHTs and HOYs focused on particular groups during line management. Those students are tracked and regularly discussed at SLT and in HOY meetings. Implementation of three way strategy: high expectations/sanctions in place; support through assessment for literacy and academic ability and appropriate support put in and engagement of students in school extended learning eg Boxing, football, dance, barbering workshops. - Staff training on supporting students with SEND needs and SEMH needs. - Key workers closely monitor their students with EHCP. - Ensure internal provision setup to support student needs. - Training to include de-escalation and emotional resilience.	LSA/AGO/IOG/AKR/HAS/COL	

Development strand 4: To ensure the highest quality classroom experience through consistent implementation of the Woodside Way Teaching and Learning Pillars				
Objective	Success criteria	Actions	Lead	Evaluation/Notes

All curriculum plans align with our curriculum intent. The curriculum explicitly outlines what is to be learnt and is rigorous and up-to-date. The curriculum plans are coherent so that learning is well linked. Learning within the plans is well sequenced so that prior learning supports all students to attend to new and more demanding and complex content.	● HoDs can evidence and articulate the scope, rigour, sequencing and coherence of their curriculum. ● Teachers 'Curriculum Thinking' is done with the progress of their SEND students in mind ● HoDs and their teams have outlined the curriculum development priorities in their subject development plans ● Curriculum development has been reviewed and SDP (subject development plan) updated ● Curriculum is rich, challenging, ambitious and tailored to our students' needs. ● Monitoring shows that the implementation is consistent across the departments and it adheres to the WW T&L pillars. ● Monitoring shows that the curriculum aligns with the academy curriculum intent.	● Clearly communicated implementation plans. ● Curriculum development priorities and outcomes shared and discussed with SLT. ● Sufficient time is allocated to SLT/ML meetings to focus on curriculum intent and implementations through Woodside Way T&L pillars. ● ML meetings enable collaboration between departments. ● SoL templates are updated to ensure that departments explicitly reference challenges. ● HoDs update and RAG SDP to raise accountability for curriculum development priorities. ● Curriculum plans are updated in line with identified priorities. ● SLT/ML Q&A of curriculum plans to ensure that they meet the tests of scope, rigour, sequencing and coherence.	PBE/SWR PBE/SWR PBE/SWR HoDs SLT/HoDs	
All curriculum plans align with our curriculum intent and have SEND at their heart. The curriculum plans are coherent so that learning is well linked. Learning within the plans is well sequenced so that	● Teachers have up to date class files including SEN data to ensure that classes are appropriately planned ● SEN data is analysed at each data entry point to ensure			

			AGO/HoDs/PBE	
prior learning supports all students to attend to new and more demanding and complex content. This will ensure that all students, including SEND students are appropriately supported and challenged.	teachers can adapt their planning for any students who need additional support or re-teaching ● SEN specific learning walks will highlight areas of best practice and areas for support and intervention. Adaptive teaching and Quality First teaching to become norms across the school ● Access arrangements become the "normal way of working" for students from years 7 to year 11. Teachers use a student's learning passport to ensure that for class assessments they are receiving appropriate access arrangements. ● Evidence is collected in a timely manner. ● Quality First Teaching strategies are used across the school and embedded via the coaching model and learning communities	● Bringing teacher files becomes a standing item at department meetings and are looked at during observations and book looks ● SEND data is analysed during line management and by SLT ● Access arrangement list to include students from KS3 ● Access arrangements training for all staff involved with this process		

Homework is explicitly planned within the curriculum to ensure that knowledge is secure. Students receive their full entitlement to homework to support the development of independent study skills. Homework is challenging and is used to prepare students for the next sequence of learning or ensure that prior learning is remembered.	- Teachers are setting challenging homework in line with homework timetable - Teachers are using Class Charts to set homework as well as students recording homework in their journals. - Teachers report an improved completion rate, an increase on a term by term basis. - Homework is explicitly planned in the medium term plan - Homework is designed to provide spaced independent practice, consolidate current learning or prepare for the next stage of learning. - Monitoring and evaluation cycle shows that students are completing homework to a high standard and in line with department presentation policies - Student voice is positive about the role of homework in their learning and preparedness for assessments and examinations. - Teachers are consistently praising (praise points) homework and recording conduct points for poor or incomplete homework.	- Implementation plan written to improve the quality of home learning against success criteria: linked to students sequence of learning; has challenge but with support, integrates study skills so that over time students develop a range of skills to learn and revise independently - Clearly communicated implementation plan to wider department teams to ensure consistent application of plan - The homework timetable is over communicated to all stakeholders. - HoDs and teams identify opportunities to provide spaced practice of core knowledge in the curriculum homework. - Curriculum plans are updated to explicitly plan homework. - Regular monitoring of homework on Class Charts by SLT/HoDs - Teachers held accountable to adherence to the curriculum - Regular monitoring of homework completed by students	ADO HoDs/teachers /SLT/HoDs	

	- Students receive public praise for high quality homework. - Systems are in place to hold students to account for completion of homework.	- Student surveys used to get student views of the quality and efficacy of homework. - Class Charts reports used to show trends in use of praise and conduct points for homework.		

| The extended curriculum gives exceptional educational opportunities and broadens the educational experience of all students. | Electives curriculum is aligned with our curriculum intent and is clearly outlined in curriculum plans. A broad range of opportunities are provided by the elective programme and all year 9 students enrol in a programme of their choice. Teachers are consistently praising engagement and awarding praise points for AtL during electives. Increase in the variety and clubs available to students. Increase in the number of students attending extracurricular clubs An increased number of year 6 students attend our summer school. All year 10 students access work experience at the end of the academic year and evaluate their experience. All year 7 students attend a club regularly. Key KPIs for behaviour (as above) are reduced as a result of student engagement in school activities | Implementation plan written for the development of the extended curriculum . Identify a variety of electives to be delivered. Communicate elective curriculum to stakeholders through electives evening, school website and IRIS. Elective curriculum plans written Students receive public praise for high quality work during electives. Use SLT/rota/duty rota to QA quality assure the implementation of the elective curriculum. Systems are in place to hold students to account for attendance to electives. SLT/HoDs ensure that all departments run after school activities. Develop reward system that encourages students to attend; have clear goals and are planned to develop skills overtime Monitor the number of students attending extracurricular | ADO

SLT

ADO/COL

COL | |

	● Student surveys regularly indicate enjoyment in school and commitment to shared values	activities through robust attendance tracking. ● Club run by all departments ● Clubs list created and communicated through media channels to ensure attendance ● Student rewards given for engagement in clubs ● Survey year 6 students at transition day to support the selection of summer school activities that engage all. ● Identify staff to run engaging summer school activities that prepare year 6 students for year 7. ● Market and communicate summer school to year 6 parents. ● Monitor attendance to summer school and survey students ● Create and deliver a work experience plan and agencies to be used.	COL COL COL COL	

Teaching and learning in the school is in accordance with the pillars of learning outlined in the Woodside Way. This is a bespoke teaching and learning model informed by research driven practice, high quality responsive teaching principles and places explicit teaching at the centre of each classroom.	● The school's teaching and learning practices align closely with the principles and pillars outlined in the Woodside Way, demonstrating a clear understanding and application of this teaching model. ● Teaching and learning methods are based on current educational research, and there is evidence of ongoing integration of research findings into the school's instructional practices. ● Teachers demonstrate the ability to adapt their instruction to meet the diverse needs of their students, ensuring that each student receives individualised support and opportunities for growth. All above monitored and evidenced through progress teaching platform; SLT learning walks; Trust LW and reviews ● Explicit teaching is a central component of classroom	● Research and creation of Woodside Way and 6 pillars completed in Summer term 22/23 and launched in Sep 2023 ● Establish a quality of education leadership team dedicated to overseeing the implementation of the Woodside Way. ● Develop a clear vision and mission statement for the initiative, emphasising alignment with EEF principles. ● Hire raising attainment leads for Maths, English and Science ● Implementation plan written for the implementation of the Woodside Way across the school over time ● Use of staff development days in September to begin implementation ● Learning Communities half term 1 used to develop staff understanding and vocabulary around the new model ● Complete reconstruction of Progress Teaching to incorporate the new teaching and learning model into monitoring processes	SWR PBE SWR/PBE/ADO SWR/PBE SWR SWR SWR	

	instruction, and there is evidence of teachers clearly articulating learning objectives, modelling skills, providing clear instruction, and offering ample opportunities for guided and independent practice. ● Students are actively engaged in the learning process, and there is evidence that lessons are designed to be interesting, interactive, and relevant to the students' lives. ● Assessment methods align with the Woodside Way principles, ensuring that assessments are used to inform instruction, and there is a strong feedback loop between teachers and students to support growth and improvement. ● There is an established professional development program that supports teachers in implementing the Woodside Way, fostering continuous	● Use learning walks and book looks in half term 1 to conduct a baseline assessment of current teaching and learning practices to identify strengths and areas for improvement. ● Use Progress Teaching data to design CPD calendar to specifically address needs identified in learning walks and book looks ● Plan enquiry centred around the Woodside Way through learning communities- work with MAS to develop this ● Restructure coaching programme around instructional coaching approach by engaging with Steplab ● Train teacher and TA coaches via Steplab resources ● Re-implement the coaching programme in half term 1-2 with coaching sessions beginning fully by half term 2 ● Evaluate and monitor coaching via the methods offered in Steplab ● Take feedback at regular intervals	SWR/PBE/ADO SWR/PBE/ADO SWR SWR SWR SWR	

	improvement and growth among the teaching staff. ● There is evidence of improved student achievement, including progress test scores, grades, and other performance indicators, over time.			

| The impact of the curriculum is demonstrated by an increase in average reading at the end of KS3.

Attainment and progress through national and internal assessments continues to improve. In school variation between subjects and groups of students is reduced. As a result, a greater number of students attain places at competitive sixth forms and are prepared for the next stage of their education. | Curriculum impact

GCSE results 2024
● A8 52
● 4+ EM 85%
● 5+ EM 60%
● 7+ 25%
● Progress score of 0.7
● Reduced in school P8 variation between basics, Ebacc and open element subjects
● Comparable P8/VA scores for all regardless of prior ability

Progress gaps reduced
● PP/nPP
● Boys/Girls
● SEND /non-SEND
● HAT/LAT
● between Black Caribbean and other students

Average reading age
● 15 years

Destinations

● Curriculum which prepares young people for next stages in learning with an increase in student places offered at more | ● Clearly communicate WIGs to staff at all the levels to raise the level of urgency.
● Performance towards WIG milestones is used to intervene with departments
● Identify teachers that have and have not accurately predicted attainment at GCSE, understand why this is and put in appropriate interventions. Resulting in better accuracy to inform in class and out of class support.
● Ensure teachers that have not accurately predicted are supported to increase the accuracy of predictions so that teaching can be accurately focused on pupils gaps in knowledge
● Train teachers in using progress grids for consistently judging progress in their KS3 students.
● Ensure that there are clear and consistent data reports after each data collection that identifies underperforming groups and subjects.
● Rapid improvement plans in place for areas where there was | PBE/ SWR

PBE/SWR | |

	competitive sixth forms. Destination data shows 10% increase of numbers at competitive sixth forms (LAE Tottenham, APS and Woodhouses)	specific under performance in subject areas including LM changes, use of consultant support DT, Computer Science work with Mulberry Shoreditch, focus on specific areas of exam where students underperformed ● Additional support for newly appointed HODs in Humanities ● Review progress towards goals after each data collection to ensure that urgency is high and discussions are focussed on next steps. ● Reading age data is reported on that identifies students falling below expectation. ● A system of diagnostics are in place to evaluate and identify reading problems then assign students to appropriate interventions. ● Ensure robust data is collected on reading ages ● Use of whole school reading age reports to identify progress towards goals and plan strategically to achieve them. ● Enhanced form time reading programme in place	AWa/PBe and SLT links	

		● Improved package of reading interventions utilising TA and support staff		