



Mulberry Academy Woodside
SEF 2023-24

School context

On May 1st 2023 Mulberry Academy Woodside (formerly Woodside High School) moved from a single school Academy to the Mulberry Schools trust. This decision was made in full partnership with staff, parents and governors and is a key strategic step for the school in ensuring we achieve the schools mission statement of exceptional educational opportunities; every child, every day with a Trust that shares the same vision for young people. The schools' last Ofsted inspection was in February 2022 where it was rated as 'Good' and was a reflection of the rapid work put in place by the leadership team/head who had been in post for just over six months. The report acknowledged the work of the new leadership team in relation to the impact they have already made and the imperative to continue the work they had started in relation to curriculum, behaviour and attendance. The interim leadership team were relentless in addressing aspects which were an immediate priority for the school, this included attendance systems, safeguarding and behaviour for learning protocols, SEND provision and assessment. The leadership team and governing body are now happy that these systems are robust and effective and are confident in school procedures and this has been ratified by Ofsted.

The school is located in the Woodside ward of Haringey. Mulberry Academy Woodside is a school for 11-16 year old students which serves a multi-cultural community in Haringey which is the 4th most deprived borough in London and the 13th most deprived in the country. Approximately 40% of students come from Wood Green and 40% from Tottenham. The majority of the school population is EAL with 57 different home languages. The school is diverse in terms of race, ethnicity, gender, SEND and social class.

- The school has 1200 students on role
- The school population includes the following ethnic groups; Afro-Caribbean, African, Turkish, white and Black Caribbean, White and Black African, Bulgarian and Bangladeshi
- The ability of each year's intake is broadly average
- SEN: 41 students EHCP plan, 139 coded SEN K
- Attendance to date 94.92%
- 0 permanent exclusions

The connection with the local area is key to the school and in addition to being part of the Trust the school buys into HEP (Haringey education partnership) to support our local network. The school is proud of its partnerships with local schools to improve life chances for young people in Haringey.

Mulberry Academy Woodside (MAW) is committed to achieving the highest learning for all. Students, staff, parents and carers champion our core values and commitment to equality and diversity. Students have access to opportunities that extend their learning far beyond the classroom and we believe this helps students have a fully rounded, exciting learning experience. We want all members of our community to have a deeply enriching and supportive experience throughout their time at Woodside so that they can thrive.

Our Shared Values are something we strive to uphold strongly and proudly. All members of our community actively hold up our values of pride, respect and kindness. Our vision statement is the guiding principles for decisions we make. Our mission statement is to provide exceptional educational experiences for every child, every day.

The school has a recently formed local governing body, four of our governors have moved over from the previous governing body and are now chaired by Alice Crawley, an experienced governor in the outstanding flagship school of the Trust- Mulberry Schools for Girls. Governors have, and continue to play an active role in the school and have been involved in all appointments to senior leaders. All Governors have a link area and regularly visit to support and monitor the development of key priority areas in the SIP.

Social and financial disadvantage is still a challenge for many in the immediate local community and this is reflected in high numbers of students that are entitled to the Pupil Premium funding. Outcomes for disadvantaged students are in line with peers and this is something that Woodside is very proud of and it is central to our principles of inclusion.

The main challenged to the educational achievement faced by our PP eligible students are: *

- On entry, the maths attainment of disadvantaged pupils is generally lower than that of their peers.
- On entry, the English attainment of disadvantaged pupils is generally lower than that of their peers.
- On entry, disadvantaged students' average reading age is below expectation and behind their peers by about 7 months.
- Education and wellbeing of many of our disadvantaged pupils has been greatly impacted by partial school closures to a greater extent than for other pupils
- Increased social and emotional issues for many pupils including anxiety, disruptive, antisocial and uncooperative behaviour and truancy.

*please note that the majority of our students not on PP are very near the threshold and are subject to the same barriers our PP students have. We identify students who are vulnerable who would benefit from these interventions too.

Key Priorities for 2023-24

1. To increase outcomes at KS4 for all; resulting in progress and attainment which is significantly above average and secure ambitious destinations.
2. To improve attendance for all groups across the school resulting in at least 94% attendance rate and reduction in PA
3. To embed a consistently applied behaviour strategy as standard practice across the school to reduce exclusion from lessons.
4. To ensure the highest quality classroom experience through consistent implementation of the Woodside Way Teaching and Learning Pillars

Leadership and management

The headteacher has been in post for two years and continues to build towards a culture of excellence. Much of the work over the last two years, has been about reestablishing cultures and routines in relation to behaviour, attendance and systems around school. The curriculum needed significant work in terms of the planned and structured work and the senior and middle leaders are proud of the extensive amount of time that was achieved in a rapid period of time. The school can confidently say that the planned curriculum is of a very high standard; is ambitious and stretching for all pupils. This has been externally reviewed and verified by our SIP partner and through an external review with Haringey learning partnership (HE)) and now curriculum leads are in the continuous cycle of reviewing, refining and developing the planned curriculum.

Professional development continues to be at the heart of these changes. There is a rigorous programme of professional development which supports and responds to the monitoring and evaluating and reviewing of teaching to ensure teaching is at least good (secure in all aspects of the Woodside pillars of learning- see appendix) with an increase in outstanding observable practice. Routinely in lessons, student behaviour adheres to the Woodside values of ambition, pride, support of others and respect.

- The vision statement which was created by the leadership team with staff and student (appendix 1) continues to be the guiding principles for work
- Staff are motivated and ambitious for the best outcomes for all students and this is at the heart of decisions. Clearline management structures are in place to ensure communication around priorities and accountability is established and maintained. Staff are committed to the new structures and systems in place which focus on a relentless drive to excellence. All departments have Subject development plans (SDPs) which are regularly reviewed in line management and shared at Heads of department meetings.
- In May 2022 the SLT and middle leaders team started the *Leading Together* Teach First leadership programme which lasts for eighteen months. During this programme all the senior

team receive coaching and complete regular training modules. A consultant has been delivering leadership training for middle leaders.

- There is regular, robust self-evaluation of staff and student performance by Senior and Middle leaders. Working with HEP and our SIP partners and more latterly the trust there are regular opportunities for monitoring by leaders at all levels of teaching, learning and assessment. There is a robust monitoring, evaluating and review (MER) calendar with points to monitor and return to priority areas The Progress Teaching platform is used to track lesson observations and appraisal cycles. Through this, monitoring progress of individual teachers takes place alongside identifying patterns of areas for development to best inform CPD. The platform objectives are informed by the Woodside Way which will allow better consistency across all forms of professional development.
- Middle Leaders work collaboratively for improvement. Fortnightly leadership meetings allow leaders to plan, monitor and refine actions to improve all key aspects of the school's work and secure continual improvement. Sessions are run by Senior and increasingly Middle Leaders. These sessions involve professional development and planning to develop leadership capacity and promote effective practice across the school.
- The school is committed to building leadership capacity at all levels: this year four middle leaders are taking the NPQSL with focus on pastoral, the ECF and curriculum development. A member of the Head of Year team has been seconded to the senior leadership team. Two new senior leadership positions were appointed to start in September 2022 to support the implementation of areas of school priority around behaviour and the whole school disciplinary literacy and we regularly have staff on our associate leadership team to build long term capacity. The SENDco sits on the Senior leadership team and has just completed 'The Difference' leadership programme as well as having the NASENCO qualification. The Deputy Head /DSL has undertaken the 'The Difference' senior leadership programme and has an MA in education.
- Building on the foundations of the existing coaching programme, the introduction of Steplab will enable leaders to centralise instructional coaching as an integral part of teaching development. Coaching will be centred around the implementation of the Woodside Way. Existing and new coaches will undergo specialised training with Steplab and have been identified as excellent practitioners.
- The school is very proud of the work on attendance in particular during the last six months when a new SLT lead and attendance officer were appointed. Systems for all staff and monitoring are now routinely carried out with home visits taking place daily and we are confident in our safeguarding procedures. Whilst persistent absence is still a major concern we are working with a range of agencies to address very specific issues around key families and term time holidays. Despite our local context we have maintained being above national average all year and have won two awards from FFT.
- The local governing body is very strong and effectively led. Our chair, who was previously chair at the Trust flagship school is a very experienced and effective chair who will support the full integration of the school into the trust and adding increase rigour, challenge and support to the school's leadership team. The local governing body has a wealth of experience in both the education, public and private sector and actively use their outside skills for organisational support. The previous governing body, many of whom have moved over to the MAW local governing board, played an active role in the trust transition.
- As well as statutory and scheduled meetings, Governors also contribute and monitor through visits to the school to meet with key staff or to observe key indicators; achievement, curriculum, behaviour, attendance, safeguarding, SEND and Inclusion.
- All Governors receive training in aspects of the school, Safeguarding and OFSTED as well as opportunities for training run by Haringey Education Partnership. There is a lead Governor for Safeguarding who regularly visits the school, speaking to the attendance, behaviour and safeguarding teams, CP officer and community police office. More latterly Governors panels have

been put in place to engage with families whose children may be at risk of exclusion. Professional clerking services are in place. Governors visit and take part in learning walks at the school on a regular basis.

- Financial management is monitored rigorously through the Audit, Finance & Risk committee and the school offers value for money. As a result of expert financial management over the last eighteen months, the school is now in a strong financial position with surplus.
- Safeguarding procedures are excellent and applied rigorously and effectively. All staff are trained on KCSIE 2023. We hold annual external safeguarding reviews and the most recent indicated secure safeguarding practice. The school was recently awarded Gold INSIGHT award.
- Student leadership is valued with a full student council and Equalities group which has an impact in leading fundraising and events to raise awareness around the LGBTQI community, race and gender equality.
- Leaders prepare students positively for life in modern Britain. The values of democracy, rule of law, individuality and mutual respect are promoted across the school that is mapped in the PSHE curriculum.
- The PSHE curriculum is planned to address local and contextual threats to our young people. Our priority areas as identified from our safeguarding referrals are: Online safety, Healthy Relationships (including our hands off policy); Mental Health and Wellbeing, Gangs and Youth Violence. Our curriculum is planned so that we can return to these areas regularly and engage external specialist partners such as: Diversity Role Models, Tender, Sister System, Football Beyond Borders and Smiling Boys Project.
- We work with local sixth forms, FE/HE institutions and have a strong working partnership with LAET and Into university and they support students throughout their time at Woodside through workshops, tutoring and summer schools and have a strong working partnership with LAET which supports students throughout their time at Woodside through tutoring and summer schools
- Parents/Carers - Attendance is high at Parents' Evenings. Parental engagement is a key priority for the school and therefore the number of events offered including social events such as coffee mornings, additional cultural events such as Black History Month performance, Eid celebration, school play, culture day and Winter festival. Face to face has been a priority and we have offered an additional five parent meetings (x2 Year 11 information evenings; Year 10 parent evenings; Year 9 meet the head of year and Year 8 information evening) to ensure that we develop strong links between home and school.
- The school website has information for events and information about the school and is compliant with statutory requirements.
- Communication methods with parents and carers have been enhanced via weekly parent/ carer newsletter; movement to a parental app called IRIS and class charts where behaviour and homework can be viewed; employment of additional staffing on reception. A series of bespoke parental sessions to encourage engagement, for example with the Bulgarian community, have taken place. This was advertised in local cafes and community centres

Pupil Premium:

Pupil Premium – The funding the school receives for this is monitored closely and spent effectively. One of the Deputies and the Director of Finance work together to ensure the money is appropriately spent and impact monitored.

Teaching

- Lead teachers in Maths and Science to support STEM
- Embed form time reading programme to improve reading ages of all students in year 7-10
- Recruit AHT in charge of Quality of Education to embed literacy across the curriculum in line with EEF recommendations.
- Evaluate literacy interventions and fund, train and resource enhancements with partnership with Thinking Reading over 4 years
- Haringey Education Partnership (HEP) membership to support curriculum development across the school.

- Fund an incremental coaching programme, steplab to ensure that all teaching is high quality and uses evidence based pedagogy.
- Embed the Bedrock Mapper disciplinary literacy programme to improve literacy/vocabulary across KS3.
- Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.
- Provide students with the equipment needed for revision for exams.
- Work with Design and Technology consultant

Targeted academic support

- The National Tutoring Programme.
- Lead teachers in Maths and Science to support STEM
- Revision focused on metacognitive practices shared
- One Degree mentoring and tutoring programme.
- Saturday revision programme
- Key 30 conferences
- Maths Tuition from London Academy of Excellence Tottenham.
- Targeted lunchtime MathsWatch clubs.
- Extra support for English and maths at KS4, including booster classes and targeted intervention, ensuring all disadvantaged students have relevant resources including revision guides and all examination texts.
- Full-time staffing to provide dedicated literacy support to enable all students to access the curriculum; literacy support can be either 1:1 or in small groups. Retain HLTAs in literacy and numeracy.
- Retain TA support to support students accessing the curriculum.
- Deliver language support, for students for whom English is not their first language, to accelerate the acquisition of English.

Wider strategies

- Embed PiXL Edge.
- PiXL Health and Wellbeing.
- Summer school Enrichment programmes Extra curricular clubs.
- Appointing/ retaining DHoY and an attendance officer to improve attendance.
- Deputy Heads of Year, non-teaching staff dedicated to each year group, to ensure swift communication with families, with a special focus on monitoring attendance punctuality of disadvantaged students.
- The Laurel, mentoring, counselling and other support.
- Run intervention sessions in The Laurel (internal unit) which address the academic, social, emotional and behavioural needs of students, including concerns that prevent any disadvantaged student from using appropriate learning behaviour in mainstream lesson.
- Ensure pupils are able to access appropriate resources and opportunities, including funding trips and experiences for students

Areas for development:

- Enhance the leadership capacity of the senior and middle leaders team through continued professional development programme both in through the Trust and teach first to ensure focus on KPIs and leadership that results in exceptional education and experience can be achieved for all our learners.
- Address any inconsistencies of the quality of education both through final outcomes and with classroom practice. Ensure movement from coaching to mentoring programmes to support all teachers be at least good resulting in all groups of learners making positive progress.
- Use of coaching programme and wider CPD provision to support staff consistently good with regular aspects of outstanding teaching in all areas

- Students in Year 11 class of 2023/24 achieve progress 8 of at least 0.3 towards 0.7 over the next three years with reduced in school variation. Curriculum continues to be revised and reviewed with a deep body of knowledge in subject curriculum.
- All groups of learners make positive progress
- Ensure high attendance levels, at least in line with national for all year groups; with a particular focus on reduction of persistent absence.
- Governors act as critical friends in evaluating vision 2024.
- Staff sickness levels are in line with pre COVID levels. Staff well-being as identified in the staff survey is closely monitored and discussed by the wellbeing team.
- Reduction of suspension of particular groups - both internal suspensions and external suspensions.

Quality of Education

Curriculum Intent

At Mulberry Academy Woodside, our intent is to create a dynamic and inclusive learning environment that embodies our core values of pride, kindness, and respect. We are committed to fostering a nurturing community where students and educators collaborate, grow, and thrive. The pillars of our teaching and learning philosophy uphold our commitment to our community and underpin the strategies that are used consistently to ensure all students are engaged, challenged, and supported.

This intent is the guiding principle for all decisions made in relation to curriculum and classroom implementation.

Curriculum Design

This year SLT, middle leaders and department meetings have been used to provide critical curriculum development CPD for all teachers.

In the academic year 2021-2022 the central focus was to ensure that curriculum intent was secure. This involved a rigorous process of curriculum scrutiny, professional conversation and evaluation. Subject curriculums are expected to be appropriately sequenced, coherent and in all areas meeting our curriculum intent statement. During 2022/23 the focus has been in evaluating this curriculum to ensure appropriate challenge, support for SEND students and links to home learning.

Each half term, lesson observations, work scrutiny, reviews of schemes of learning and discussions with staff and students are triangulated to review the impact of work.

Department reviews are now used to assess quality of curriculum design and delivery, teacher subject knowledge and students' knowledge and understanding the intended curriculum. This ongoing work enables leaders to evaluate, target and drive improvement in areas identified. Throughout the year a deeper analysis of each department takes place involving wider numbers of members from the SLT and middle leaders and our SIP partner. This is written up and shared with the departments. From September 2023 there will be an annual review by the Trust alongside weekly visits from an Executive Principal in the Trust. Curriculum review will be a routine part of this work.

The continual reviewing of the curriculum intent, implementation and impact remains a priority for the school. The school SIP and Teach First educational consultant will continue to work with middle leaders in reviewing the curriculum provision, alongside reviewing the implementation and impact of the designed curriculum.

Curriculum design priorities were:

- Providing curriculum development time is focused on ensuring that departments implement a challenging academic curriculum, which is ambitious for all and acknowledges prior attainment and SEND.
- Ensuring that the scope of the curriculum is clearly outlined through its design in the schemes of learning.
- Ensuring that the curriculum is rigorous and robust and built on scholarship and up-to-date knowledge.
- Ensuring that the curriculum is curriculum and effectively links together so that appropriate links are built within and across subjects.
- Ensuring that there is clear sequencing of learning so that students not only know more and remember more over time but to address gaps in knowledge which may be as a result of the disadvantages faced by the wider community.
- Ensuring that homework supports in class learning through consolidation and extension of knowledge.
- Ensuring that subject specific literacy (Disciplinary Literacy) approaches are evident in planning and research informed strategies are demonstrated in intent and implementation
- Ensuring that metacognitive and self regulated learning is increasingly integrated into curriculum planning as staff knowledge grows.
- Ensuring that the curriculum is based around efficient practices of formative and summative assessment.

These design priorities are regularly reviewed in SLT and middle leaders meetings; form part of the observations in lesson time and is a feature of periods of deeper analysis. Departments all have their own development plan, where they are not meeting the above, this is planned into their reviews and revisiting by the SLT link.

Curriculum Implementation

Our curriculum is delivered through a 3 year KS3 and 2 year KS4. It offers a broad and challenging learning experience, with a wealth of opportunities for academic, applied learning and enrichment activities. We expect all teachers to adhere to the Woodside pillars of learning, this is something we have developed based on research driven ideas on how to make impact in the classroom. The introduction of the pillars occurred in June 2023 and we continue to offer training on different aspects of the pillars. Overtime we expect to see this routinely used and resulting in increased examination outcomes. In order to deliver our intended curriculum we have:

- Increased numbers of students undertaking the EBacc.
- Embedded a culture of high expectations that is inclusive. This has resulted in consistently strong outcomes for our disadvantaged students (making up nearly half of the student population).
- Ensured that the majority of SEND students take GCSE and other academically rigorous choices.
- Ensured that teachers know their students through creating an expectation that all teachers have class files that have knowledge of SEND at their core.
- Created an expectation of explicit literacy teaching across all subjects.
- Sought to ensure that the taught curriculum is delivered by subject specialists. Where teachers are not subject specialists they are supported by the HOD; standardised teaching materials and placed on supportive courses. For example the Art department taking a photography course when this was introduced as a qualification.

The school has a culture of continuous improvement of the quality of education provided for students in the classroom through:

- Ensuring teachers have expert knowledge of the subjects they teach through department external and internal CPD.
- In response to feedback from coaches, coachees and through a process of evaluation of the coaching programme, Steplab has been introduced to give structure and direction to the coaching programme.
- In response to learning walks, department professional development is planned and individual support will take place.
- We expect all teachers to deliver lessons based on evidence of practice that makes an impact in the classroom. A teaching and learning model that encapsulates the changing practices across the school has been developed by leaders, The Woodside Way, and this will become the 'pillars' of expected practice in the school. This is replicated across all platforms of professional development and will be embedded into coaching, MER and learning communities.
- Medium terms plans/schemes of learning that incorporate spaced practice, and assessment maps that promote cumulative assessment.
- Retrieval practice is standard in all lessons as part of a commitment to ensure students are able to do more and remember more.
- In addition to the coaching programme, department leads carry out regular lesson drop ins and more focused observations alongside book scrutiny to inform their understanding of how effectively students learn in their curriculum area and review student progress. This is informed by the impact of internal and external assessments.
- Middle leaders and departments are working on ensuring the feedback policy is fully developed and practised by all staff.
- Where staff require additional support, the Department Lead or experienced member of staff will offer mentoring or a more formalised support plan.
- External scrutiny of our classroom practice is key to our self-improvement. Our SIP partner visited half termly to carry out whole school reviews, an external consultant visited half termly to develop middle leaders, we had regular reviews held of our safeguarding, internal alternative provision unit.

RSE

The requirement to deliver RE and age appropriate relationship and sex education was developed by two middle leaders who were leading subject representatives from each department. The planned delivery of RSE curriculum occurs through tutor time, PSHE and RE lessons that happen fortnightly for a double period (equivalent of an hour a week); in KS4 a combination of off timetable and rotation double periods visits from external agencies. In our safeguarding review and a SIP visit last year our RSE curriculum was reviewed and reported as meeting statutory requirements.

Reading

Reading is widely promoted across the school. Many strategies are utilised, including library lessons and form time reading. In year 7-8 there we follow the Read Aloud approach where all students have a book which was selected by the students and the teacher leads the reading. In year 9-10 there we use weekly reading pieces chosen from a selection of relevant nonfiction articles from Literacy Engine.

Improvements are consistently being made to how all teachers and staff explicitly teach reading fluency with a focus on improving the use of teacher modelling and paired, group and choral reading in lessons.

Reading fluency and comprehension are monitored through Literacy Online as the baseline survey test. Reporting will be done 3 times through the year and reading ages are reported on ClassCharts seating plans. In the past academic year we partnered with Thinking Reading to train key staff in assessment of

specific students who may have decoding gaps and the use of micro data collection to monitor improvements.

Literacy support is available for students who come from primary school with low reading ages and limited literacy skills. This might include, but is not limited to, pupils with an EHCP plan and SEN K statement. A SEN literacy tutor is employed to work with students in regular reading intervention sessions using structured intervention programmes and assessed using internal assessments. This intervention will be closely monitored and evaluated. Year 7 pupils followed a specialised accelerated learning programme called the *Hackney Lit Programme* which uses a small group model to improve the core skills for reading, through a process which is known as Reciprocal Reading skills. The pupils develop their skills of prediction, summarising, questioning, clarifying, and inferring which are the foundations that make up the elements of a 'good reader.'

An online literacy software called Lexia Powerup has been effectively introduced in other Mulberry trust schools and will form part of the literacy intervention package offered to all students. A face to face programme called Lexonik Leap will also be introduced and delivered by literacy and EAL specialists.

EAL provision:

All new arrivals are given a baseline assessment. Students whose English is below fluent receive intervention. Students who are new to English or have limited English to access the curriculum have timetabled support lessons, are provided with a google tablet for translations and also an 'ambassador' in the form of a current student with the same 'home' language who acts as a buddy/guide. Initially, a welcoming and supportive guide to the school is prioritised before baseline testing and the application of EAL proficiency markers are applied and used to tailor language support.

Lexonip Leap will be introduced as part of the literacy and EAL package of intervention and will be delivered on a 1:2 basis with an EAL specialist.

Extended curriculum

A range of lunchtime and after school clubs are offered to enrich the curriculum and enable all students to play a full and active role in the life of the school and develop their cultural capital. In addition, trips, visits, sports days and competitions, music and dance events, art exhibitions and school drama productions enable all students the opportunity to participate in a wide range of activities beyond the school and those available in their home communities. All students in Year 9 take an elective, additional lesson on Monday after school with a range of clubs including: sports, STEM, journalism, design, art, music and drama. We have begun our first cohort of Duke of Edinburgh who should achieve bronze this year

Assessment

KS3 CATs and Progress tests

There has been a great deal of disruption to the education of our young people as a result of COVID and the impact of this is still being felt. Early identification of knowledge gaps is key to planning our curriculum.

As a result, we decided to continue with our strategy of testing all Key stage 3 students through nationally standardised tests. These tests enable us to identify knowledge gaps early in term 1. Year 7 students sat CAT4 test, year 8 students sat Progress Testing in English and maths whilst year 9 students sat Progress Testing in English, maths and science.

The nationally standardised test provided key information to support our students progress by supporting:

- Future curriculum planning
- Indicating potential performance
- Identifying any additional support
- Identify any barriers or gaps in knowledge
- Assessment of current knowledge and skills in relation to age-related expectation

These tests also inform our decisions about curriculum pathways that students should be on when moving from Key Stage 3 to Key stage 4.

Internal assessment

Classroom teachers provide two pieces of feedback per half-term for their students. Students are also formally assessed once a term during their assessment weeks. Following assessment week students are given feedback on their assessment to address any gaps in learning identified by their teachers. This information is also used by department leads and classroom teachers to adjust medium and long-term curriculum plans. Teachers are also expected to use formative assessment to adapt their teaching to close knowledge gaps and deal with misconception during lessons.

Feedback:

As a key tenet of responsive teaching, feedback is written into our Woodside Way. Feedback is used in line with departmental policies and demonstrates incorporation of metacognitive approaches to aid student self regulation and create a feedback loop where students respond and move forward in their learning. The teacher uses literacy marking to challenge and improve literacy - focused on spelling, capital letters and basic punctuation. In each lesson the teacher checks understanding with a range of formative assessment strategies including hinge questions, MCQ's, MWB's and 'cold calling' questioning. The intended learning outcomes for the lessons are concisely planned and adapted to ensure that learning can be tested at the end of the lesson using appropriate formative assessment approaches. Subsequently, lesson planning and learning outcomes are adapted continuously to address misconceptions, challenge students and build independence.

Curriculum Impact

Subject successes

- Maths and English - pass rate & residual
- Triple science - residual & grade 7+
- Film Studies - progress & residual
- RE - pass rate & residual
- English Lit - pass rate & residual
- Also Spanish, BTEC Business Enterprise and BTEC Music
- Improvements in BTEC H&SC, D&T, BTEC Enterprise and GCSE Music
- Accuracy of predictions in maths, biology, enterprise, citizenship. All achieved 40%+ correct predictions.

Areas of development

- Computer Science and Cambridge iMedia
- Food and Nutrition
- Photography
- History

Group Analysis

Successes

- SEND E progress is to be celebrated.
- Progress and attainment of girls is good.
- Progress of low prior attainers is good.
- Progress and attainment of EAL students is good.
- Pupil premium progress and attainment gap is not significant.

Areas for development

- Gender gap is significant with boys underperforming.
- Students with high prior attainment underperformed.
- Key underperforming ethnic groups are White English, Black Somalian and Black Caribbean.

Areas for development

Priorities

- Embed and monitor implementation of The Woodside Way Teaching Learning Pillars. The key areas for development are
 - Curriculum Thinking
 - Clarity of Instruction
 - Responsive Teaching
- SLT links support HoDs of computer science, Creative iMedia, history, geography, art, photography, Food and nutrition to create and monitor the implementation of a detailed subject development plan that focuses on improving classroom practice in line with the academy T&L pillars.
- Ensure that there is precise and tailored CPD support for teachers through the instructional coaching programme.
- HoDs and SLT links identify instances where the quality of T&L is a concern and effectively use support plans to enable teachers to make rapid improvements in classroom practice.
- SLT and ML frequently monitor the quality of T&L in year 11 lessons to celebrate best practice and identify areas where support is required.
- CPD time allocated to effective strategies for KS4
- Ensure that there is a precise and tailored intervention programme for students falling behind, This should reduce knowledge gaps and secure outcomes that provide them with the best opportunities in the next stage of their education/career.
- Develop and embed a strategic plan to increase the percentage of students achieving a standard and strong pass in English and Maths.
- Improve the monitoring and Q&A of interventions to ensure that they are of the highest quality and have a significant impact on KS4 outcomes.
- Increase frequencies and accuracy of assessment in KS4 to enable interventions to be target and impact to be monitored.
- Provide more time and space for effective moderation of assessments in department meetings to ensure greater accuracy and allow lessons learnt to support curriculum design.
- Ensure that our curriculum offer aligns with our curriculum intent and enables students to maximise their opportunities in the next stage of their education and training.
- Ensure that teachers know the needs of all students that they teach. They apply access arrangements effectively as the 'normal way of working'.
- Ensure that all teachers know how to refer students for access arrangement assessments.
- Ensure that teachers know the impact of the curriculum for students with SEND and teach responsively to reduce attainment gaps.
- Ensure that students and parents have access to centralised and easily navigated resources to support student progress in KS4.
- Increase the number of parent information evenings that support students in KS4 make expected progress.
- Develop the extended curriculum so that it gives exceptional educational opportunities and broadens the educational experience of all students.
- Increase the monitoring of the elective programme to identify next steps and quality assure the programme.

Expected impact

- Increase in progress and attainment of all groups of students
- Students receive their full entitlement of homework as outlined in the academy homework policy
- The curriculum prepares young people for next stages in learning. This is demonstrated by an increase in proportion of students offered places at more competitive sixth forms. Destination data shows an increase of numbers at competitive sixth forms (LAE Tottenham, APS and Woodhouse)
- Learning walks focussing on TS3 (increased subject knowledge) show all teachers have up to date expert knowledge of the subjects they teach.
- Monitoring and evaluation cycle shows a consistent research based approach to subject delivery and subject pedagogy.

- Feedback evidences learner strengths and areas for development. This moves on learning to ensure maximum progress for all.
- Over time books evidence students' development in challenging concepts and ideas.
- Improved results in line with WIG and a reduction in the variation in progress of groups based on prior attainment, gender, ethnicity and disadvantage.
- Improved results in line with WIGs and reduction in the variation in progress between subjects (key focus on: computer science, Creative iMedia, history, geography, art, photography, Food and nutrition)
- A broad range of opportunities are provided by the elective programme and engagement is high as demonstrated by the high levels of attendance.
- An increase in the variety and clubs available to students.

Behaviour and attitudes

- Mulberry Academy Woodside's Shared Values underpin everything that we do; our ethos is centred on respect, a celebration of diversity and a commitment to trying our best and encouraging each other.
- Inclusion is pivotal to this and we work collaboratively with parents, carers and the wider community to remove barriers to learning so that all students have the opportunity to achieve academic excellence.
- Students are proud of their school and the school community with student focus groups and focus groups routinely demonstrate this. Students wear their uniform with pride and uptake in house and school events demonstrate this.
- There is a strong student leadership team who are role models to others including our prefect team.
- There is a calm and positive atmosphere in lessons with respectful relationships between staff and students supporting this. This is something which has been noted in our SIP visits; HEP report and feedback from our Executive Principal
- The behaviour policy recognises the need for praise and reward. Staff model excellent behaviour and praise the majority of students who consistently try their best.
- The co-creation of the adult behaviour blueprint guides staff on approaches to behaviour we expect all staff to demonstrate at MAW: restorative practice, de-escalation and routines. These are echoed in the Woodside Pillars.
- A House System is in place and has further developed a school environment in which students celebrate, work together and make a positive contribution to the life of the school and the community. This is embedded within the curriculum as well as extra-curricular.

Attendance

- Attendance is higher than the national average. Last academic year, the school received two awards from the FTE for our attendance in comparison to other schools with a similar demographic. students arrive at school on time smartly dressed in the correct uniform.
- Strategies are in place to address lateness and to chase absence by students which has not been reported by parents.
- Illegal off rolling does not take place. When students leave the school a robust process takes place which ensures that the EWO has knowledge of the child's destination. We challenge any parental choices to electively home educate by holding meetings with families, offering support and referring to other agencies where necessary.
- We have been relentless in our approach to address attendance which continues to be a challenge for our community. Home visits are made if a child misses two days of school; we contact families twice (at the start and end of the day) if a child is absent and we have robust systems including letters; fines and family meetings for child with levels of high absentee.

- Barriers to learning are identified through classroom assessment and pastoral interactions and strategies put in place to support this student through internal and external providers in order that students don't use absence to hide the fact that they cannot access learning
- In 2021/22 and 2021/23 attendance was higher than national average but persistent absence was, historically and continues to be an issue. A robust attendance strategy is in place and this has resulted in improved attendance and a reduction of persistent absence from 20.33% in 2021/22 to 18.27% in 2022/23

Suspensions and Exclusion

- The suspension and exclusion procedure is followed meticulously, used appropriately and only as a last resort. The school is in regular contact with the wider secondary network and alternative provisions to seek alternatives to students being suspended from school. These networks are continuing to grow.
- A multi-agency approach is taken for students that are at risk of suspension and exclusion to ensure that every possible intervention is in place to prevent students being removed from school on either a temporary or permanent basis. Students at risk of exclusion are discussed at the weekly inclusion and safeguarding panel to review interventions and ensure needs are being met.
- Whilst we acknowledge the impact of suspension we recognise that the number of suspensions are high. However, repeat suspension of particular groups have reduced dramatically - especially students with an EHCP .
- Moving into 2023-24 we are confident the number of suspensions will continue to reduce as a result of current trends. Robust PSPs put in place for our most vulnerable young people, our structures and systems prevent behaviour outcomes and partnerships with local schools ensure that students can have respite in a safe and secure environment.

Rewards

A culture of praise and reward is promoted throughout the school. Achievement for all is celebrated in many different ways. Examples include:

- Phone calls, texts, postcards and letters home
- Badge system for praise point, categories linked to rewards and trips as well as prizes including water bottles and pencil cases
- Year and House Assemblies (certificates and rewards) weekly and half termly
- Reward trips
- Daily tracking and celebration in form time
- Photographs and displays around the school
- whole school celebration event at the end of the year
- Principal's Newsletter
- Rewards breakfast with the head teacher

Pastoral Care and Inclusion

The school recognises that an inclusive school environment is essential for student success. Woodside has developed an extensive and varied inclusion team to be able to effectively intervene with individuals and remove barriers to learning, success and achievement. Our student support structure sits under 4 main areas:

- Safeguarding
- Behaviour Support
- Social Emotional and Mental Health

- SEND

There are a number of in-school interventions including mentoring, group sessions in the wellbeing room, individual sessions in the wellbeing room, speech and language intervention, counselling through Opendoor, internal suspension (Reflection Room), therapeutic behaviour placements at The Laurel, key workers, learning passports and pastoral support plans. Students of concern are discussed daily in morning meetings and strategically in weekly Inclusion meetings.

Inclusion:

- The school works closely with external agencies to ensure the highest quality of inclusion for all students, who have specialist training, to ensure all students are able to access the learning taking place in lessons. Where this isn't effective, Pastoral Support Plans, Staff Meetings and Professionals Meetings take place to review interventions and make adjustments.
- Staff in the classroom use information provided in Learning Passports, Emotional Wellbeing Passports, Pastoral Support Plans and Speech & Language Information sheets to plan lessons that all students can access. Teaching staff liaise with teaching assistants so that students with an EHCP are effectively supported in their learning.
- The student support team is extensive and recognises the needs of the students which attend Woodside. The student support team plans to remove barriers for students so that they can achieve the very best they can.

Safeguarding

- Bullying is taken very seriously by staff and students at Woodside. Tutors are key in the observation of students and are a daily point of contact. Students are encouraged to report bullying to their tutors or another trusted adult however, there is also an email address that students can use if they need support and a reporting system for parents and carers through our school website ready.
- Safeguarding is understood by all and has a high priority at the school with robust systems and structures in place to support students. Alongside the annual training for Part 1 of KCSIE comprehensive safeguarding training occurs throughout the year in response to the trends in the safeguarding data. The training includes: recognising harmful sexual behaviours; maintaining professional boundaries; mental health first aid; PREVENT, self-harm and suicide prevention, FGM and Youth Violence
- In 2021, April 2022 and March 2023 Woodside commissioned an external annual safeguarding review which demonstrated that we act in the best interests of our students and make appropriate referrals to external agencies. Students are confident that concerns about their safety will be taken seriously and acted upon. A safeguarding summary is provided to all of the Senior Leadership Team when appropriate and a further breakdown is provided on a case by case basis.
- The Inclusion team meets on a weekly basis and are supported by external professional organisations such as SWIS and Opendoor. Colleagues are invited to sit in on cases and act as a 'critical friend' to offer the very best care for our students and their families.
- Safer recruitment practice is embedded and appropriate staff are trained. The SCR is regularly reviewed by the DSL and is externally audited in our safeguarding review at least annually. Policies to keep children safe are regularly reviewed by Governors. The most recent update being September 2023.
- We update parents and carers via the weekly newsletter and on the website. We also run safeguarding workshops in line with our RSHE curriculum.

Development points

- To ensure that the adult behaviour blueprint is understood and consistently applied by all staff.
- To support students self regulation during unstructured time including before and after school. To educate and support students in emotional resilience and self control so that they adhere to the 'hands off' policy and are respectful and kind to each other.
- To embed high standards of learning behaviours in all lessons.
- To ensure that the minority of students who struggle to meet our high expectations respond well to a consistently applied behaviour management system and appropriate use of our internal interventions and where appropriate alternative provision is put in place.
- To embed the House System to further encourage positive relationships across the school between year groups and support a deep sense of community and collective endeavour.
- To fully monitor the Woodside experience- a series of universal and individual experiences for all students at Woodside alongside enhancing and developing the range of exceptional opportunities on offer to smaller groups e.g. more international trips and maximise our partnership work with the Mulberry STEM and Arts Academy.
- Attendance policies and procedures are consistently applied to ensure attendance is at least in line with national/Haringey average
- Leaders will continue to work closely with students, staff, parents, carers and governors to develop a secure and supportive learning environment so students can take risks and maximise progress.
- To develop the internal provision in school to ensure that students who exhibit challenging behaviour are 1) managed effectively by highly skilled staff 2) are screened for any learning or SEMH needs 2) have regular access to a range of internal services and other agencies, such as CAMHS, and counselling support as these young people often have complex needs that demand specialist skills and attributes.

Personal development

- We actively promote the British Values of tolerance, fairness, respect for other faiths, and the rule of law and democracy. Our Mulberry Academy Woodside Shared Values underpin our whole school behaviour and rewards system and is embedded into our curriculum.
- The school takes positive action to promote racial harmony and to promote positive attitudes towards life in a multicultural and multi-ethnic and multi-faith school, through assemblies, the curriculum and special projects throughout the year.
- The school has signed up to the Race charter Mark which will further help advice and inform practice moving forward at a cross organisational level
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- Mulberry Academy Woodside is also proud to hold the Gold Stonewall School Champion Status demonstrating our commitment to challenging homophobia and transphobia.
- The school has also been awarded the International Schools Awards (ISA) for its work in embracing the curriculum from different countries. We are also a member of the Global Learning Programme (GLP) and the Oxfam World Shapers Programme.
- The personal development programme includes: assemblies, a weekly tutor time programme and a wide range of opportunities for students to develop their leadership skills.
- Assemblies are delivered to all year groups and house groups focusing on a wide variety of topics linked to personal development. We promote British values (democracy, rule of law, individual liberty, respect and tolerance). These themes are also covered in Citizenship, assemblies and focused weeks such as Sex and relationship education is delivered to all year groups.
- At Mulberry Academy Woodside, we believe that all children and young people have a right to holistic, inclusive and needs-led RSE and that in providing high quality RSE, we are upholding the ethos and shared values of our school and its commitment to equality and celebration of difference.

Commented [1]: When does this run out

- Our RSE Policy has been developed in consultation with governors, staff, students, parents and carers. The consultation and policy development process involved a staff working party, curriculum audit, student, parent and governor consultation
- Mulberry Academy Woodside acknowledges that RSE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in Keeping Children Safe in Education 2023.

Extended Learning Opportunities:

- The Woodside Experience tracks students' extra-curricular experiences throughout their time at school to ensure that all students are offered opportunities for enrichment.
- We want our students to leave with a clear understanding of what it means to be a good citizen. Students engage in a variety of development activities:
- A rich and diverse range of leadership opportunities for students including the school council, equalities group, prefect leadership and peer mentoring.
- Enrichment opportunities, including lunch and afterschool clubs across a variety of subject areas, coaching and leadership opportunities in Physical education, interform competitions and fixtures representing the school in Haringey.
- Opportunities to engage pastorally with a range of different students from across the year groups in a range of settings, including mixing students at lunchtime clubs and competition.
- The promotion of 'friendly competition', with all the associated benefits to character building and embedding school values through year and house competitions around praise, attendance and points.
- The school offers a wide range of extended learning opportunities and has a number of partnerships to facilitate this such as Into University, Collage Arts and LAET. These offer workshops and excursions as part of the Woodside Experience. In addition, school staff run a number of afterschool clubs across the curriculum.
- The school has a strong sports programme with clubs at lunch and after school: including football, basketball, boxing, volleyball, dance and table tennis.

Careers, Advice and Guidance

- High quality impartial careers guidance helps students to make informed life choices post 16 and 18.
- Mulberry Academy Woodside is Baker Clause compliant
- Woodside High School follow the Gatsby Benchmarks, as a result of a compass survey results Wooside is focusing on, 'The Journey Ahead' which promises that Woodside High School students will leave school:
 - Packed with knowledge, skills and experiences.
 - Prepared for the challenges, delays & diversions
 - Checked in to the next educational stop
 - Ready for lift off with an ambitious careers plan
- To achieve this Woodside is focusing on careers embedded in the curriculum, all students having up to date information on FE, students have meaningful, inspiring and bespoke encounters with employers. 1 - Careers are embedded as a priority for the whole school and wider school community.
- All students take part in Careers Education Information Advice and Guidance focus days, where they are involved in a wide variety of activities planned to engage, inform and support them further, thereby enabling them to be suitably prepared and to be able to make informed decisions about their own futures. Examples include:
 - 6th Form/ College visits and taster sessions (WHS Discovery Series Days)
 - University visits and workshops
 - Apprenticeship/traineeship information sessions

- Subject specific activities through curriculum
- IAG for all students to support their transition and progression
- One week work experience placement for all Year 10 students
- Meaningful encounters with employers through subject specific careers talks and Inspiring Careers Days
- Working with a range of external organisations such as CYT (Construction Youth Trust) to give students a broad range of opportunities in the workplace

Areas for development

- Induction of the new careers co-ordinator
- Monitoring of all Woodside experience to identify students engagement in learning
- Promotion of the school's community and collegiate values through fundraising and work in the community, through the Equalities group and student council
- To achieve this Woodside is focusing on careers embedded in the curriculum, all students having up to date information on FE, students having meaningful, inspiring and bespoke encounters with employers. 1 - Careers are embedded as a priority for the whole school and wider school community.

Appendix 1: Vision 2025

- Woodside students 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.[AB1]