



WOODLANDS
SCHOOL

ASPIRATION, RESILIENCE, OPPORTUNITY, EXCELLENCE

Aspiration, Resilience, Opportunity, Excellence

Woodlands School

School Development Plan Summary

2021-2024

Preamble

Below we have summarised the results of our COVID-19 Recovery Plan.

Pastoral:

- Effective transition/induction process for new Year 7 pupils through remote taster days, on-site tours and Zoom meetings with tutors.
- Effective wellbeing/safeguarding provision for our pupils with weekly calls made to all of those deemed most vulnerable, and home visits for those as required (including those in Alternative Provision).
- Provided hampers to most vulnerable families during any period where Free School Meals were unavailable.
- Continued school/community cohesion through use of live assemblies, Online channel, Youtube videos, live Q & A, Twitter award system etc.
- Further progress made with hard to reach families

Quality of Education:

- 2.4% NEET figure for 2020 Year 11 cohort.
- All pupils now have computer and internet access either via a laptop/desktop PC.
- Microsoft Teams embedded as an online learning platform replacing Show My Homework.
- A rigorous quality assurance process to ensure that pupils receive grades reflective of their ability.
- 88% pupil engagement with live lessons through a comprehensive, challenging but supportive monitoring process.
- Successful transition of 13 members of staff from ITT to NQT.
- Completion of internal KS2 in school SATS providing progress data for pupils.
- Monitoring process for quality of remote learning being set (including those in Alternative Provision).
- Summer catch-up programme provided to support pupils with missed learning.
- Remote holiday intervention programme.
- Summer School provision for Year 6 (286 pupils) and Year 7 (96 pupils) supported by a team of prefects. Free School Meals provided for those who require it.
- Interim Schemes of Learning designed to catch up learning.
- Curriculum continued as normal despite COVID restrictions.
- School was fully staffed at the beginning of each academic year.
- Remote option process ensuring all pupils had their preferred curriculum.

Introduction

Basildon Council's Local Plan Vision (2018) states that, 'by 2034, we want to **accelerate Basildon Borough's ambition**. We want a **more prosperous economy providing employment** for all our residents, including **higher value jobs**. We need more housing and a better range of housing. The Borough will **feel safe** and residents will benefit from **high standards of health and well-being**. We want an **improved cultural offer**, more vibrant town centres and **higher educational attainment and aspirations**. We also want **more resilient communities**, reflecting the **diversity** within the Borough.'

In particular, its objectives for education are:

- 'To work with our partners through South Essex 2050 to **support the educational and skill improvement** of local people to ensure they can benefit more inclusively from growth, whilst helping them **realise their potential**;
- To create an education system that caters for a range of levels of education to **better support those with no qualifications** as well as those reaching a **high level of education**;
- To **attract qualified and motivated teachers** that are **flexible to meet the needs of learners**;
- To provide infrastructure to support **learning at all levels**, and in areas of the Borough that require it most;
- To deliver **learning that meets the needs of local businesses**, to grow key sectors and increase productivity, especially through **apprenticeships**;
- To **raise the levels of educational attainment and aspiration**; and
- To enable people with a **higher level of education** to secure **well paid jobs**, but not forgetting **vocational training for trade and public service jobs**.'

To compliment, support and help drive forward Basildon Council's Local Plan we will continue to work closely with our community being guided by the Woodlands School ethos of Aspiration, Resilience, Opportunity, Excellence.

Over the next 3 years we aim to ensure that all pupils make progress which is at least good and increasing outstanding. Make sure all pupils are well prepared for next stages and are aspirational for themselves. Everyone at Woodlands will feel part of a genuine learning community based on shared values and principles, where everyone makes positive contributions.

The School Development Plan outlines the way in which Woodlands School will continue to move forward over the next three years to achieve its vision and aims. The focus is on the raising of standards of achievement for all pupils, on providing high quality learning within a high quality environment, enabling all pupils to achieve their full potential and aspirations.

Woodlands School is aiming to achieve the following:

- ✓ To have all decisions driven by our ethos
- ✓ To ensure all stakeholders, new and existing, buy in to the Woodlands' ethos and will leave here better practitioners & better people
- ✓ To ensure all of our youngsters are given the tools to thrive in any context
- ✓ To equip all of our young people with the metacognitive skills so they can continually improve
- ✓ To be fully inclusive
- ✓ To be an integral part of our local community

Further challenges for the school until 2023 and beyond are listed below:

- Closing the learning gap brought on by COVID-19
- Boys/PPG/FSM/HPAs
- Bucket 2 subjects – languages and humanities
- Progress 8 to '0'
- Reading, Writing, Vocabulary, Oracy
- Attendance in-line with national
- SEND outcomes

The plan outlines improvements and developments for the School for the period September 2020 to September 2023 post OFSTED visit March 2018.

This commitment will reflect our school motto '**ASPIRATION, RESILIENCE, OPPORTUNITY, EXCELLENCE**'.

OUR VISION STATEMENT

- to allow every pupil the opportunity to achieve academic excellence
- to ensure high aspirations for all in a stimulating and secure environment
- to foster a 'can do' and resilient approach to every challenge in all stakeholders
- to develop an empathy and understanding for our local community

OUR MISSION STATEMENT

At Woodlands School, every pupil will have the foundations laid for a lifelong love of learning, through a fully inclusive and appropriately challenging curriculum, taught by outstanding and highly qualified teachers. Pupils will have all barriers to learning removed, ensuring a safe and stimulating learning environment where all make outstanding progress, allowing them the opportunity to be excellent.

Working together with our local community to create opportunities and ensure resilient young people, with excellent social skills and a strong moral purpose, become adults that can go on and make a real difference locally, nationally and globally.

Staff within Woodlands School are valued and supported through an outstanding professional development programme.

As a learning community we work with all stakeholders to have the highest aspirations, be resilient and seek all opportunities to be excellent.

WHAT WE WANT FOR OUR PUPILS

Be aspirational

- All pupils will be well-informed, fully prepared to take the next steps in their education or training. Pupils are encouraged to strive towards Russell Group universities, higher apprenticeships and high-level employment, both in London and further afield.
- All pupils will gain the cultural capital to ensure they are rounded, well-informed individuals who have seized the same cultural opportunities as their peers from the wide range of educational backgrounds.
- All pupils, especially those with Special Educational Needs or Disabilities, will be equipped with the vital life skills required to flourish and excel in adult life.

Be resilient

- All pupils will be emotionally and physically healthy, equipped to keep themselves safe in the modern, digital world.
- All pupils will possess the depth of character and resilience to cope with set-backs and rise to challenges, whatever life throws at them.

Take opportunities

- All pupils will be highly literate and numerate, fully confident in applying these core skills to new contexts.
- All pupils will be excellent orators, equipped with the impressive communication skills so sought after by high-level employers.
- All pupils will take opportunities to fully immerse themselves in the wider life of the school, engaging in a range of enriching activities that both help foster positive relationships with peers and adults and take them out of their comfort zone.

Be excellent

- All pupils will excel in a wide range of subjects, with a strong academic core that supports their academic, creative, technical or vocational ambitions.
- All pupils will become experts in their subjects and possess the metacognitive skills to continually improve their knowledge and skills.
- All pupils will read widely and appreciate the value of lifelong learning.

Curriculum Intent

This local context, in part, informs the curriculum intent for our pupils. However our over-arching principle is that we will deliver a curriculum that is **ambitious for all**, adhering to our core values of **AROE: aspiration, resilience, opportunity and excellence**.

At Woodlands School, every pupil will have the foundations laid for a **lifelong love of learning**, through a **fully inclusive and appropriately challenging curriculum**, taught by **outstanding** and highly qualified **teachers**. Pupils will have all **barriers to learning removed**, ensuring a **safe and stimulating learning environment** where all make **outstanding progress**, allowing them the **opportunity** to be **excellent**.

By the end of their time with us, we have the following expectations for our pupils:

Be aspirational:

- All Woodlands pupils will be well-informed and prepared to take the next steps in their education, employment or training. Pupils will be encouraged to strive towards **Russell Group universities, higher apprenticeships and high-level employment**, both in London and further afield.
- All Woodlands pupils will gain the **cultural capital** to ensure they are well-rounded, well-informed individuals who have been provided with the same cultural opportunities as their peers from a wide range of educational backgrounds.
- All Woodlands pupils, especially those with Special Educational Need or Disabilities, will be equipped with the **vital life skills** required to flourish and be excellent in adult life.

Be resilient:

- All Woodlands pupils will be **emotionally and physically healthy**, equipped to keep themselves safe in the modern, digital world.
- All Woodlands pupils will possess the depth of character and **resilience** to cope with set-backs and rise to challenges, whatever life throws at them.

Take opportunities:

- All Woodlands pupils will be **highly literate and numerate**, fully confident in applying these core skills to new contexts.
- All Woodlands pupils will be **excellent orators**, furnished with the impressive communications skills so sought after by high-level employers.

- All Woodlands pupils will have taken opportunities to fully immerse themselves in the wider life of the school, engaging in a range of enriching activities that both help **foster positive relationships** and take pupils **out of their comfort zone**.

Be excellent:

- All Woodlands pupils will be **successful in a wide range of subjects**, with a **strong academic core**, that supports their academic, creative, technical or vocational ambitions.
- All Woodlands pupils will become **experts in their subjects**, and possess the **metacognitive skills** to continually improve their knowledge and skills.
- All Woodlands pupils will have a **lifelong love of learning**, will **read widely** and appreciate the value of education.

Implementation

In order to deliver on our curriculum intent, it is vital that we carefully considered how we intend to implement our curriculum, always keeping our core values of **aspiration, resilience, opportunity** and **excellence** in mind.

Aspiration

A comprehensive careers curriculum will be provided to all pupils to ensure they are well-informed of their options for education, employment or training post-16. This will include, as a minimum, a two-week work experience programme, a business mentoring programme, a careers information evening and Connexions

- careers advice.
- Our pupils will have their cultural horizons broadened through a range of spiritual, moral, social and cultural opportunities. A diverse programme of enrichment activities is on offer and all pupils will be encouraged to participate in at least one activity.
- Pupils with SEND who require extra support will be provided with an ambitious curriculum offer, designed by our Learning Development team, which will ensure these pupils access an appropriately challenging curriculum whilst consolidating their progress in key skills, such as literacy, numeracy and other key life skills.

Resilience

Our AROE curriculum will ensure our pupils thrive as healthy individuals, who understand how to keep themselves safe both in the real

- world and online. This will be dedicated in dedicated AROE lessons as well as during Tutor Time sessions and weekly assemblies.
- Opportunities will be provided to develop pupils' resilience in a supportive setting: a dedicated pastoral team of Resilience Coaches, Drama and Art Therapists, In-School Counsellors and Heads of Year will provide bespoke support to pupils as and when needed.
- A wide range of leadership positions are provided to all of our pupils, who are encouraged to apply for such roles as Head Boy/Girl, the Junior Leadership Team, Anti-Bullying Champions and Learning Ambassadors.

Opportunity

- All schemes of learning across all faculties will provide pupils with the opportunity to develop their literacy and numeracy skills.
- All schemes of learning will promote the teaching of oracy skills, and the development of oracy skills will have parity with literacy and numeracy.
- A range of enrichment opportunities will be provided for all pupils, in the form of school trips, in-school events and a wide range of extra-curricular activities.

Excellence

- All of our pupils will be offered a broad and balanced curriculum, which is ambitious for all. At Key Stage Four, the large majority of pupils will have the opportunity to study the EBacc, as well as a range of creative, technical and vocational qualifications. At Key Stage Three, pupils will be provided with a curriculum offer which aligns closely with the National Curriculum.
- Our curriculum will build on the knowledge pupils gain at Key Stage Two and will prepare pupils appropriately for post-16 study or training. Strong links with both local primary and tertiary educational institutions will be fostered to ensure coherence between our curriculums.
- Our regular learning walks will ensure the quality of teaching provided to pupils remains at an excellent standard, with a robust programme of continuous professional development for our teachers to ensure they are constantly improving their practice.
- We will ensure our curriculum is appropriately planned and sequenced, allowing for pupils to transfer knowledge into their long-term memory over time by regularly returning to, but constantly building upon, their prior knowledge.
- Ongoing and regular assessment, both formative and summative, will ensure teachers closely track pupils' progress, are aware of any gaps in understanding and adapt their teaching appropriately. Our assessment and feedback policy will look to maximise pupil progress without unnecessary workload for teachers.

Our curriculum will recognise each subject as its own discipline, which teaches a set of skills that pupils will apply to their schema of

- knowledge. Opportunities for cross-curricular learning will be utilised to teach pupils how to apply their learning in new contexts.

Impact

A well-designed and well-sequenced curriculum will ensure that Woodlands pupils go onto future success. Some of the ways that we will measure this impact include:

- External GCSE and other Level 2 qualification results.
- Post-16 destinations, ensuring that no Woodlands pupil becomes NEET (Not in Education, Employment or Training) after Year 11.
- Future careers destinations, including universities and employers.

Most of all, however, we will measure the impact of our curriculum on the quality of our pupils as they finish their time Woodlands, ensuring they have been furnished with the high-quality knowledge and skills they require to achieve their **aspirations**, with the strength of character and **resilience** required to flourish in the adult world, and the confidence to grasp the **opportunities** afforded to them to be **excellent** in their future careers.

Key Priorities 2021-2024	ASPIRATION, RESILIENCE, OPPORTUNITY, EXCELLENCE
ASPIRATION	We want to ensure that all stakeholders are aspirational and have high expectations of themselves and those around them as we strive to become an outstanding school. We will embed a learning culture which enables pupils to become innovative, reflective, considerate and engage learners who are committed to lifelong learning and to seeking success in life.
RESILIENCE	We are committed to the personal development of all our pupils, ensuring resilience so that they are happy, safe and enjoy coming to school. We want them to develop into confident, articulate and responsible adults, who are enthusiastic about learning and have the ability to meet the challenges of the future.
OPPORTUNITY	We are offering a curriculum which allows the opportunity for all to be a successful through a fully inclusive, aspirational, challenging and engaging curriculum offer for all pupils. Our curriculum will allow pupils to enjoy their learning and perform at a level which will ensure their academic success through meeting the needs of all pupils. We are at the forefront of developing and exploring new directions both within a subject and a pupil's educational journey from KS2 to KS5.
EXCELLENCE	All pupils are entitled to every lesson being challenging and engaging, taught by classroom leaders who are excellent and constantly developing their pedagogy. All pupils will strive for excellence in lessons, which challenge their thinking having had all barriers to learning removed. Staff will be leaders in their own area of responsibility which will impact positively upon pupil achievement. We will ensure that CPD for staff is personalised to meet all staff needs and is at the forefront of outstanding practice. For all our pupils to achieve academic excellence and exceed their Progress 8 score there has to be rigorous self-evaluation and monitoring of performance at all levels of the school. There will be clear systems, informed by accurate data, in place to achieve this. Pupils will have their aspirations raised through achieving outstanding results in external examinations.

Every pupil to leave embodying everything that AROE stands for- pupils be able to mix and integrate in any situation (Aspiration, Resilience, Opportunity, Excellence)

Link to main aims:

- All decisions driven by our ethos – we are part of a cause
- All our youngsters given the tools to thrive in any context

Link to main challenges:

- Attendance in-line with national

Link to Basildon's Local Plan Vision:

- Improved cultural offer
- Higher educational attainment and aspirations

Strategic Targets:

- Introduction of Resilience Ambassadors becoming role models and coaches for other pupils who need Resilience support.
- Achieve the Gold Award for Anti-Bullying and equivalent for Wellbeing and Safeguarding.
- Embed the AROE reward system across the school feeding in to the Cultural Capital badge.
- Embed a meaningful enrichment experience for all pupils.
- Raising the profile of AROE Curriculum so that it is effectively embedded and reflects the ever changing needs of the school and the community.

Improve the quality of teaching and quality of intervention with a view to eventually remove the need for intervention. (Excellence, Resilience)

Link to main aims:

- All our youngster given tools to thrive in any context

Link to main challenges:

- Supporting progress in key sub-groups: Boys/PPG/FSM/HPAs
- Supporting progress in Bucket 2 subjects
- Progress 8 to 0

Link to Basildon's Local Plan Vision:

- Higher educational attainment and aspirations

Strategic Targets:

- Remove barriers to enable effective teaching and learning.
- Evaluate and improve all intervention methods.
- Improve the quality of planning across the school.

Ensure resilience in all our learners so that all groups of learners are happy, safe and enjoy coming to school, by embed a learning culture and engage learners who are committed to lifelong learning and seek success in life

Link to main aims:

- All our youngsters given tools to thrive in any context
- Fully inclusive
- All stake holders are aspirational and have high expectations of themselves and those around them
- Learners develop into responsible adults who are enthusiastic about learning and have the ability to meet the challenges of the future
- All pupils are entitled to every lesson being challenging and engaging

Link to main challenges:

Attendance in line with national
Boys/PPG/FSM/HPAs
SEND outcomes

Links to Basildon Local Plan Vision:

More resilient communities
Higher educational attainment and aspirations

Strategic Targets:

Whole school attendance year 1 is 94.5%, Year 2 to be 94.75% and year 3 to be 95% (these targets are to be reviewed in accordance with national, regional and local trends)

Whole school Persistent absences year 1 is 15.31%. year 2 to be 14.97%, year 3 to be 13.79%, *(these targets are to be reviewed in accordance with national regional and local trends and COVID dependent)*

With further strategic focus on the following vulnerable groups:

- EHCP year 1 target 90%, year 2 target 90.5%, year 3 target 91%
- SEND Support year 1 target 90%, year 2 target 90.5%, year 3 target 91%
- Pupil Premium year 1 target 91.5%, year 2 target 92%, year 3 target 92.5%
- FSM year 1 target 90%, year 2 target 90.5%, year 3 target 91%

A collective and shared vision, language and approach to dealing with pastoral matters, so that pupils are less spoon-fed and reliant on the pastoral team. (Resilience, Excellence)

Link to main aims:

- All our youngsters given tools to thrive in any context
- Fully inclusive
- Integral part of our local community

Link to main challenges:

- Attendance in-line with national

Link to Basildon's Local Plan Vision:

- More resilient communities

Strategic Targets:

- Uniformity within the resilience team when dealing with pastoral matters.
- Embed a Provision Map across the school to track interventions.
- Design a programme of study that develops the resilience of pupils within the school strategically mapped across a five year curriculum.
- A consistent and effective BFL strategy across the school in lessons.
- A consistent approach for all staff when dealing with parents and carers.
- Providing parents and carers with an effective framework for communicating with the school.

Embed a 'Thinking School'; pupils to develop the necessary metacognitive skills to become independent learners supported by parents. (Resilience, Opportunity)

Link to main aims:

- Equip all with metacognitive skills to continually improve
- All youngsters given tools to thrive in any context

Link to main challenges:

- Improved progress of key sub-groups: Boys/PPG/FSM/HPAs
- Improved progress of Bucket 2 subjects
- Progress 8 to 0
- Close the learning gap brought on by COVID-19

Link to Basildon's Local Plan Vision:

- Higher educational attainment and aspirations
- More resilient communities

Strategic Targets:

- Embed Retrieval at Woodlands (RAW) around the school.
- Begin to embed meta-cognitive skills in all lessons.
- Ensure parents and carers are equipped to support their children with their progress.
- Pupils develop ownership of their revision.

A broad and well sequenced curriculum which provides a rich educational experience, personalised to allow pupils to flourish both in and out of the classroom. (Aspiration, Opportunity)

Link to main aims:

- Fully inclusive
- All our youngsters given tools to thrive in any context
- All decisions driven by our ethos – we are part of a cause
- All stakeholders to buy in to our ethos and become practitioners and people
- Equip all with metacognitive skills to continually improve

Link to main challenges:

- Reading, writing, vocabulary, oracy
- Progress 8 to 0

Link to Basildon's Local Plan Vision:

- Improved cultural offer
- Higher educational attainment and aspirations

Strategic Targets:

- Re-evaluate and improve our approach to sub-groups.
- Ensure a personalised curriculum; with the right pupils following the right subjects.
- Create a culture where the curriculum is continually developed.

Drive towards formative feedback using innovative assessment methods which promote parental engagement and result in good progress for all pupils. (Excellence, Opportunity)

Link to main aims:

- Equip all with metacognitive skills to continually improve
- Integral part of local community
- All our youngsters given tools to thrive in any context

Link to main challenges:

- Improving the progress of key sub-groups: Boys/PPG/FSM/HPAs
- Improving the progress of Bucket 2 subjects

Targets for 2021-2022:

History: -0.65

Geography: -0.65

German: -0.5

French: -0.65

Science: -0.3

Progress 8 to 0

Targets for 2022-2023:

History: -0.4

Geography: -0.4

German: -0.3

French: -0.4

Science: -0.1

Targets for 2023-2024:

History: -0.15

Geography: -0.15

German: -0.15

French: -0.15

Science: 0

Link to Basildon's Local Plan Vision:

- More resilient communities

Strategic Targets:

- Greater consistency in offering personalised feedback both within and across departments.
- Pupils to see the worth of engaging with and acting on feedback resulting in improved progress.
- A reporting process with improvement at its heart.

Development of independent, innovative teachers through staff ownership of CPD (T & L data, RS data to inform this) (Excellence, Opportunity)**Link to main aims:**

- All stakeholders buy in to our ethos and become better practitioners and people
- All decisions driven by our ethos – we are part of a cause

Link to main challenges:

- Equip all with metacognitive skills to continually improve
- Closing the learning gap brought on by COVID-19

Link to Basildon's Local Plan Vision:

- Higher value jobs
- Higher educational attainment and aspirations

Strategic Targets:

- All teachers have ownership of their data to inform their practice and develop an action plan for classes. Consistent thread between RS/T &L/PM data.
- Continued move towards a 'Coaching Model'; staff identifying their own areas for improvement.

A monitoring process that ensures genuine teaching development.

A clear education career path that offers opportunities and progression for pastoral staff through effective use of their time to maximise impact. (Aspiration, Opportunities)

Link to main aims:

- **All stakeholders buy in to our ethos & become practitioners & people**

Link to Basildon's Local Plan Vision:

- **Higher value jobs**

Strategic Targets:

- Develop an effective wellbeing programme for staff.
- Sharpen the turnaround of pupils on Resilience books to enable a more efficient use of Resilience resources leading to greater impact around the school.
- Opportunities for HOY to improve their understanding and knowledge of Teaching and Learning/Raising Standards initiatives within the school.
- Create a progression pathway and career guidance for non-teaching pastoral staff.
- Create pastoral opportunities for teaching staff.
- Improve the profile of applicants to pastoral roles through effective marketing and application processes.