

School Improvement Plan 2025-2028- Priorities for Change

Priority One: Quality of Education [Quality of Education Summary 2025-2026.docx](#)

EC1: Every lesson provides academic challenge fostering the necessary metacognitive skills required for successful lifelong learning. (NWH) [2025-2026 EC1.docx](#)

1. Whole school plenary provision
2. 'Thinking Matters' launch
3. 'Thinking Matters' CPD provision

EC2: A fully inclusive, enriching academic curriculum which deepens subject specific understanding and cultivates transferable skills (LONG). (KLE/NWH) [2025-2026 EC2.docx](#)

1. KS3 curriculum review/redesign (including Blue Pathway)
2. Review/redesign of opportunities for the development of transferable skills across the curriculum (LONG/revision).
3. KS2/KS5 transition curriculum.

EC3: Cumulative model of assessment which is used diagnostically to promote pupil progress. (EJO) [2025-2026 EC3.docx](#)

1. Re-design of KS3 assessment.
2. Implementation of KS3 assessment and re-design of KS4 assessment.
3. Implementation of KS4 assessment and KS5 design.

EC4: A team of Co-educators who possess the necessary subject specific and pedagogical knowledge to effectively promote learning. (DOC) [2025-2026 EC4.docx](#)

1. Research feasibility of creating a team of subject specific co-educators.
2. Subject specific CPD training for co-educators.
3. Launch of new model for co-educators.

Priority Two: Pastoral Provision [Pastoral Provision Summary 2025-2026.docx](#)

PC1: Clear and consistent communication with all stakeholders through a *Woodlands* shared language which promotes high expectations for all. (SAM) [2025-2026 PC1.docx](#)

1. Shared language communicated with staff for use with pupils.
2. Review systems of parental communications ensuring staff use a consistent shared language in all dealings with parents.
3. Shared language adopted by pupils for use with all stakeholders in school community.

PC2: Comprehensive *Character Curriculum* fostering the necessary skills pupils require for success in modern British society. (KHE/SAM) [2025-2026 PC2.docx](#)

1. Review the tutor time curriculum and expectations of staff and pupils, including the appropriate use of electronic devices on school site.
2. Review AROE/CRE curriculum and its implementation.
3. Celebration of tolerance and diversity.

PC3: Effective provisions for the 'hard to reach' to ensure stakeholders are proactive in supporting pupils on their *Woodlands* journey. (SAM/DOC) [2025-2026 PC3.docx](#)

1. Strategic review and redesign of collaborative working opportunities/design an effective model of intervention.
2. Implement collaborative working opportunities and design hard to reach intervention for parents/embed model of interventions for pupils.
3. Embed hard to reach interventions for parents.

Priority Three: Leadership [Leadership Summary 2025-2026.docx](#)

LC1: Model of successive development for all levels of leadership. (NWH) [2025-2026 LC1.docx](#)

1. Design model of leadership development.
2. Launch model for middle leaders.
3. Launch model for teaching staff.

LC2: Rigorous yet supportive accountability systems which foster improvements in Teaching and Learning and pupil outcomes. (NWH) [2025-2026 LC2.docx](#)

1. Embed model of KS4 review.
2. Monitor KS4 progress and embed KS3 review.
3. Refine model as required and introduce element of peer review.

LC3: Successful sixth form provision (DWT) [2025-2026 LC3.docx](#)

1. Develop business plan for Sixth Form.
2. Sixth Form provision development.
3. Sixth Form provision development.