

Priority One: Quality of Education

EC1: Every lesson provides academic challenge fostering the necessary metacognitive skills required for successful lifelong learning.

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). (

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.

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.

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

PC1: Clear and consistent communication with all stakeholders though a *Woodlands* shared language which promotes high expectations for all.

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.

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.

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

LC1: Model of successive development for all levels of leadership.

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.

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

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

Priority One: Quality of Education

EM1: Improvement in pupil outcomes *Positive P8 figure.*

- *P8 of all subgroups above or in line with national.*
- *All headline measures in line with national average.*

EM2: Improvement in quality of lessons *75% of targets, set in lesson drop-ins, addressed with improvements evidenced.*

EM3: Effective Home Learning provision

- *Comprehensive home learning provision for all pupils with a variety of tasks supporting pupils' memory retrieval and application.*

EM4: Effective SEND provision

- *Gap between the outcomes of vulnerable/non-vulnerable pupils less than the national gap.*

Priority Two: Pastoral Provision

PM1: Improvement in standards of behaviour and expectations

- *Reduction of repeat offending pupils-SLT detentions/inclusions/suspensions.*
- *Increase in amount of pupils successfully completing the Resilience programme.*

PM2: Improvement in attendance and punctuality

- *Attendance maintained above national average with level of PA maintained at below national average.*
- *Gap between SEND/non-SEND attendance less than national average.*

PM3: Personal Development programme ensures pupils have the skills needed for Post-16 Gatsby Benchmarks in line with national.

- *NEET figure less than the national average.*

Priority Three: Leadership

LM1: Recruitment and Retention *School continues to be fully staffed*

- *Maintain relationships with a range of ITT providers to continue to welcome staff into the profession.*

LM2: Effective Finance Model

- *3-year balanced budget produced with reserves of at least 5%.*

LM3: Effective Safeguarding provision

- *Arrangements for safeguarding continue to be robust.*