



# WOODBIDGE HIGH SCHOOL

A Specialist Language and Business & Enterprise College with Applied Learning Specialism

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# PROSPECTUS

Supplementary Information

2012/13

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## Characteristics of the School

Woodbridge High School is a thriving, ethnically diverse comprehensive school that serves its local community in the heart of Woodford. The school is an eight form entry school with an average of 240 students per year group and a sixth form of approximately 400 students. The teaching staff are all specialists in their separate areas and permanently contracted to the school. The most recent Ofsted inspection in November 2008 confirmed the school as 'Good' with strategies well in place to bring about 'Outstanding' in the future.

Year on year the school attracts a high number of first choice applications, with a record number of first choice places allocated this year. The school has a diverse curriculum that meets the needs of all the students and provides them with a pathway towards their chosen careers. The school is a happy, flourishing and mutually respectful place of learning.

## The School Curriculum

Our curriculum has been developed to provide an excellent education for our students throughout all Key Stages, as outlined in our Curriculum Policy. The statutory elements of the National Curriculum are delivered through subjects and supplemented by activities on Focus Days when the usual curriculum is suspended. These activities also promote our specialisms of Language, Business & Enterprise, and Applied Learning.

The diagram on page 4 illustrates the number of hours currently allocated to each subject (out of a total of 50 hours per fortnight) in each year group.

### Key Stage 3: Years 7, 8 and 9

All students in Key Stage 3 (KS3) study English, Mathematics, Science (separately as Biology, Chemistry and Physics from year 9), Design Technology, Physical Education, ICT, French, History, Geography, Religious Education, Art, Drama and Music. In years 7 and 8, all students also study a second language (either German or Russian). The vast majority of our able linguists continue with their second language in year 9. Most study at least one language at GCSE and currently around 25% study two languages to this level.

PSHEE (Personal, Social, Health and Enterprise Education), as well as Careers Education and Citizenship, are delivered through Life Studies lessons at KS3 and through specific programmes on our Focus Days.

During year 8, students make a guided choice as to whether to continue with their second language (German or Russian) or take up a new early-start Key Stage 4 (KS4) course in year 9. This is identified as Option A on the curriculum diagram. The curriculum offer for this early choice currently includes German and Russian as well as courses in Business, Design, Health & Social Care, ICT, Performing Arts and Sport. In year 9, students also start GCSE work in Mathematics and Science.

### Key Stage 4: Years 10 and 11

In Key Stage 4 (KS4), the core GCSE curriculum consists of English (and English Literature), Mathematics, Science, at least one language (French and either German or Russian) and at least one of History or Geography. All students also study core Physical Education, ICT and Religious Education during the Key Stage. The proportion of the curriculum allocated to each subject is shown on the curriculum diagram.

Students continue with the early choice which they began in year 9. They then choose either two or three further GCSEs (depending on whether they have one or two languages or both History and Geography) from of Art, Business Studies, Child Development, Drama, Food Technology, ICT, Media Studies, Music, PE, Product Design, Psychology and RE.

Elements of the statutory curriculum such as RE, PSHEE, Citizenship and Careers are covered through the Life Studies programme.

In year 11, able scientists are offered the opportunity to complete GCSEs in the separate sciences of Biology, Chemistry and Physics, whilst other students complete Core and Additional Science or BTEC Science.

## Key Stage 5: Years 12 and 13 (Sixth Form)

Our current provision for the 6th form includes a wide range of GCE A and AS level subjects, BTEC and Cambridge Technical courses at levels 2 and 3. Each GCE subject has an allocation of nine hours per fortnight. There is also the opportunity for students to retake GCSE English and Mathematics in order to improve their grades.

Year 13 students achieve results that enable them to apply for Higher Education courses at Universities, including Oxford, Cambridge and Russell Group institutions, and Colleges of Art.

A strong tutor team supports each student with their academic and pastoral needs throughout their course. Tutors are available to provide guidance and help in making informed choices about career opportunities and Higher Education places.

The 6th form curriculum currently offers the following choice of subjects:

<i>Art and Design</i>	<i>French</i>	<i>Media Studies</i>
<i>Biology</i>	<i>Geography</i>	<i>Music</i>
<i>Business Level 3</i>	<i>German</i>	<i>Physical Education</i>
<i>Business Studies</i>	<i>Health &amp; Social Care Level 3</i>	<i>Physics</i>
<i>Chemistry</i>	<i>History</i>	<i>Psychology</i>
<i>Design Level 3</i>	<i>Applied ICT</i>	<i>Religious Education</i>
<i>Economics</i>	<i>ICT</i>	<i>Russian</i>
<i>English Language</i>	<i>Law</i>	<i>Sociology</i>
<i>English Literature</i>	<i>Mathematics</i>	<i>Sport Level 3</i>
<i>Film Studies</i>	<i>Further Mathematics</i>	<i>Theatre Studies</i>

We currently offer four Level 2 applied learning courses: Business, Design, Health & Social Care and Sport. These subjects are studied for one year with a core curriculum of English and Mathematics to enable students to prepare themselves for Level 3 study.

All students in the 6th form have a personal tutor with whom they have a one-to-one meeting each fortnight to support their learning. Tutors monitor students' personal and academic progress.

All 6th form students are expected to be involved in the life of the school and take on a range of responsibilities. Our 6th Form Ambassadors work alongside teachers in the classroom, mentor younger students and organise extra-curricular activities. They represent the school and various functions and occasions.

All 6th Form students are required to complete community service. Our students can choose an area they wish to pursue and are allowed should they wish to take part in community activities out of school. Some of our students have been working in local nurseries and primary schools to complete this aspect of their 6th form programme.

A number of additional languages are offered as twilight sessions to students in all Key Stages: Chinese, Italian, Turkish, Urdu and Spanish.



# School Term and Holiday Dates 2013/2014

## Autumn term 2013

TERM	Tuesday 3 <sup>rd</sup> September	-	Friday 25 <sup>th</sup> October
HALF TERM	<b>Monday 28<sup>th</sup> October</b>	-	<b>Friday 1<sup>st</sup> November</b>
TERM	Monday 4 <sup>th</sup> November	-	Friday 20 <sup>th</sup> December

## Spring term 2014

TERM	Monday, 6 <sup>th</sup> January	-	Friday 14 <sup>th</sup> February
HALF TERM	<b>Monday 17<sup>th</sup> February</b>	-	<b>Friday 21<sup>st</sup> February</b>
TERM	Monday 24 <sup>th</sup> February	-	Friday 4 <sup>th</sup> April

## Summer term 2014

TERM	Tuesday, 22 <sup>nd</sup> April	-	Friday 23 <sup>rd</sup> May
HALF TERM	<b>Monday 26<sup>h</sup> May</b>	-	<b>Friday 30<sup>th</sup> May</b>
TERM	Monday 2 <sup>nd</sup> June	-	Monday 23 <sup>rd</sup> July

## NOTES:

**195 day calendar including 5 staff training days**

**Good Friday Bank Holiday 18<sup>th</sup> April 2014**

**Easter Monday Bank Holiday 21<sup>st</sup> April 2014**

**May Bank Holiday 5<sup>th</sup> May 2014**

The non-contact days for staff training and development are to be selected by the Governing Body from within the term dates. Students will not be in attendance on those days.

## School Hours

The school operates a five period day with 60 minutes for each period. The school hours are from 8.40am to 3.10pm. There is a lunch break between 1.15pm and 2.00pm. Many students are involved in a wide range of extra-curricular activities at lunchtime and after school. Students receive 25 hours of teaching per week.

### Organisation of the School Day

Time	Activity
8.40am	Morning registration
9.00am	Period 1
9.55am	Period 2
10.55am	Morning break
11.15am	Period 3
12.15pm	Period 4
1.15pm	Lunch break
2.00pm	Afternoon registration
2.10pm	Period 5
3.10pm	End of school day

### Attendance & Punctuality

Good attendance and punctuality at school are essential if students are to achieve their full potential. Evidence shows that an individual's qualifications will be seriously affected if attendance is a concern. Persistent lateness also has a detrimental effect on learning and development. Woodbridge High School has high expectations in terms of attendance and punctuality and will work in partnership with parents to support their role in promoting good attendance. All students should aim to achieve a maximum of 100% attendance and punctuality. Those who achieve this will be recognised through the rewards system.

Students and parents are advised that a minimum level of 95% is seen as the baseline, below which the school will intervene through its own internal procedures, as well as externally involving Education Welfare.

### Behaviour and Code of Conduct

The school has excellent levels of behaviour, a feature remarked on every year by parents and by visitors. Particularly noteworthy is the rapid and clear discipline whereby all students are very sure of the behaviour boundaries. This includes a most robust follow up to bullying on the occasions where this takes place. The result of this is that students of all ages move confidently and safely around the site with appropriately high self-esteem. You will find that the students have a most impressive attitude, great involvement in their school community and general vibrancy. The school has high expectations that students have excellent manners, and that staff are fully aware of their place as role models for the students.

### Uniform

The school is regularly praised for the demeanour and presentation of students. Many visitors, almost invariably, note that the students are very polite, welcoming, and cheerful, and that they are smartly dressed. There are very clear standards of student uniform as we expect everybody to come respectfully dressed to their work place.

## Admissions

There are 240 student places allocated in year 7. Each year there is an extensive waiting list for places at Woodbridge. It is important to complete the Secondary Admissions Form before the deadline date in order to secure a place. Please contact the Redbridge admissions department for further information and details of how to complete the admissions form. Alternatively, information can be obtained from the London Borough of Redbridge website.

**Secondary Admissions,  
Lynton House,  
255-259 High Road,  
Ilford,  
Essex  
IG1 1NN**

**Telephone: 020 8478 3020**

**[www.redbridge.gov.uk](http://www.redbridge.gov.uk)**

Students with disabilities will have a pre-admission meeting involving parents, SEN department, school health advisor and year co-ordinator. A protocol is created to address the needs of the student.

## Governors

The Governing Body has four LEA Representative Governors, seven elected Parent Governors, five Community Governors and four Staff Governors (including the Headteacher). The Governors' role is to vouch safe the strategic direction of the school, as well as to ensure that there is due regard of process in the school's daily actions. Between them Governors bring a wide variety of expertise from their professional lives. They provide an immense service in directing the school strategically.

The Governors and Headteacher now have greatly increased responsibilities and powers. Complaints, in the first instance, should be referred to the Headteacher. Matters which remain unresolved will then be referred to the Chair of Governors.

## Equal Opportunities

The school's Equal Opportunities Policy has been separated into three distinct policies:

- Race Equality
- Disability Equality Scheme
- Gender Equality

Each policy is supported by an Action Plan. Discussion of the Race Equality Policy included the involvement of parents who attend the Forum for the Parents of Black Students. The Disability Equality Scheme was written in conjunction with a focus group of parents and interested individuals. A copy of these policies can be made available on request.

## Disability Access

The school has renovated its main reception to comply with DDA requirements. Power assisted doors, wide access routes, low level counters and a new disabled toilet have improved access for disabled staff, students and visitors. This enables access to the ground floor of the Mallards building.

The Sports Hall has had a level access ramp installed leading up to it as well as a new double door entrance. The lights have been upgraded and the wall painted to reflect more light. The main path connecting the school buildings has been remodelled to provide level access. The Wynndale Foyer and Hall comply with DDA regulations, allowing visitors and parents access to parents' evenings and functions in the hall.

## Health and Safety

The school aims to provide a healthy and safe environment for its students, staff and visitors. The school recognises that effective health and safety management is an essential element of its activities and is committed to an ongoing programme of upkeep and improvement of the premises.

The School works to achieve the standards as outlined in the Health and Safety at Work Act 1974, its regulations and associated legislation.

As far as is reasonably practical, the school seeks to:

- Provide and maintain equipment and systems of work that are safe to use and do not risk the health of our staff, students and visitors.
- Provide information, instruction, training and supervision to ensure a healthy and safe working environment.
- Keep the school in a healthy and safe condition and to provide safe means of access and use for all (staff, students and visitors).
- Provide adequate facilities and arrangements for the welfare of staff, students and visitors.

## Security

The school makes every endeavour to achieve the safety and security of its staff, students and visitors. It is further committed to taking all reasonable steps to protect the physical environment, in which education takes place, as well as all valuable items kept on the premises; this includes not only items of monetary value but also individual records and students' work.

The school benefits from a very secure site; the only point of access during the day is through the front reception. This area is controlled using limited-access doors. Students are able to enjoy a safe and secure environment. The entrance gates are opened at the beginning and end of each day to allow student access to and from the site. Parents have consistently identified security as a particular strength of Woodbridge.

## Catering

The school recognises the importance of providing a wide variety of freshly cooked food, both traditional and the more adventurous, to suit the tastes of our staff and students. Working very closely with our catering contractors, Harrisons, we are able to offer a nutritionally balanced, high quality, value for money service in accordance with the Government's Nutritional Food Standards.

The school appreciates the need to provide a healthy, balanced meal to equip our students for a full day of learning. The school makes provision for breakfast, break and lunchtime services, including a number of optional extras on offer such as salad pots, fresh fruit, home-bakes, fruit juices and milk.

The school's catering staff are specially trained to provide a wide selection of meals appropriate to a multi-cultural environment, including a range of vegetarian dishes. The school uses a biometric cashless catering system which reduces queuing time for our students and enables parents to monitor their child's purchases.

## The Parent Teacher Association

The Parent Teacher Association is a successful partnership of parents, staff and students, combining fundraising and social activities with meetings where parents can be informed about and comment upon educational matters. The PTA works tirelessly to support the school and has contributed funds to many projects. Parents and Carers are encouraged to get involved in the work of the PTA, whether through helping out at an event, making donations to the fundraising activities or becoming a committee member. The PTA runs several events each year, including a Summer Fayre and quiz nights. It also provides refreshments at numerous school functions.

## ICT Provision

The school's vision for ICT is to support students with their learning while operating in an efficient and sustainable manner. The school is very well equipped with ICT hardware: 90% of our rooms have digital projection facilities, facilitating high quality learning materials being shared with our students; a further 70% of our rooms have Interactive White Board (IWB) technology allowing students to actively engage with their lessons. We are also very well equipped with regards to our computer to student ratio with one computer to every two students; students have access to computers and safe internet usage in nearly all of their class rooms and in our Learning Resource Centre.

## Frontier – Managed Learning Environment (MLE)

The Frontier MLE has rapidly grown into a fully interactive learning resource. It enables our students to submit home learning online, download extended learning materials, and access resources such as videos, podcasts and blogs to enhance learning. Over the coming year it will also develop into an invaluable communication tool with parents/carers, who will be able to see key behavioural information, attendance and punctuality data, and learning resources for their child. Developed jointly between staff and students, the MLE enables teaching staff to increase accessibility to materials and activities, and provides enhanced independent learning across the student community.

**Website**      [www.woodbridgehigh.co.uk](http://www.woodbridgehigh.co.uk).

Parents and carers are encouraged to use the website to access information about the school.

## Learning & Teaching

Learning and Teaching are obviously central to the work of any school and Woodbridge is place where staff and students are passionate about learning. Our Learning Vision highlights five strands that encourage quality learning to take place:

- Cultivating a positive environment
- Learning belonging to the learners
- Everyone enjoying being challenged
- Building learning
- Improving teaching

Our set of consistent practices (a 'Framework for Teaching') highlights the key elements of exciting and engaging lessons, such as lively starters, expert teacher exposition, student leadership of parts of the lesson, collaborative group and pair work, focused individual work and careful summaries of what has been learnt. Students are expected to make progress in every lesson and teachers plan carefully to ensure that this happens.

Activities are differentiated such that students of all abilities are stretched and challenged, and assessment is used to inform planning and enable teaching to be targeted to meet students' differing needs. Constant focus on improving teaching and learning happens at staff CPD sessions and recently staff have been involved in honing their questioning, group work and 6th Form pedagogical skills.

## Home Learning

Home learning adds value in developing skills of independent enquiry and a positive attitude towards life-long learning. It contributes effectively to the learning progress made by students. All teachers will regularly set a range of activities for students. They will be consistent in their approach to the marking of Home Learning. This process will enable a partnership to develop between students, parents and teachers.

## Feedback

We are very interested in receiving parent and student feedback. Parents are formally asked to complete a feedback questionnaire once a year, but can do this more frequently and informally. It is a part of the school's culture that students are asked to self assess and to give feedback about how they are learning best. The Headteacher meets with a sample of students every week and acts upon the feedback given.

## Policy Statement on Special Educational Needs (SEN)

All teachers are teachers of special educational needs. We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation. However, if the student does not make adequate progress even when teaching approaches are targeted at a student's identified area of weakness, then the student may be identified as having special educational needs.

## Guiding Principle for SEN

Our guiding principle is one of inclusion. We want to identify and break down possible barriers to learning.

In making provision for students with SEN we:

- value all our students equally and are committed to enable them to experience success.
- ensure that all students have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities.
- recognise that it is the responsibility of all teachers to identify and meet the SEN of students. SEN crosses all curriculum areas and all aspects of teaching and learning.
- recognise that good teaching and learning is good practice for all students.
- recognise that any student may encounter difficulties in school at some stage.
- acknowledge that all special educational provision is more effective if students and parents are fully involved. As a result we will seek the views of parents and students.

Further details of the manner in which these principles are achieved can be found in the school's Special Educational Needs policy document.

## Provision for Gifted and Talented Students

There is a common approach across subject departments to meeting the needs of gifted students. This includes the provision of open ended extension activities (currently exemplified by the extended home learning projects); enabling students to learn and respond in different and potentially faster ways (exemplified by early entry examinations); and enabling students to practise leading learning.

In addition, outside of the curriculum, gifted and talented students are included in the Hubble project. This encourages the development of cross-subject investigations, with presentations of these investigations posted on the school's MLE. Hubble members also form a 'press-pack', undertaking interviews and reports in relation to whole-school activities. Planning for the needs of gifted and talented students within the classroom is an integral part of the school's framework for teaching.

## Religious Education

At Woodbridge, we believe that Religious Education makes a significant contribution to the personal development of young people. However, parents have the right to partly or wholly withdraw their children from Religious Education. The syllabus has been constructed in the hope that parents will rarely, if ever, wish to exercise their right of withdrawal. Parents wishing to withdraw their children are encouraged to discuss their concerns initially with the Head of Department.

## Every Child Matters (ECM) Provision

Success and achievement is about more than academic results. Students are encouraged to take advantage of the many and varied activities on offer outside of the normal lessons. Woodbridge is proud of its extra-curricular programme which seeks to support, encourage and enthuse our students. We have a dedicated team of staff who take a lead in the following areas:

- student welfare
- student participation – sporting activities
- student health and PSHEE
- student participation – outdoor education and out of school hours learning
- student events
- student enterprise
- gifted & talented students

Many of the activities organised by the ECM team are in the form of out of school hours learning or extra-curricular events occurring at social times during the day or after school. These include sporting and other competitions; talent shows; cultural celebrations; charity fund-raising; the Duke of Edinburgh Award Scheme; peer mentoring; enterprise and trading events; health awareness workshops.

## Quotations from Ofsted Inspection Report (Jan 2012)

### Overall effectiveness of the school: Grade 2 (Good)

- Woodbridge is a good school as it was at the time of the last inspection. The quality of education in the sixth form is similarly good.
- Senior leaders and managers are relentless in the drive to promote excellence throughout the school.
- The relentless pursuit of high expectations at senior level is key to the school's sustained improvements between successive inspections. This is reflected in the students' strong performance in most subject areas and in their good behaviour.
- Leaders promote equality and tackle any discrimination well. They strive effectively to close the gaps in the achievement of different groups of students.
- The curriculum provides a broad, balanced, rich experience for students, leading to worthwhile qualifications.
- Students show very positive attitudes towards learning, reflecting the school's drive to assist students in developing independent study skills.
- Students are typically well behaved, courteous and respectful of staff and of each other. Any infringement of school expectations are dealt with rapidly and effectively.
- The school promotes a real culture of safety among its students and around its site.
- Students, staff and most parents and carers comment positively about the regular good behaviour around the school and in the overwhelming majority of lessons.
- The school's specialist areas contribute well to the students' success in examinations.
- GCSE results at the end of Year 11 are now above average as are the examination outcomes for Year 13. Post 16 students do especially well in English and modern foreign languages.
- Students receiving support in their learning make rapid progress, particularly in reading.
- Attainment is above average and students achieve well.
- Typically, the majority of students are well motivated to acquire good communication skills across a range of subjects, reflecting the school's success in promoting study skills.
- All study pathways allow each student access to well-respected qualifications, including the English Baccalaureate.
- Their learning is particularly fast, for example, in Russian and French classes, where their determination to succeed overcomes any inhibition in speaking and writing.
- The quality of teaching is mainly good with some outstanding teaching, coupled with carefully planned interventions where needed.
- Teachers' excellent modelling of respectful relationships contributes very successfully to students' spiritual, moral, social and cultural development.
- Parents and carers overwhelmingly confirm that they are satisfied with the quality of teaching.