

School Development Plan: 3 year Overview 2016-19

Woodbridge High School is a good school that aspires to be outstanding. The school development plan (SDP) identifies key areas for improvement. The SDP is structured using four themes:

- Student Outcomes
- Quality of Teaching, Learning and Assessment
- Personal Safety, Behaviour and Welfare
- Effectiveness of Leadership and Management

The framework below outlines what the school intends to achieve over the next few years. These statements cohere with the areas for development identified in the school's SEF. Please refer to the 1 year SDP for a detailed action plan.

Student Outcomes

The school sets challenging, yet achievable, targets against a range of headline attainment and progress measures. Targets are also set to minimise achievement differences for SEN and disadvantaged pupils.

Quality of Teaching, Learning and Assessment

Diminishing annual budgets and recruitment pressures impact staffing and curriculum provision. The school seeks to mitigate the impact through a range of measures:

- 'Quality First' teaching that meets the needs of the full range of learners
- in-house teacher training and development and the use of salaried training schemes
- internal staff development and promotion
- proactive staff recruitment
- curriculum planning that is guided by financial constraints yet still delivers a wide-ranging programme

Learning expectations constantly evolve. Key Stage 2 assessment is in a state of transition, impacting prior attainment data. The school seeks to meet the needs of its students by:

- developing life-long learning skills in year 7
- stretching the most able students as part of developed schemes of learning
- focusing on boys' achievement and associated pedagogy
- enhancing links with local primary schools in terms of pedagogy and prior learning
- embedding baseline testing and Key Stage 3 assessment following the withdrawal of National Curriculum levels

Personal Safety, Behaviour and Welfare

The school has strong ethos that focuses on student safety and wellbeing. An increasing number of families are hard-pressed and vulnerable. Attendance remains a challenge. The school is seeking to address these matters through:

- Improving behaviour management consistencies
- Focusing on organisational behaviour, particularly with year 7 students and disadvantaged students
- Investigating underlying attendance issues to bring about an improved attendance figure.
- Increasing student participation in extra-curricular activities
- Refining safeguarding practices to maintain high quality provision
- Cohering the provision of life skills and learning within the curriculum
- Collaboration with other providers regarding our inclusion provision

Effectiveness of Leadership and Management

The external influences on the school are many and varied. The academies programme has created uncertainty about the future governance of schools. Maintaining a viable budget is becoming increasingly difficult. We await the impact of Fair Funding. The effectiveness of the local authority is diminishing. The safeguarding agenda is constantly evolving. The school's intake is increasingly diverse. The school is responding to these influences and continuing with a programme of school improvement:

- An accountability agenda that is clear and evidenced through the school self review programme
- Efficiency savings achieved through collaboration and competitive procurement
- Maximising income generation through the letting of school facilities
- Four year budget planning
- Active recruitment for year 7 and 6th form
- Collaboration with other schools through school to school reviews and shared expertise
- Staff capacity to include internal support to serve wider inclusion functions
- Continued development of governor expertise and support