

Strategic Planning: 3 year Overview Document 2013 – 2016

Core Purpose	Strategic Theme	Areas for development	Key areas of focus (guidance for action planning)	Success Criteria (outcomes and impact)	Lead LG
Woodbridge High School is committed to providing positive opportunities for learning and development within a caring and inclusive environment, enabling students to achieve their best.	1. Achievement <i>Ofsted section 1</i>	1.1 Key Stage 3	FFT Band D targets, tracking, reporting, NC levels, ability groups (low/middle/high attainers), year 7 intervention programme	Simplified progress measures for reporting/tracking. Formalised procedures for monitoring student progress between YCs and core depts.	AA
		1.2 Key Stage 4	5A*-C inc E&M, 3/4 levels of progress in E&M, ability groups (low/middle/high attainers), A*/A	All indicators at RAISE sig+ green. Achievement at above national averages for similar schools.	GM
		1.3 Key Stage 5	ALPS top 25% (grades 1-3), trial students, model of excellence for younger students	T Score of 3 or above over three years, reduction of U grades at AS and A2, higher APS by entry	TB
		1.4 Student groups	FSM/SEN/LAC/EAL/G&T/BME: .Progress/attainment, closing gaps	Year on year progress of FSM/LAC/SEN/EAL students increasing at a greater rate than overall cohort.	FK
	2. Teaching and Learning <i>Ofsted sections 2 & 4</i>	2.1 Quality of Teaching & Learning	Effective marking and tracking, outstanding lessons, plenaries, in-lesson dialogue for learning, gifted and talented provision.	All staff adhere to bottom-line expectations of good teaching. Increase in the proportion of outstanding teaching within the school.	SH
		2.2 Leadership of Teaching & Learning	Staff development, performance management, inter-school alliances, leadership training.	Enhanced CPD programme through local alliance. Increased proportion of internal promotions.	TB
		2.3 Curriculum	Pathways, guided choices, 10FE, GCSE/GCE changes, applied/creative/ technology subjects.	The curriculum content & structure meet the changing needs of the school in light of the national agenda.	SH
		2.4 Cross-curricular strands	Literacy, numeracy, Learn how to learn, perseverance, collaboration, listening, MLE	LH2L/Life studies programmes for all year groups. Literacy/numeracy assessment embedded per subject	AA
	3. Ethos <i>Ofsted section 3</i>	3.1 Behaviour	Rewards, outside lessons/unsupervised, referral system, consistencies	Reduced exclusions at / below national average. Good or better in behaviour perception surveys.	HT
		3.2 Pastoral Care	Parental engagement, assistant YCs, admin support, tutor group expectations/consistencies	80% attendance at parents evening. Tutor Research project completed with actions.	GM
		3.3 ECM	Student voice, extra-curricular activities, house system, student councils, student responsibilities	Increased FSM uptake for extra-curricular activities. House system programme relaunched.	JC
		3.4 Inclusion	Student groups, SEN, EAL, Pupil premium, external agencies, LSA deployment	Students have equality of opportunity through well-structured, tailored support programmes.	FK
	4. School Environment <i>Ofsted sections 3 & 4</i>	4.1 School expansion project	Management of building project, social spaces, admissions/recruitment	New building and infrastructure enhancements delivered to budget. New weather-proof social spaces.	JC
		4.2 Site management	Staggered lunch/end of day and associated systems, movement around the site, daily systems	Minimal impact on period 4 lessons. Good or better behaviour at movement times.	HT
		4.3 Site presentation	Eco group, coherent landscaping, asset management, litter.	Clean, well-presented site. Improvement/maintenance of assets through coherent programme of works.	JC
		4.4 ICT	Infrastructure, mobile devices, tablets, BYOD, wireless, user agreements, training	Secure management of site-wide wireless network. Mobile devices used in class to support learning.	JC