

School Development Plan: 3 year Overview 2015-18

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

- Outcomes and assessment
- Quality of Teaching and Learning
- Behaviour and Welfare
- 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. Refer to the 1 year SDP for a detailed action plan.

Outcomes and assessment

1. **Key Stage 3:** All students have clearly defined starting points based on prior attainment and standardised tests on entry. Assessment per subject is effective in both supporting student progress and accurately indicating attainment.
2. **Key Stage 4:** All students make expected progress based on their prior attainment and a significant proportion make better than expected progress. Attainment scores show improvement year on year.
3. **Key Stage 5:** The school attains a value-added ALPS score of 3 or better with A/A* grades above the national average.
4. **Inclusion:** The attainment and progress gaps for SEN and disadvantaged students compared with all students show improvement year on year.

Quality of Teaching and Learning

1. **Teaching capacity:** The school will be fully staffed with specialist teachers through proactive recruitment and involvement with training providers
2. **Challenging curriculum:** Schemes of Learning will provide the foundation for challenging and stretching lessons for all students. Shared planning will provide a consistent learning experience for students.
3. **Teaching and Learning practices:** The school will establish consistent practice with respect to home learning, marking and feedback across all subject areas.
4. **Quality First teaching:** Lessons will be accessible to all students through the use of differentiation and appropriate pitch. Student will demonstrate their literacy and numeracy skills within each subject.
5. **Information and Guidance:** All students have access to information and guidance that enhances their opportunities for future employment and/or studies

Behaviour and Welfare

1. **Behaviour management:** Behaviour does not hinder learning but actively promotes it. Students behave appropriately in unstructured situations. Students who step outside the behaviour boundaries are effectively tracked and reintegrated.
2. **Attendance:** Whole school student attendance increases year on year. Persistent absenteeism decreases year on year.
3. **Safeguarding practices:** Students are safe. Systems allow for the early detection and intervention of concerns.
4. **Equality plan:** Staff adhere to the school's equality plan. Students are not hindered due to a protected characteristic.
5. **ECM:** Participation rates in extra-curricular activities increases year on year. ECM staff use participation data to create new activities and recruit non-participants.
6. **Ethos:** SMSC and British values are embedded. Students are considerate and tolerant of one another and of staff.

Leadership and Management

1. **Equitable remuneration:** The school delivers a transparent and fair model for pay progression
2. **Middle Leaders:** The quality assurance activities undertaken by middle leaders are effective in raising standards across the school
3. **School expansion:** The expansion project is completed on time and to budget. The construction process does not hinder the progress and attainment of students.
4. **System leadership:** The school engages with other institutions in order to bring about school improvement and financial efficiencies.