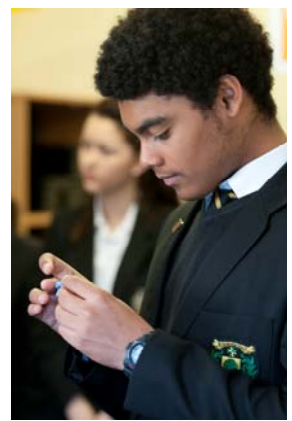
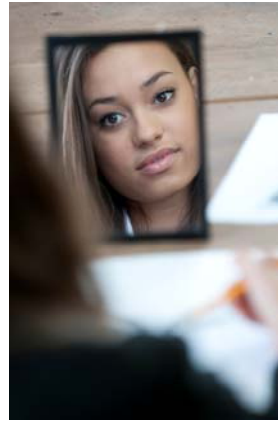


# WOODBRIDGE HIGH SCHOOL

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

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# PROSPECTUS

## Supplementary Information

### 2013/14

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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 will become a ten form entry school from September 2014 with 300 students per year group and a sixth form of approximately 350 students. The highly qualified teaching staff are all specialists in their separate areas. The most recent Ofsted inspection in January 2012 confirmed the school as 'Good' with strategies in place to bring about 'Outstanding' in the future.

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

The school aims to provide a broad, balanced, relevant, differentiated and inclusive curriculum for all students through a formal programme of lessons and a full range of extra curricular activities. The taught curriculum is based upon the National Curriculum programmes of study at Key Stages 3 and 4 and is timetabled using a 50 period 2-week cycle. Ofsted (2012) described our curriculum as providing *"a broad, balanced, rich experience for students, leading to worthwhile qualifications"*

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

At Key Stage 3, (Year 7 to 9), students study the following subjects: English, Mathematics, Science, Technology, French or Spanish, German or Russian, History, Geography, Religious Education, Art, Music, Drama, Physical Education, ICT and Computing as well as Life Studies (a programme which delivers personal, social, health, citizenship, enterprise and careers education). Students complete their KS3 Mathematics and Science courses over two years and then embark upon GCSE courses in these subjects at the beginning of year 9.

The modern language curriculum is a unique feature of the school. Students are allocated to French or Spanish by the school based on the language which has been learnt at primary school. Parents will be given the option to state a preference for either German or Russian as their child's second language. The availability of this choice will depend on there being roughly equal numbers for both languages. Extra-curricular language lessons in Chinese, Italian, Spanish, Turkish and Urdu are on offer after school.

All students make a guided choice beginning of year 9: they either continue with their second language (German or Russian), leading to a GCSE in year 11, or opt to begin another GCSE or applied course. Courses currently offered include GCSE Product Design, BTEC Business, Cambridge National Health & Social Care, Cambridge National ICT, BTEC Performing Arts and BTEC Sport. The vast majority of able linguists continue with two languages.

Year 7 students who do not meeting the expected standard for literacy or numeracy are provided with additional support through small group sessions or 1-2-1 tuition.

### Key Stage 4: Years 10 and 11

At Key Stage 4 all students study the core curriculum of English, Mathematics, Science, PE and Life Studies. Students continue with the choice they made for year 9, and have a further wide range of subjects to choose from, including ICT, Computing, Art, Music, Drama, Media Studies, Business Studies, Child Development, Food Technology, Product Design, Graphic Products, Psychology and Religious Education. Triple science GCSEs (Biology, Chemistry and Physics) are available. The study of a modern foreign language and either Geography or History to GCSE is compulsory for the majority of students. Most students will go on to gain 10 GCSEs. Some students will study fewer and will be given support through our Study Support programme. Opportunities are also available for students to gain qualifications in their home languages. Elements of the statutory curriculum such as RE, PSHEE, Citizenship and Careers are covered through the Life Studies programme.

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

Our Key Stage 5 curriculum caters for learners of all abilities. We offer courses the 6th Form Foundation Course for those students who need longer to prepare for advanced level study, as well as applied (BTEC or Cambridge Technical) courses and traditional A levels. Courses include BTEC Business Extended Diploma, and A levels in Chemistry, Sociology, Economics and Russian. Full details of the range of A level courses can be found in the 6th Form Prospectus on the school website. 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.

We have a full 6th Form Enrichment programme which provides a range of extra-curricular opportunities, including guest speakers. 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. 6th form students are encouraged to take part in community service in and outside of school.

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. Year 13 students receive a full programme of support for applying to universities through UCAS and we have achieved results that have enabled students to achieve places at Oxford, Cambridge, Russell Group universities and colleges of Art.

## Curriculum Diagrams

The diagrams below show the periods allocated to each subject in the 50-period timetable for each year group.

### Year 7

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
English						Mathematics						Science						French or Spanish				German or Russian		
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
Design & Technology				History			Geography			RE	Art	Music	Drama	PE				ICT & Comp.		Li				

### Year 8

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
English						Mathematics						Science						French or Spanish				German or Russian		
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
Design & Technology				History			Geography			RE	Art	Music	Drama	PE				ICT & Comp.		Li				

## Year 9

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
English						Mathematics						Science						French or Spanish			ICT & Comp.		Li	
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
Design & Technology				History		Geog.		RE		Art		Music		Drama		PE			Early Choice					

## Years 10 and 11

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
English						Mathematics						Science (Biology, Chemistry, Physics)						PE		Li				
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
History or Geog.					French or Spanish					Choice 1					Choice 2					Early Choice				

## 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 1.25pm and 2.05pm. 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
8.40 – 8.55 am	Morning Registration or Assembly
8.55 – 9.55 am	Period 1
10.00 – 11.00 am	Period 2
11.00 – 11.20 am	Break
11.20 – 12.20pm	Period 3
12.25 – 1.25 pm	Period 4
1.25 – 2.05 pm	Lunch
2.10 -3.10 pm	Period 5
3.10pm	End of school day
3.15 – 4.15pm	Period 6 (after school lesson)

## School Term and Holiday Dates 2014/2015

### Autumn term 2014

TERM	Tuesday 2 <sup>nd</sup> September	-	Friday 24 <sup>th</sup> October
HALF TERM	<b>Monday 27<sup>th</sup> October</b>	-	<b>Friday 31<sup>st</sup> October</b>
TERM	Monday 3 <sup>rd</sup> November	-	Friday 19 <sup>th</sup> December

### Spring term 2015

TERM	Monday, 5 <sup>th</sup> January	-	Friday 13 <sup>th</sup> February
HALF TERM	<b>Monday 16<sup>th</sup> February</b>	-	<b>Friday 20<sup>th</sup> February</b>
TERM	Monday 23 <sup>rd</sup> February	-	Thursday, 2 <sup>nd</sup> April

### Summer term 2015

TERM	Monday, 20 <sup>th</sup> April	-	Friday 22 <sup>nd</sup> May
HALF TERM	<b>Monday 25<sup>h</sup> May</b>	-	<b>Friday 29<sup>th</sup> May</b>
TERM	Monday 1 <sup>st</sup> June	-	Wednesday, 22 <sup>nd</sup> July

## NOTES:

195 day calendar including 5 staff training days

Good Friday Bank Holiday 3<sup>rd</sup> April 2015

Easter Monday Bank Holiday 6<sup>th</sup> April 2015

May Bank Holiday 4<sup>th</sup> May 2015

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.

## Admissions

There are 300 student places allocated in year 7. Each year there is a 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.

## **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.

## **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 meet students' differing needs. Staff CPD sessions focus on improving teaching and learning.

## **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. Detailed information about home learning frequency is available on the school website.

## **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: each classroom has digital projection facilities, including Interactive White Board (IWB) technology, which allows students to actively engage with their lessons. We have a high ratio of 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. School-wide wifi enables staff and students to make effective use of tablets and other mobile devices which enhance the learning experience.

## **Fronter – Managed Learning Environment (MLE)**

The Fronter 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. 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.

## **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 a number of school functions.

## **Feedback**

We are very interested in receiving parent and student feedback. Parents are asked to complete a feedback questionnaire once a year. Parents can also undertake an Ofsted survey called Parentview ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)). 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, using the feedback to inform staff and to further improve our provision..

## **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 oversee the strategic direction of the school, as well as to ensure that there is due regard of process in the school's daily actions. Governors bring a wide variety of expertise from their professional lives. 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.



## Equality of Opportunity

The school's Equality Action Plan is a comprehensive initiative covering four main categories through which we ensure all pupils have equality of opportunity, regardless of any disadvantage. This includes both curriculum and extra-curricular opportunities. The four main categories are:

- Attainment
- Behaviour Intervention
- Celebrating Diversity
- Inclusive Participation

We are proactive in analysing both progress and behaviour data to ensure that all groups of students achieve their potential and that no group is disadvantaged. Through our extensive equality agenda, we aim to ensure all pupils have equal opportunity at Woodbridge High School.

## Disability Access

The school is DDA compliant. 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 both visitors and parents access to parents' evenings and functions in the hall.

## 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 identify and remove barriers to learning in an effective and sustainable way.

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 every teacher 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 on a regular basis.

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

The progress of gifted and talented students within the classroom is an integral part of the school's Framework for Teaching. Identification of the highest achieving 10% of students comes from Year 6 academic results, triangulated against teacher, pupil and parent referrals and continues to be reviewed every year and after major assessments. Our approach is inclusive and aims to foster aspiration.

There is a common approach across subject departments to meeting the needs of the most able. Lead teachers in each department drive improvements in learning using the maxim: 'More / Less / First / Finest'. 'More' means that students are asked to tackle a greater quantity or complexity of material. They should get incrementally 'less' structured tasks towards independent open ended challenges, questions and extension activities. Gifted and talented students are asked to answer 'first' and to lead small groups. Their 'finest' will be the work they can assess themselves against the assessment criteria of the next key stage, widely published in classrooms.

Departments also offer a rich and varied programme of extra-curricular activity to encourage excellence in the arts, sports, languages, maths, literature and sciences.

In addition, outside of the curriculum, gifted and talented students are included in 'Hubble' projects. This year-round programme, aims to enrich academic enquiry is targeted at each year group in turn and linked to their current academic choices. There are additional whole school initiatives to foster the academic community, currently exemplified by the Debating Society.

We continue to expect increased numbers of A and A\* grades at GCSE and A Level. We monitor the expected rapid academic progress of student with high Key Stage 2 achievement in facilitation subjects needed to apply for a place at Russell Group Universities and other centres of excellence, so that all our students can aspire to the most brilliant future, using all of their gifts and talents to the fullest.

## 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 sporting activities
- student responsibility
- outdoor education and out of school hours learning
- student events and participation
- 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; debating; enterprise and trading events.

## 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.

## 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 takes 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.

## Further Information

You may find the following websites useful sources of additional information:

[www.woodbridgehigh.co.uk](http://www.woodbridgehigh.co.uk) (school website – pupil premium information, school policies)

[www.education.gov.uk/schools/performance](http://www.education.gov.uk/schools/performance) (school exam results and other performance information)

[www.ofsted.gov.uk](http://www.ofsted.gov.uk) (latest Ofsted report and Parentview questionnaire)

## 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.