



# WOODBIDGE HIGH SCHOOL

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# PROSPECTUS

Essential Information

2023-24



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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 a 10-form entry school with 300 students per year group and a large sixth form. The highly qualified teaching staff are all specialists in their separate areas. The school is a happy, flourishing and mutually respectful place of learning. The school's ethos is based on kindness, inclusion, respect and excellence in all that we do.

## **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.

### **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, Computing and Life Studies (a programme which delivers relationships, sex health, citizenship, enterprise and careers education).

The modern language curriculum is a unique feature of the school. Students and parents are given the opportunity to express two preferences: for either French or Spanish and either German or Russian. The availability of this choice will depend on there being roughly equal numbers for each pair of languages.

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.

Year 7 and year 8 students who do not meet 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 Computing, Art, Music, Drama, Media Studies, Business Studies, Child Development, Design & Technology, 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 9 or 10 GCSEs. Some students will study fewer and will be given support through our Study Support programme. Elements of the statutory curriculum such as RE, RSHE, 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 the Sixth Form Foundation Course for those students who need longer to prepare for advanced level study, as well as vocational courses (Cambridge Technical) and traditional A Levels. Full details of the range of courses can be found in the Sixth Form Prospectus on the school website. Each subject has an allocation of nine hours per fortnight in Year 12 and ten hours per fortnight in Year 13. There is also the opportunity for students to retake GCSE English and Mathematics in order to improve their grades.

We have a full Sixth Form Enrichment programme which provides a range of extra-curricular opportunities, including guest speakers. All Year 12 students participate in the Woodbridge Edge programme. They can select from a range of additional opportunities to enhance their learning and experience, including Duke of Edinburgh, debating, MOOCs, Extended Project Qualification, LORIC (Leadership), Tomorrow's Teachers and Sports Leaders. Sixth form students are encouraged to take part in community service in and outside of school.

All students in the Sixth form have a tutor with whom they will have morning registration and one-to-one meetings 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 regularly gain places at Oxford, Cambridge, Russell Group universities and other centres of excellence.

## 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
FP	Design & Technology			History			Geography			RE		Art		Music		Drama		PE			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			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						Biology, Chemistry, Physics						PE			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 & Tech.			History			Geography			RE			Art		Music		Dram.		Language Choice			Choice 1				

## 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						History or Geography						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
Biology, Chemistry, Physics									Language Choice						Choice 1				Choice 2					

## School Hours

The school operates a five-period day with 60 minutes for each period. The school hours are from 8.35am to 3.10pm. There is a split lunch break with year 7 and year 11 on lunch between 12.20pm and 1.00pm, and the rest of the school on lunch 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 at least 25 hours of teaching per week.

## Organisation of the School Day

Year 7 / Year 11		Year 8 / Year 9 / Year 10 / Year 12 / Year 13	
Time	Activity	Time	Activity
8.35am	Students must be in school	8.35am	Students must be in school
8.40 – 8.55 am	Morning Registration/Assembly	8.40 – 8.55 am	Morning Registration/Assembly
8.55 – 9.55 am	Period 1	8.55 – 9.55 am	Period 1
10.00 – 11.00 am	Period 2	10.00 – 11.00 am	Period 2
11.00 – 11.20 am	Break	11.00 – 11.20 am	Break
11.20 – 12.20pm	Period 3	11.20 – 12.20pm	Period 3
12.20 – 1.00 pm	Lunch	12.25 – 1.25 pm	Period 4
1.05 – 2.05 pm	Period 4	1.25 – 2.05 pm	Lunch
2.10 -3.10 pm	Period 5	2.10 -3.10 pm	Period 5
3.10pm	End of school day	3.10pm	End of school day
3.15 – 4.15pm	Period 6 (after school lesson)	3.15 – 4.15pm	Period 6 (after school lesson)

## **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 100% attendance and punctuality. The school will take action in cases where attendance is below expectations.

## **Behaviour and Code of Conduct**

The school has high expectations for student behaviour, a feature remarked on every year by parents and by visitors. Particularly noteworthy is the rapid and clear discipline whereby all students know the behaviour boundaries. This includes addressing all bullying incidents on the occasions where this takes place. The result is that students of all ages move confidently and safely around the site. Students display impressive attitudes to learning and are positively involved in their school community. Staff are fully aware of their place as role models for the students.

The school has a clear ethos which is called the Woodbridge Way. The focus is on kindness, tolerance, respect and excellence. The school's code of conduct provides staff, students and parents with a clear set of behaviour expectations based on the ethos.

The five aspects of our Code of Conduct are:

- Making sure learning comes first
- Respect for ourselves and others
- Following instructions first time every time
- Keeping our school safe
- Aiming for excellence.

## **Uniform**

The school is regularly praised for the demeanour and presentation of students. Many visitors 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 central to the work of any school and Woodbridge is a place where staff and students are passionate about learning.

Our set of consistent practices ('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. Staff training 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 using Firefly, our online home learning platform. They are 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 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 well equipped with ICT hardware: each classroom has digital projection facilities or smart screen technology, which allows students to actively engage with their lessons. Students have access to computers and safe internet usage across the school site. School-wide wifi enables staff and students to make effective use of tablets and other mobile devices which enhance the learning experience.

## **The Parent Teacher Association**

The Parent Teacher Association is a successful partnership of parents, staff and students, combining fund-raising 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 and 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 give feedback about their school experience. Senior leaders, heads of departments and year co-ordinators meet regularly with groups of students, using the feedback to inform staff and to further improve our provision.

## **Governors**

The Governing Body comprises parent governors, local authority governors, ten co-opted governors and 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. Complaints, in the first instance, should be referred to the Headteacher. Matters which remain unresolved will then be referred to the Chair of Governors.

## **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.

## **Relationships, Sex and Health Education (RSHE)**

RSHE is taught as part of the Life Studies programme. Our RSHE policy and syllabus are set out on our website, together with example resources for Life Studies lessons. All teachers teaching Life Studies receive specialist training. Parents have the right to withdraw their child from Sex Education, but not Relationships or Health Education. Students may opt back in three terms before their 16th birthday. Parents should discuss their concerns initially with the Life Studies Co-ordinator.

## **Diversity, Equity and Inclusion**

Woodbridge is a diverse and inclusive school. The school is committed to working to ensure that all students have equality of opportunity and are treated equitably. We work actively to remove any barriers preventing this. We are also 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 students have equal opportunities at Woodbridge High School.

## **Disability Access**

The school is DDA compliant. Power-assisted doors, level and wide access routes, low-level counters and a new disabled toilet have improved access for disabled staff, students and visitors, thus enabling access to the ground floor of the Mallards building. The Wynndale Foyer and Hall also comply with DDA regulations, allowing both visitors and parents access to parents' evenings and functions in the hall. The Sports Hall has a level access ramp as well as a power-assisted, double door entrance. The Roding building is completely accessible with level access and a platform lift that accesses each floor.

## **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.

## Higher Aspiring Pupils

Students can be identified as Higher Aspiring Pupils (HAP) on the basis of their Key Stage 2 results, primary school recommendation, or their baseline testing when they arrive. In addition, students can apply to be part of the programme if they can demonstrate high aspiration through their effort in lessons or through the quality of application. Students are also added on the basis of high achievement demonstrated whilst at Woodbridge. The school's provision comprises three aspects: extra-curricular provision, provision in every lesson, and the monitoring of students throughout the year.

The extra-curricular programme takes place weekly after school. Programmes vary each year, but recent modules have focused on LORIC (the skills of leadership, organisation, resilience, independence and communication), debating, the Higher Project Qualification (HPQ), for which they must undertake extensive research on a topic of their choice, and subject-specific masterclasses.

There is a common approach across subject departments to meeting the needs of the highest achieving students. 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' structure with their tasks and work towards independent open-ended challenges, questions and extension activities. Higher achieving 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.

## Beyond Excellence Provision

Success and achievement are 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 'Beyond Excellence' (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 sporting activities, student responsibilities, outdoor activities, student events and participation, house activities and competitions, student inclusion.

Many of the activities organised by the Beyond Excellence 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.

The Beyond Excellence Team also support students who are entitled to Pupil Premium provision through a range of visits, experiences and activities.

## 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, 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.

## **School Travel Plan**

The school has a detailed travel plan which records how students travel to school and looks at ways in which we can encourage sustainable travel. We would encourage all students to either walk, cycle or use public transport where possible and where appropriate. Students should behave thoughtfully and respectfully when travelling by bus or tube. We would also ask parents not to park close to the school to avoid congestion and to increase levels of safety for the students. It is important that students take responsibility for their safe travel when walking, particularly when crossing roads. Students should be considerate towards members of the public on the pathways and also on public transport. Senior staff are on duty outside of school every day; students should contact a member of staff if they have any issues with their journey home.

## **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, Innovate, 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'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)