

# Woodfield School



## Woodfield School – School Improvement Plan 2021-2024

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## **School improvement planning**

School Improvement Planning is determined by a number of factors:

- Robust and effective School Self Evaluation
- Internal stakeholders' views i.e. pupils, staff, parents/carers and governors
- External stakeholders' views i.e. School Improvement Partner, Local Authority, Challenge Partners, Ofsted etc.
- In response to the new Education Inspection Framework
- The changing needs/priorities/directives of our special school setting

## Guiding principles

- Our curriculum offer is relevant and personalised to meet a wide range of special needs. It is aspirational in terms of academic progress as well as preparing pupils for life beyond Woodfield.
- Teaching is consistently good or better, with a 'total communication' approach which enables all pupils whatever their background to demonstrate excellent progress across a wide range of subjects
- The school 'Relationship Management Policy' is used consistently to underpin learning and to ensure all pupils feel valued and are able to celebrate their achievements.
- The school embraces a range of interventions to ensure that all pupils can make progress from their starting points however complex their barriers to learning.
- Marking, feedback and assessment take place with pupils in every lesson to ensure learning is scaffolded precisely and pupils know their next steps.
- Parents, carers and families are fully included in the school community
- The school accommodation and resources offer a positive environment that promotes independence for all pupils.
- All staff have access to high quality professional development and performance management dialogue with a focus on pathways to leadership and progression.
- Woodfield is committed to working with all our partners to promote excellence, exchange of knowledge and skills and to lead on SEND and Inclusion.
- Woodfield is committed to working collaboratively with schools within Compass Learning Partnership and Brent LA to continue to support post 19-25 SEND Education.

## **Woodfield School - Our Mission**

At Woodfield School we provide a secure, enjoyable, and stimulating place to learn and work, where everyone feels proud of what they have achieved. We have a practical curriculum that is personalised and engaging and where all staff have high expectations that challenge and meet the individual needs of our pupils respecting the multicultural environment of the school. We develop skills for independence preparing pupils for an active and fulfilling role in society. We foster close working relationships with parents and carers, enabling them to play a full part in the education of their children and feel part of the school community.

### **Our Vision - '*Creating a Community of Lifelong learners*'**

We strive for all our pupils to become successful learners and ensure all their endeavours are valued. We reward and recognise every step pupils take on the journey to reach their full potential. As a school community we celebrate success with pupils in all aspects of their learning experiences through accreditations and the vocational pathways they choose. We want all learners to leave Woodfield on clear, personalised pathways leading to further education, independence, employment opportunities, social inclusion, and healthy lifestyles.

### **Our Values- 'The Bill of Rights'**

We believe in **democracy**.

'We have a voice and can say what we need and what helps us learn'.

We believe in the **rule of law**.

'The school rules keep us safe.'

We believe in **individual liberty**.

'We make the right choices.'

We believe in **mutual respect and toleration of different faiths and beliefs**.

'We are all different and we respect this.'

## **Curriculum Rationale**

**‘Creating stimulating and aspirational learning experiences that prepares all students for adulthood.’**

### **‘The Code of Practice 2015’ stipulates (Page 28)**

‘With high aspirations, and the right support, the vast majority of children and young people can go on to achieve successful long-term outcomes in adult life. Local authorities, education providers and their partners should work together to help children and young people to realise their ambitions in relation to:

- higher education and/or employment – including exploring different employment options, such as support for becoming self-employed and help from supported employment agencies
- independent living – enabling people to have choice and control over their lives and the support they receive, their accommodation and living arrangements, including supported living
- participating in society – including having friends and supportive relationships, and participating in, and contributing to, the local community
- being as healthy as possible in adult life ‘

### **Our Priorities- over the next three years we will:**

Continue to personalise learning opportunities which reflect our rationale for the curriculum, our assessment procedures and refinement of our curriculum offer

Continue to set aspirational pupil centred outcomes on Education Health and Care plans that prepare for adulthood and transition into the wider community

Implement and embed the Mental Health and Wellbeing Strategy throughout the school for pupils and staff

Deliver high quality CPLD to ensure teachers and support staff are appropriately skilled and have an impact on pupil progress.

## Leadership and Management

### Leadership and management: Priorities identified from whole school and department evaluations

- **Support pupils and staff through the COVID pandemic**
- **All staff have a clear understanding of the vision and values of Woodfield School and the priorities for improvement**
- **Offer high quality CPLD, coaching and mentoring to ensure teachers and support staff are appropriately skilled and impact the progress of all pupils.**
- **AET framework - implementation of strategies across the school / trust**
- **Sustain outstanding Governance across the school**

1: Recovery from the COVID pandemic	Timeframe(TF)-Lead	Review	Cost
COVID Risk assessment updated in line with current Government Documentation and supported by Trade Unions	Ongoing - NCO		
<b>Success Criteria</b> <ul style="list-style-type: none"> <li>● All pupils have access to a high quality educational experience during the COVID pandemic</li> <li>● Staff have the training and skills to support pupils to best possible progress and outcomes and prepared for life beyond Woodfield</li> <li>● Staff and pupils feel safe with the protective measures in place throughout the pandemic</li> </ul>			

2: Mission and Vision statements revisited	TF-Lead	Review	Cost
Time at INSET for reworking Mission Statement and Vision	T1 - NCO	✓	
Mission Statement and Vision shared with LGB	T1 - NCO		
Mission Statement and Vision shared with Student Council	T2 - JMO		

Mission and Vision Statement printed and visible in all classrooms and work areas throughout school	T2 - NCO		
<b>Success Criteria</b> <ul style="list-style-type: none"> <li>• Mission and Vision statement reworked and visible throughout the school for all staff, pupils and visitors to refer to.</li> <li>• All Stakeholders are aware of what we are trying to achieve and pulling in the same direction</li> </ul>			

<b>3: Offer high quality CPLD, coaching and mentoring to ensure teachers and support staff are appropriately skilled and impact on progress of all pupils.</b>	TF-lead	Review	Cost
Set up an internal CPD programme for leaders, teachers, support and admin staff	T1 - JOD	✓	
Phonics and reading strategies training	T1 - JEM	Rolling programme in place	
Create and embed a coaching model that operates throughout the school at all levels	JOD	Agreed programme	
Support Joint Practice Development with teachers (triads)	T2 – DWO/SDE		
Offer NPQ courses to aspiring Senior Leaders	T1 - NCO		
<b>Success Criteria</b> <ul style="list-style-type: none"> <li>• Internal CPD programmes in place</li> <li>• Phonics and reading strategies training researched and agreed</li> <li>• Coaching CPD offered to all staff</li> <li>• JPD encouraged and supported through CPD programmes</li> <li>• JPD supported through Teaching &amp; Learning CPD and activities</li> <li>• Teachers signed up to NPQ courses to support growth and succession planning</li> </ul>			

4: AET Framework implemented and delivered across the school / trust	TF-Lead	Review	Cost
<p><b>For more details see the full Delivery Plan <a href="#">here</a></b></p> <p>Identified staff trained to deliver AET programme across the school / trust / Brent</p> <p>Roll out “Making sense of Autism” to all new staff across the Trust.</p> <p>Identify auxiliary staff across trust and time to deliver, contact Brent Transport.</p> <p>Identify staff for Good Autism Practice i.e. through needs analysis / skills audit. Identify date for delivery.</p> <p>Contact local network to gauge interest - partner school, senco network etc</p> <p>Arrange QA Peer Reviews with Strategic Partner</p> <p>Investigate further reach in Local Area (Brent) and review the year.</p>	<p>T1- JOD</p> <p>T1 - JOD</p> <p>T2 - JOD</p> <p>T2 - JOD</p> <p>T1 - JOD / JTH</p> <p>T2 - JOD</p> <p>T3 JOD / JTH</p>	<p>✓</p> <p>✓ ongoing</p> <p>✓ ongoing</p> <p>✓ ongoing</p> <p>✓ ongoing</p> <p>✓ ongoing</p>	
<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>• School staff report that the AET training has increased their knowledge, skills and confidence in relation to autism provision</li> <li>• Case study to highlight success of AET approach</li> <li>• Exclusions for autistic pupils decreases (partner schools)</li> <li>• Autistic Pupils make the same or better progress than their peers</li> <li>• Successful in AET Quality Assurance Processes</li> </ul>			

5: Sustain Outstanding Governance across the school	TF-Lead	Review
Allocate Link Governors to all areas of the OFSTED framework  Link Governor visits and Learning Walks (visit classrooms – when safe to do so post pandemic)  Identify training to address gaps in Governor knowledge  Training in OFSTED requirements of the GB  Annual review of Governance	Chair  NCO  Clerk  NCO/Clerk  NCO/SIS	
<b>Success Criteria</b> <ul style="list-style-type: none"> <li>• Governors are fully involved in the school and regular visits are made</li> <li>• New governors receive training and carry out their roles and responsibilities effectively</li> <li>• Governors are confident in leading the school through an OFSTED inspection</li> </ul>		

<b>Quality of Education</b> <b>Priorities identified from whole school and department evaluation</b>
<ul style="list-style-type: none"> <li>• <b>Recovery after covid whilst ensuring that we are prepared to revert to online learning in case of further lockdowns and restriction.</b></li> <li>• <b>Continue to refine the curriculum to support the changing needs of pupils and diversity of the school population</b></li> <li>• <b>Teachers and Learning Assistants improve use of technology to record and store pupils work using EFL</b></li> <li>• <b>Work with Brent Harrow and Herts Assessment Group (BHHAG) to moderate standards in identified subjects</b></li> <li>• <b>A whole school focus on money and Financial Education ( Become a Centre of Excellence)</b></li> <li>• <b>Reading strategy implemented (to include phonics)</b></li> <li>• <b>Refine assessment system to support progress of pupils and ensure it is in line with assessment policy and procedures</b></li> </ul>

1: Recovery after the covid lockdowns whilst ensuring that we are prepared to revert to online learning in case of further lockdowns and restriction.	TF- Lead	Review	Cost

<p>Tutoring and targeted support for those undertaking accreditations.</p> <p>Targeted support for those not making expected progress and those that have had setbacks as a result of the lockdowns.</p> <p>Continued monitoring of SEMH across the school.</p> <p>Mental health strategy to be reviewed annually.</p> <p>Carry out a new survey on home technology availability.</p> <p>Ensure all teachers are fully trained and proficient in the use of Microsoft teams and our new Microsoft system for delivering virtual learning.</p> <p>All classes to have their Microsoft classroom set up and ready for use.</p> <p>Ensure that all pupils/ parents are aware of how to access the Microsoft classroom.</p> <p>Teachers, LLAs and students <a href="#">virtual expectations</a> shared and understood.</p> <p>Continuous monitoring of content, usage, work being uploaded.</p> <p>Continuous monitoring and assessment to take place.</p> <p>Ensure alternative home learning is prepared and sent home in the event of technological difficulties or lack of technology.</p> <p>Continued access to therapies and PBS.</p>	<p>Ongoing: DWO and AHTs</p> <p>Ongoing: DWO and AHTs and DMA</p> <p>T3</p> <p>DMA</p> <p>DPH Termly</p> <p>DPH/RAHT2</p> <p>DPH/RAHT2</p> <p>DPH/RAHT2</p> <p>T1 and then when needed</p> <p>KPR</p> <p>DWO and AHTs</p> <p>DWO and AHTs</p> <p>DWO and AHTs</p> <p>KPR/DMA</p>	<p>Termly</p>	
<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>All pupils are engaged in their learning and making at least expected progress.</li> </ul>			

<ul style="list-style-type: none"> <li>• Subject specialists are supporting class teams and pupils to ensure continued and sustained progress.</li> <li>• Lessons are well planned, meaningful and purposeful</li> <li>• Learning is not halted or slowed due to possible virtual offer.</li> <li>• All staff are proficient in using the new Microsoft system.</li> </ul>	
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1: Continued refinement of the curriculum to support the changing needs of pupils and diversity of the school population	TF- Lead	Review	Cost
<p>Ensure PfA outcomes continue to be at the heart of all intentions and that implementation and impact reflects this.</p> <p>Training and ongoing support for staff in PFA and embedded learning approaches.</p> <p>Ensure inclusivity and student focused approach with EHCP central</p> <p>Ensure all learning is meaningful, purposeful and outcome focussed.</p> <p>All planning to reflect PFA outcomes and embedded learning.</p> <p>To assess PFA through the new milestones which includes skills builder.</p> <p>All class staff to know and understand individuals future pathways, aspirations and plans.</p> <p>Embed The Gatsby benchmarks in the wider curriculum as well as formalised <a href="#">focussed careers lessons</a> for pathway 2 students.</p> <p>Refined curriculum offer embedded across the school post COVID</p> <p>All department leads and Key stage leaders to complete a DIP and evaluate through the DEF annually to then feed into the whole school improvement document.</p>	Ongoing DWO		
<b>Success Criteria</b>			

<ul style="list-style-type: none"> <li>The curriculum is strong, broad, balanced and exciting with PFA at the core. Pupils learning is meaningful to the individual and focusses on the skills and knowledge needed for life.</li> </ul>	
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<b>2: Teachers and Lead Learning Assistants improve use of technology to record, assess and store pupils work</b>	TF-Lead	Review	Cost
Ongoing training on assessment using the EFL website and app System which allows parents to see pupil work System monitored by Assessment Lead	Ongoing AHT's	T1 Initial training for teachers and Lead learning assistants using on EFL	
<b>Success Criteria</b> <ul style="list-style-type: none"> <li>System successfully embedded by all teachers and assistants.</li> <li>Effective assessment procedures supported by EfL for both pathways</li> <li>System in place to allow parents to access pupils work.</li> </ul>			

<b>3: Work with the Brent Harrow and Herts Assessment Group to moderate standards in identified subjects</b>	TF- Lead	Review	Cost
HOD externally moderate with 8 schools Milestones are Quality Assured EHCP outcomes are benchmarked	Ongoing - HOD DWO	BHHAG meetings	
<b>Success Criteria</b> <ul style="list-style-type: none"> <li>Benchmarking data verifies judgements of Woodfield School</li> </ul>			

<b>4: A focus on Money and Financial Education</b>	TF- Lead	Review	Cost
Baseline pupils at the beginning and end of the programme	T1- SHU	Review T3	

<p>Parental involvement in supporting financial education</p> <p>Support all teachers to embed elements of Financial Education</p> <p>Identify cross curricular links and roll out across the Key Stages.</p> <p>Quality Assurance of Financial Education throughout the school</p> <p>Young Money consultant to support the process of training relevant staff in delivering Financial Education.</p> <p>All students have opportunities to develop money and financial skills in real life situations, both in school and in the community.</p>	<p>T2- SHU</p> <p>T2- SHU</p> <p>T2- SHU</p> <p>ongoing-SHU</p> <p>Ongoing SHU</p>	<p>Parent coffee morning</p> <p>HoD meeting</p> <p>Staff training on financial education.</p> <p>Community visits include a financial element</p> <p>KS4&amp;5 curriculum has financial education embedded into independence lessons.</p> <p>Meetings held T1</p>	
<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>• Financial Education embedded in the curriculum</li> <li>• Gain accreditation as a Centre of Excellence for Financial Education</li> <li>• Staff are confident in teaching Financial Education</li> </ul>			

5:Reading strategy	TF- Lead	Review	Cost
<p>Audit reading strategies for all pupils</p> <p>Identify individualised <a href="#">reading</a> journeys and ensure these are planned for and implemented throughout the curriculum.</p> <p>Staff training in delivering differing reading strategies</p> <p>Staff training in the new whole school reading strategy.</p>	<p>T2 DWO/JEM and class teachers</p> <p>T2 DWO/JEM</p> <p>T2 DWO/JEM</p> <p>T2</p>	<p>Reading pathways established</p> <p>Staff meeting and initial training on reading pathways</p>	

<p>Reading sessions integrated into literacy lesson structures</p> <p>Identify member of staff to run and organise book club</p> <p>Operational support for running the library</p> <p>Audit pupils to understand reading habits</p> <p>Ensure age appropriate books and sufficient books matched broadly to pupils' levels of reading ability are stocked in the library and classrooms</p> <p>Organise reading books to go home and monitor reading progress</p> <p>I</p>	<p>DWO/JEM T2 DWO/JEM</p> <p>T2 JEM</p> <p>T1 DWO/JEM</p> <p>T1 JEM and class teachers</p>		
<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>• Whole school reading strategy rolled out across the school</li> <li>• All staff trained in the differing reading styles and strategies.</li> <li>• Improvement in reading strategies used by students</li> <li>• Increased engagement in reading</li> </ul>			

6: To further refine our new assessment system to ensure: all evidence is robust and clear; progress is recorded regularly; that it supports progress of pupils as well as keeping in line with assessment policy and procedures	TF- Lead	Review	Cost
<p>Explore the effectiveness of MAPP, Is this useful for pathway 2.</p> <p>Ensure all new milestones are on EFL and that they reflect the curriculum and include a functional element as well as PFA</p> <p>Improve baselining practices (a good assessment system and T&amp;L must be based on starting points)</p> <p>Improve evidencing procedures through EFL</p> <p>Improve moderation processes both in house and through BHHAG</p>	<p>T1 – SLT</p> <p>T1 DPH/SLT</p> <p>T2 – SLT</p>	<p>New milestones created</p> <p>All information extracted from Classroom monitor</p> <p>Assessment team established</p>	

Use EFL for all classes	Ongoing SLT  Ongoing SLT	EFL training taken place and is on going  Ipad in all classrooms for evidencing and accessing EFL	
<b>Success Criteria</b> <ul style="list-style-type: none"> <li>• Decision on MAPP for all will have been made.</li> <li>• Baseline practises will be robust and accurate</li> <li>• All targets met will be evidenced to a high standard</li> <li>• Moderation processes will be robust and meaningful, ensuring our assessment is accurate across the school.</li> <li>• EFL will be being used to a high standard across all classes.</li> </ul>			

<h2>Behaviour and Attitudes</h2> <h3>Priorities identified from whole school and department evaluation</h3>
<ul style="list-style-type: none"> <li>• <b>Implement a Positive Behaviour Support (PBS) approach to managing behaviours that challenge</b></li> <li>• <b>Relationship Management (Behaviour) Policy amended to reflect changes since the whole-school class-based model was adopted.</b></li> <li>• <b>All staff are confident in applying best practice restrictive physical intervention when required.</b></li> <li>• <b>Attendance at 95% with zero fixed term exclusions.</b></li> <li>• <b>Attitudes to learning are consistently positive across classes and subjects.</b></li> </ul>

1: Implement a Positive Behaviour Support (PBS) approach to managing behaviour	TF- Lead	Review	Cost
Refine current policies and procedures to reflect Positive Behaviour Support focus.	T2 KPR/SDE/JOD/M WA		

Refine the system for recording and reporting behaviour concerns as well as student achievement	T3 KPR/DPH/ SDE/JOD/MWA		
Evaluate and continue to embed the Zones of Regulation across the school.	T3 ISL		
Staff training in managing complex SEND behaviour.	T3 KPR/DPH/ SDE/JOD/DBE/DH I		
Restrictive Physical Intervention and de-escalation training provided for all staff	T3 KPR/SDE		
<b>Success Criteria</b>			
<ul style="list-style-type: none"> <li>Staff feel equipped in managing challenging behaviours</li> <li>Reduction in call outs to Positive Behaviour Support team</li> </ul>			

<b>2: Keep Fixed Term Exclusions and Attendance are in line with school targets</b>	TF- Lead	Review	Cost
Fixed Term Exclusions = Zero	NCO		
Attendance in years 7-11 is 95%	NCO/PHU		
Attendance in KS5 is 94%	NCO/PHU		
<b>Success Criteria</b>			
<ul style="list-style-type: none"> <li>School Targets are met (or as close as possible)</li> </ul>			

<b>3: Attitudes to learning are consistently positive across classes and subjects.</b>	TF- Lead	Review	Cost
Identify what a positive attitude to learning looks like for each student.	Dec 2021 - KPR/Form Tutors		

Ensure all students are included in the school-wide merit/reward system.	Jan 2022-Form Tutors		
<b>Success Criteria</b> <ul style="list-style-type: none"> <li>● Students speak positively about their learning experiences</li> <li>● Where possible, students can articulate how they have progressed academically across the year</li> <li>● Increase in individual achievement slips.</li> </ul>			

## Personal Development

### Priorities identified from whole school and department evaluation

- Implement and embed the Mental Health and Well-being Strategy for the whole school (pupils and staff)
- Pupils' holistic development will be supported by additional interventions/ therapy / activities to raise confidence and self esteem
- Enterprise projects to impact on pupils' team working and leadership skills.

1: Implement and embed the Mental Health and Well-being strategy for the whole school (pupils and staff)	TF- Lead	Review	Cost
Ensure documents relating to the well-being strategy are clear and that pupils and staff know how to access these.	T3 – DBE/KPR	Termly	
Ensure elements of Mental Health and Well-Being awareness and strategies are included in whole-staff training.	T2 – DBE/DHI/KPR	Termly	
Evaluate the work of current Mental Health First Aiders and commission more if necessary	T3 – DBE/KPR	Termly	
Evaluate effectiveness of 'Worry Boxes' for students and refine the process, as necessary.	T3 – DBEKPR	Termly	
Evaluate effectiveness of 'Buddy System' for staff and refine the process, as necessary.	T3 – DBE/KPR	Termly	
<b>Success Criteria</b> <ul style="list-style-type: none"> <li>● Implementation of an effective Mental Health Strategy leading to improved staff and pupil wellbeing</li> <li>● Staff and pupils are supported and have access to the appropriate resources relating to mental health and well-being.</li> </ul>			

<b>2: Pupils' holistic development will be supported by additional interventions to raise confidence and self esteem</b>	TF- Lead	Review	Cost
Personalised and therapeutic interventions are in place for identified pupils and evaluated effectively.	T3 - Referral Team		
There is a clear procedure for allocating therapeutic <a href="#">interventions</a> All staff can view this allocation.	T2 – DBE/KPR		
Pupil Premium funding is used to support interventions which raise confidence and self-esteem.	T1- KPR		
Evaluate effectiveness of the Mentoring program and make adjustments where necessary.	T2 – MFE/DBE		
Ensure 'Orange Folders' accurately reflect interventions in place for students where applicable.	T3-DWO		
E-training offer implemented by SALT and OT, available for all teaching staff.	T3 - DBE, ISL		
<b>Success Criteria</b> <ul style="list-style-type: none"> <li>Targeted interventions lead to increased levels of engagement in learning, behaviour, self-esteem, and pupil awareness of their own holistic needs.</li> </ul>			

<b>3: Enterprise projects and Work Experience to impact on pupils' team working and leadership skills.</b>	TF- Lead	Review	Cost
Opportunities for Enterprise are made available across the whole school	T3 -CPA		
Whole school initiative for enterprise is reflected in PSHE and Careers policies	T3- CPA/JMO		
Enterprise projects rolled out across the whole school	T3- CPA/SDE		

Skills Builder to be implemented across the school, targets reflected in Personal Learning Goals.	T3-CPA/SDE		
Personalised Work Experience in KS4/5 to be implemented	T3-SDE/DWO		
<b>Success Criteria</b> <ul style="list-style-type: none"> <li>• A clear increase in team and leadership skills as a result of Enterprise Projects and Work Experience.</li> <li>• PSHE and Careers policies are updated to reflect current practices</li> </ul>			

<h2>Post 16</h2> <h3>Priorities identified from whole school and department evaluation</h3>
<ul style="list-style-type: none"> <li>• Pupils achieve accreditations relevant to their future pathways, trajectories and aspirations.</li> <li>• Quality work experience and work-related learning/Vocational Education and careers education to be expanded and improved.</li> <li>• Attendance target- 94%.</li> <li>• Strengthen community and business links to develop opportunities for pupil engagement and employability.</li> <li>• Work towards completion of the Quality in Careers Standard and embed Gatsby Benchmarking into whole school careers</li> <li>• Embed personalised pathways within KS5 Curriculum offer</li> </ul>

1: Pupils achieve accreditations relevant to their future pathways, trajectories and aspirations.	TF- Lead	Review	Cost
Pathways for post 16 pupils are mapped with relevant destinations.	T2-DWO/SDE	Ongoing work with Connexions	
Destinations are expanded in line with student needs.	T2-DWO/SDE		

<p>Entry requirements (accreditations) for courses are considered and offered where possible and appropriate.</p> <p>Expand on OCR Entry Level Certificates and Level 1</p> <p>Introduce Functional skills Life and Living skills for pathway 1</p> <p>Aspirational and Realistic PFA outcomes are reviewed at ARs and are reflected on PLPs.</p> <p>Implementation of a third pathway to support our students who can achieve higher level qualifications.</p> <p>Parents survey reflects satisfaction levels</p>	<p>DWO/SDE</p> <p>T2- DWO/SDE</p> <p>T2- DWO/SDE</p> <p>T3- SDE(Piloted in T3)</p> <p>T3- DWO/SDE</p>	<p>In place</p>	
<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>• Pupil destinations are linked to their experiences and needs.</li> <li>• 100% of Pupils achieve a relevant qualification by the time they leave Woodfield School.</li> <li>• 100% of pupils have meaningful and purposeful PfA outcomes on their EHCPs and PLPs.</li> <li>• Pupils have a wider choice of destinations.</li> <li>• Higher level learners have opportunities to work towards and complete higher-level qualifications through a pathway 3 plan.</li> </ul>			

<b>2: Quality work experience and work-related learning/Vocational Education and careers to be expanded and improved.</b>	TF- Lead	Review	Cost
<p>New TLR vocational education and PFA post and Link with TVS and Oaktree for extended work experience.</p> <p>Establish new links and partnerships.</p> <p>Re-establish links with Hilton Wembley</p>	<p>T1- DWO</p> <p>T1/T2-DWO</p> <p>T3-DWO</p> <p>T3-DWO</p> <p>T3/SDE</p>	<p>In place</p>	

Establish links with SCS railways	T3/SDE		
Establish links with Halfords	T3-DWO/SDE		
Network and liaise with local businesses and companies to establish external work experience for those that it is appropriate and meaningful for.	T2-DWO		
Pupil and staff training for work experience	T2-DWO/SDE		
Improve our in-house work placement programme to include: Site support, administration, car mechanics, child care (with links for practical at TVS) Retail (TVS)	T1/SDE/CPA		
	T1-SDE/DWO		
Develop careers education provision at Woodfield School	T2-DWO		
Provide an experience of the work environment to all learners	T3- SDE/DWO		
Report to GB on progress of developing the provision	DWO		
Reflect PfA outcomes throughout the curriculum	T2 - SDE/CPA/JMO		
<b>Success Criteria</b> <ul style="list-style-type: none"> <li>• Work experience or an experience of work is completed by 100% of pupils by the end of KS5.</li> <li>• Work placements are tailored to the aspirations of the individual pupil.</li> <li>• Work related learning/Vocational education is effectively planned, monitored, assessed and evaluated to ensure continued improvement and progress.</li> <li>• Extended opportunities for pupils in Vocational Education that utilises collaborative links with TVS and further community groups</li> </ul>			

<ul style="list-style-type: none"> <li>PFA outcomes are clearly supported through the curriculum content</li> </ul>	
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<b>3 : Raise attendance to 94%</b>	TF- Lead	Review	Cost
Attendance target- 94%. KS5 Attendance Policy updated Half termly attendance awards Termly attendance trophy Develop home/school relationships	T2: SDE	Ongoing	
<b>Success Criteria</b> <ul style="list-style-type: none"> <li>Attendance is raised to 94%</li> </ul>			

<b>4: Strengthen community and business links to develop opportunities for engagement and employability</b>	TF- Lead	Review	Cost
Develop careers cluster through prospects education  Employers come into school to discuss career pathways  Introduce local business into Woodfield school  Transition pathways identified for learners giving them the opportunity to engage in Steps into work programme and Project Search post 19  Pupils are aware of the community and what it has to offer them.  Pupils are given opportunities to carry out lessons in the community.	T1 -DWO  T2- DWO/SDE/C PA  T2- DWO/SDE/C PA  T1-DWO T2-DWO  T1-SDE/CPA  T1-SDE/JMO  T2-DWO		

Join Brent community projects			
<b>Success Criteria</b> <ul style="list-style-type: none"> <li>Pupils are aware of the world of work and are actively engaged in a wide variety of experiences.</li> </ul>			

<b>5: Work towards completion of the Quality in Careers Standard and embed Gatsby Benchmarking into whole school careers</b>	TF- Lead	Review	Cost
<p>For more details see The Careers and Gatsby Action Plan.</p> <p>Complete Quality in Careers Standards online workbook: 11 Units</p> <p>Develop and gain approval of CEIAG Policy from the governing body and ensure this is published on the website.</p> <p>Stakeholders consulted as part of annual evaluation to support the development of the programme.</p> <p>Embed stable programme of careers education and guidance ensuring progression from year 7 - 14 which aim to raise aspirations, promote equality of opportunity, celebrate diversity and challenge stereotypes</p> <p>Create links and ensure learners have at least one meaningful encounter with an employer every year they are at school</p> <p>Careers guidance process to appropriately involve parents and carers as well as annually provided with relevant up to date information</p> <p>Develop meaningful encounters with providers of the full range of learning opportunities, including colleges, apprenticeship and supported internship providers where appropriate</p>	<p>T3- DWO/SD E/CPA</p> <p>T1- CPA/SDE</p> <p>T3- DWO/SD E/CPA</p> <p>T3- DWO/SD E/CPA</p> <p>T2- DWO/SD E/CPA</p> <p>T3- SDE/CPA</p> <p>T3- DWO /JPO/SD E</p>	<p>3 units complete</p>	

<b>Success Criteria</b> <ul style="list-style-type: none"> <li>Quality in Careers Standard completed with embedded Gatsby Benchmarking within the whole school curriculum</li> </ul>	
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6: Embed personalised pathways within KS5 Curriculum offer	TF- Lead	Review	Cost
<p>New TLR for PFA established.</p> <p>Expand vocational learning opportunities and explore project-based learning opportunities within curriculum offer</p> <p>Pathways for post 16 pupils mapped with relevant destinations</p> <p>Pupils and carers to play an active role in decision making with regards to relevant pathways</p> <p>Explore changes to the timetable and curriculum organisation to fit in with the changing needs of the pupils</p> <p>Embed PFA as the focus and overall intention of the post 16 curriculum.</p> <p>Vocational learning linked to KS3 and KS4 showing clear progression</p>	<p>T1- SDE/CPA</p> <p>T2- DWO/SDE</p> <p>Ongoing</p> <p>T1- SDE/DWO</p> <p>T1- SDE</p> <p>T2- CPA</p>		
<b>Success Criteria</b> <ul style="list-style-type: none"> <li>Widening range of vocational options for pupils as they progress through KS5 (following on from KS3&amp;4)</li> <li>Pupils pathways are personalised leading to appropriate destinations at 19</li> <li>All pupils have PfA outcomes and these are embedded into the</li> </ul>			

## Appendix 1: Progress data for 2020-2021

### Pathway 1

At the end of Summer term.

The data covers Communication, Thinking Skills, Myself, and Creativity. Not all classes set targets for Community, Vocational Skills and LifeLong Learning, so the results from these three have been excluded from this analysis.

The progress made by pupils over the two terms is below what pupils have achieved in years when there were no interruptions to on-site learning. The vast majority of pupils are making expected or better progress across the strands.

Of those who have not made expected progress, the pupils have been linked to difficulties with the access to work during the initial stages of lockdowns, difficulties with establishing routines for work at home or an extended absence during the times we were offering on site provision (e.g. autumn term)

	<b>Exceptional</b>	<b>Better Than Expected</b>	<b>Expected</b>	<b>Working Towards</b>
<b>Year 7 (17 pupils)</b>	11.76%	11.76%	70.59%	5.88%
<b>Year 8 (14 pupils)</b>	12.50%	25.00%	50.00%	12.50%
<b>Year 9 (17 pupils)</b>	7.14%	14.29%	64.29%	14.29%
<b>Year 10 (11 pupils)</b>	0.00%	18.18%	72.73%	9.09%
<b>Year 11 (4 pupils)</b>	25.00%	25.00%	25.00%	25.00%
<b>Year 12 (4 pupils)</b>	25.00%	25.00%	25.00%	25.00%
<b>Year 13 (5 pupils)</b>	0.00%	20.00%	60.00%	20.00%
<b>Year 14 (3 pupils)</b>	0.00%	33.33%	33.33%	33.33%

	<b>Exceptional</b>	<b>Better Than Expected</b>	<b>Expected</b>	<b>Working Towards</b>
<b>KS3 (48 pupils)</b>	10.34%	16.52%	62.35%	10.79%
<b>KS4 (15 pupils)</b>	3.92%	16.05%	68.10%	11.94%
<b>KS5 (12 pupils)</b>	8.33%	25.00%	41.67%	25.00%

## Pathway 1 by SEN

ASD	Exceptional	Better Than Expected	Expected	Working Towards
Year 7 (7 pupils)	14.29%	14.29%	57.14%	14.29%
Year 8 (8 pupils)	12.50%	25.00%	50.00%	12.50%
Year 9 (13 pupils)	0.00%	23.08%	69.23%	7.69%
Year 10 (4 pupils)	0.00%	25.00%	75.00%	0.00%
Year 11 (1 pupils)	0.00%	0.00%	100.00%	0.00%
Year 12 (0 pupils)	0.00%	0.00%	0.00%	0.00%
Year 13 (3 pupils)	0.00%	33.33%	33.33%	33.33%
Year 14 (0 pupils)	0.00%	0.00%	0.00%	0.00%

PP	Exceptional	Better Than Expected	Expected	Working Towards
Year 7 (8 pupils)	12.50%	25.00%	50.00%	12.50%
Year 8 (8 pupils)	12.50%	12.50%	62.50%	12.50%
Year 9 (13 pupils)	0.00%	23.08%	61.54%	15.38%
Year 10 (6 pupils)	0.00%	16.67%	66.67%	16.67%
Year 11 (1 pupils)	0.00%	100.00%	0.00%	0.00%
Year 12 (4 pupils)	25.00%	25.00%	25.00%	25.00%
Year 13 (3 pupils)	0.00%	33.33%	33.33%	33.33%
Year 14 (2 pupils)	0.00%	50.00%	50.00%	0.00%

FSM	Exceptional	Better Than Expected	Expected	Working Towards
Year 7 (8 pupils)	12.50%	12.50%	62.50%	12.50%
Year 8 (8 pupils)	12.50%	25.00%	50.00%	12.50%
Year 9 (12 pupils)	8.33%	25.00%	58.33%	8.33%
Year 10 (5 pupils)	0.00%	40.00%	40.00%	20.00%
Year 11 (1 pupils)	100.00%	0.00%	0.00%	0.00%
Year 12 (3 pupils)	0.00%	33.33%	33.33%	33.33%
Year 13 (3 pupils)	0.00%	33.33%	33.33%	33.33%
Year 14 (2 pupils)	0.00%	50.00%	50.00%	0.00%

EAL	Exceptional	Better Than Expected	Expected	Working Towards
Year 7 (14 pupils)	7.14%	14.29%	71.43%	7.14%
Year 8 (8 pupils)	12.50%	25.00%	50.00%	12.50%
Year 9 (10 pupils)	0.00%	20.00%	70.00%	10.00%
Year 10 (9 pupils)	0.00%	22.22%	66.67%	11.11%
Year 11 (2 pupils)	0.00%	50.00%	50.00%	0.00%
Year 12 (5 pupils)	0.00%	20.00%	60.00%	20.00%
Year 13 (2 pupils)	0.00%	50.00%	50.00%	0.00%
Year 14 (1 pupils)	0.00%	100.00%	0.00%	0.00%

## Pathway 2

Progress data from English, Maths and PSHE has been included here, as in the Spring Term Report. The lessons for English and Maths were delivered by the class tutors. The expected progress was set from the baseline completed in the core subjects in autumn term. The expected progress was set to the same standards as in previous years.

Progress and attainment generally improved over the term from that which was recorded in April 2021.

Almost all pupils are making expected or better progress in English. Of those that are not, they have either been absent for a significant period because of a medical condition or are working to an alternative timetable. A similar story in Maths, with several pupils moving from working towards expected progress to making expected or better. Again, a significant portion of the numbers not making expected progress were absent for extended periods due to medical issues. PSHE has followed a similar pattern.

Spring Term figures in parenthesis

English				
Year	Exceptional	Better than Expected	Expected	Working Towards
7	0.00% (0.00%)	28.57% (35.71%)	50.00% (28.57%)	21.43% (28.57%)
8	0.00% (0.00%)	0.00% (0.00%)	85.71% (42.86%)	14.29% (57.14%)
9	10.00% (0.00%)	20.00% (20.00%)	40.00% (60.00%)	30.00% (20.00%)
10	0.00% (0.00%)	27.27% (31.82%)	63.64% (54.55%)	9.09% (13.64%)
11	5.56% (0.00%)	11.11% (44.44%)	72.22% (38.89%)	11.11% (16.67%)
12	0.00% (0.00%)	0.00% (18.18%)	0.00% (36.36%)	0.00% (45.45%)
13	0.00% (0.00%)	0.00% (12.50%)	0.00% (37.50%)	25.00% (50.00%)
14	25.00% (0.00%)	50.00% (75.00%)	12.50% (25.00%)	12.50% (0.00%)

Key Stage	Exceptional	Better than Expected	Expected	Working Towards
KS3	0.00% (2.63%)	15.79% (13.16%)	76.32% (63.16%)	7.89% (21.05%)
KS4	0.00% (0.00%)	15.00% (50.00%)	85.00% (45.00%)	0.00% (5.00%)
KS5	7.41% (0.00%)	18.52% (29.63%)	3.70% (40.74%)	7.41% (29.63%)

English				
	Exceptional	Better than Expected	Expected	Working Towards
ASD	0.00% (1.75%)	19.30% (26.32%)	47.37% (36.84%)	10.53% (21.05%)
MLD	3.85% (0.00%)	0.00% (15.38%)	34.62% (34.62%)	3.85% (15.38%)
SLD	0.00% (0.00%)	28.57% (14.29%)	28.57% (57.14%)	14.29% (28.57%)
FSM	1.92% (0.00%)	15.38% (19.23%)	51.92% (36.54%)	13.46% (28.85%)
PP	1.72% (0.00%)	13.79% (17.24%)	48.28% (36.21%)	13.79% (29.31%)
EAL	0.00% (1.72%)	17.24% (25.86%)	34.48% (37.93%)	8.62% (10.34%)

Maths				
Year	Exceptional	Better than Expected	Expected	Working Towards
7	0.00% (7.14%)	35.71% (35.71%)	50.00% (28.57%)	14.29% (28.57%)
8	0.00% (0.00%)	7.14% (0.00%)	78.57% (78.57%)	14.29% (21.43%)
9	0.00% (0.00%)	10.00% (20.00%)	60.00% (70.00%)	30.00% (10.00%)
10	0.00% (0.00%)	36.36% (45.45%)	59.09% (45.45%)	4.55% (9.09%)
11	0.00% (0.00%)	16.67% (38.89%)	72.22% (38.89%)	11.11% (22.22%)
12	0.00% (0.00%)	0.00% (18.18%)	0.00% (36.36%)	0.00% (45.45%)
13	0.00% (0.00%)	0.00% (0.00%)	0.00% (62.50%)	25.00% (37.50%)
14	25.00% (0.00%)	37.50% (62.50%)	25.00% (37.50%)	12.50% (0.00%)

Key Stage	Exceptional	Better than Expected	Expected	Working Towards
KS3	0.00% (2.63%)	18.42% (18.42%)	63.16% (57.89%)	18.42% (21.05%)
KS4	0.00% (0.00%)	27.50% (42.50%)	65.00% (42.50%)	7.50% (15.00%)
KS5	7.41% (0.00%)	11.11% (25.93%)	7.41% (44.44%)	11.11% (29.63%)

Maths				
	Exceptional	Better than Expected	Expected	Working Towards
ASD	1.75% (1.75%)	29.82% (38.60%)	50.88% (47.37%)	7.02% (12.28%)
MLD	3.85% (0.00%)	11.54% (26.92%)	46.15% (50.00%)	7.69% (23.08%)

SLD	0.00% (0.00%)	14.29% (14.29%)	42.86% (57.14%)	14.29% (28.57%)
FSM	1.92% (0.00%)	17.31% (19.23%)	59.62% (59.62%)	13.46% (21.15%)
PP	1.72% (0.00%)	17.24% (20.69%)	56.90% (56.90%)	12.07% (22.41%)
EAL	3.45% (1.72%)	22.41% (36.21%)	43.10% (46.55%)	10.34% (15.52%)

PSHE				
Year	Exceptional	Better than Expected	Expected	Working Towards
7	0.00% (7.14%)	28.57% (35.71%)	71.43% (28.57%)	0.00% (28.57%)
8	0.00% (0.00%)	0.00% (0.00%)	100.00% (78.57%)	0.00% (21.43%)
9	0.00% (0.00%)	20.00% (0.00%)	50.00% (90.00%)	30.00% (10.00%)
10	0.00% (0.00%)	18.18% (45.45%)	81.82% (50.00%)	0.00% (4.55%)
11	0.00% (0.00%)	11.11% (55.56%)	88.89% (38.89%)	0.00% (5.56%)
12	0.00% (0.00%)	0.00% (27.27%)	0.00% (27.27%)	0.00% (45.45%)
13	0.00% (0.00%)	0.00% (0.00%)	12.50% (62.50%)	12.50% (37.50%)
14	25.00% (0.00%)	62.50% (62.50%)	0.00% (37.50%)	12.50% (0.00%)

Key Stage	Exceptional	Better than Expected	Expected	Working Towards
KS3	2.63% (0.00%)	15.79% (18.42%)	60.53% (42.11%)	21.05% (36.84%)
KS4	2.50% (0.00%)	20.00% (37.50%)	67.50% (47.50%)	10.00% (15.00%)
KS5	7.41% (0.00%)	14.81% (33.33%)	3.70% (33.33%)	11.11% (33.33%)

PSHE				
	Exceptional	Better than Expected	Expected	Working Towards
ASD	0.00% (1.75%)	14.04% (28.07%)	59.65% (43.86%)	3.51% (12.28%)
MLD	0.00% (0.00%)	3.85% (23.08%)	38.46% (23.08%)	0.00% (19.23%)
SLD	0.00% (0.00%)	14.29% (0.00%)	42.86% (71.43%)	14.29% (28.57%)
FSM	0.00% (0.00%)	13.46% (17.31%)	65.38% (51.92%)	3.85% (15.38%)
PP	0.00% (0.00%)	12.07% (15.52%)	62.07% (50.00%)	3.45% (17.24%)
EAL	0.00% (1.72%)	10.34% (24.14%)	46.55% (36.21%)	3.45% (13.79%)

### Appendix 3: Destinations information

Destinations July 2021(18 pupils)	
IF	Harrow College (ESOL)
AH	College of North West London
AA	North West London (Catering / Independent learning)
VP	Harrow College (Sports L1)
AS	North West London (Catering)
MM	North West London (Catering)
TL	North West London (Catering)
AT	Harrow College (Art)
AF	Harrow College (Catering)
MK	Harrow College (pre-entry- New Discoveries)
ZC	College of North west London (Supported courses)
CD	Harrow ICT Level 1
JM	Harrow Entry 2 English and Maths
AN	Harrow ICT Level 1
WH	West London (Supported media)
ZM	Parent have chosen a gap year and will be enrolling in college September 2022
MA	Harrow College (English and Maths)
DG	Harrow College (Health and Social Care L1)
HB	North West London (Catering)