

Woodfield School – SIP at a glance 2021-2024

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

- 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

Quality of Education

- Recovery after covid whilst ensuring that we are prepared to revert to online learning in case of further lockdowns and restriction.
- Continue to refine the curriculum to support the changing needs of pupils and diversity of the school population
- Teachers and Learning Assistants improve use of technology to record and store pupils work using EFL
- Work with Brent Harrow and Herts Assessment Group (BHHAG) to moderate standards in identified subjects
- A whole school focus on money and Financial Education (Become a Centre of Excellence)
- Reading strategy implemented (to include phonics)
- Refine assessment system to support progress of pupils and ensure it is in line with assessment policy and procedures

Behaviour and Attitudes

- Implement a Positive Behaviour Support (PBS) approach to managing behaviours that challenge
- Relationship Management (Behaviour) Policy amended to reflect changes since the whole-school class-based model was adopted.
- All staff are confident in applying best practice restrictive physical intervention when required.
- Attendance at 95% with zero fixed term exclusions.
- Attitudes to learning are consistently positive across classes and subjects.

Personal Development

- 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.

Post 16

- Pupils achieve accreditations relevant to their future pathways, trajectories and aspirations.
- Quality work experience and work-related learning/Vocational Education and careers education to be expanded and improved.
- Attendance target- 94%.
- Strengthen community and business links to develop opportunities for pupil engagement and employability.
- Work towards completion of the Quality in Careers Standard and embed Gatsby Benchmarking into whole school careers
- Embed personalised pathways within KS5 Curriculum offer