

Outstanding Social, Moral, Spiritual and Cultural Education.



Creating stimulating and aspirational learning experiences that prepare all students for adulthood.

Our Mission Statement

At Woodfield School we provide a secure, enjoyable and stimulating place to learn where our pupils feel proud of what they have achieved. We have a curriculum that is practical and engaging, where teachers have high expectations that challenge and meet the needs of our pupils in this multicultural school. We develop skills for independence in preparing pupils to take an active role in society. We maintain close contact with home, making parents and guardians welcome in school, enabling them to work with us and play a full part in the education of their children.

Our vision statement is '[Celebrating Success](#)'

Woodfield School has outstanding practice in promoting the Social, Moral, Spiritual and Cultural development of pupils that includes British Values.



Pupils singing and signing

SMSC is strongly reflected in each subject in the curriculum. The following examples are taken from our evaluation of the curriculum.

English/Communication

Texts are selected that are rich in moral debate and empathy is an important value of the curriculum that runs through the schemes of work. Key moral issues are explored creatively developed through extended writing and literacy activities. This can be a safe way of exploring issues before discussing at a more personal level. British Values are constantly being explored during the discussion and analysis of literature. Stories from other cultures help to develop pupils' cultural needs and interests.



Pupils engaged at a local Library

Trips to theatres are organised and professionals with specialist knowledge are invited to work with pupils.

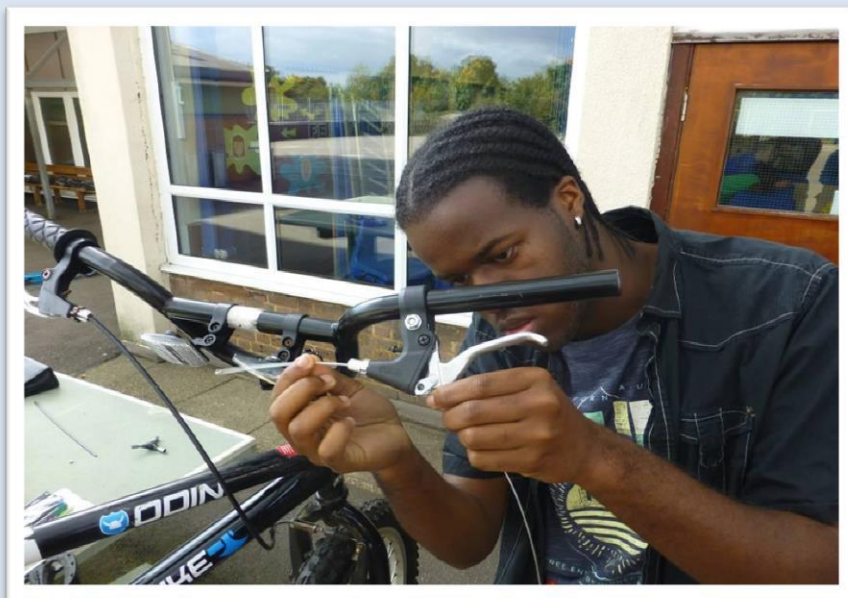
Visits to local libraries are built into the curriculum and these allow the pupils to encounter what is happening in the locality as well as to explore a range of diverse materials. The department is constantly looking for ways to develop cultural interest and understanding.



A pupil choosing a book from the Book Club at school

Vocational Education

Pupils learn to develop their self-knowledge, self-esteem and self-confidence in the world of work and learn to distinguish right from wrong and to respect the rules and regulations that a work place sets.

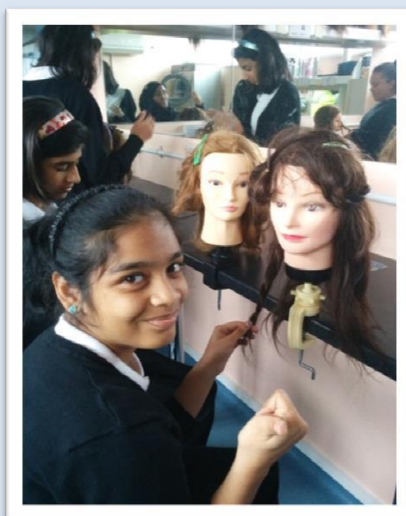


Bike Maintenance in KS5 Vocational Education

Pupils are given ownership to run mini enterprise projects to promote the vocational option they are studying. Pupils are taught how to build and maintain relationships whilst working on these mini projects.

Examples of this include selling plants already planted in decorated plant pots designed by the pupils. Pupils work in the Woodfield School Hair and Beauty Salon at lunch times. All pupils are encouraged to visit, regardless of their gender.

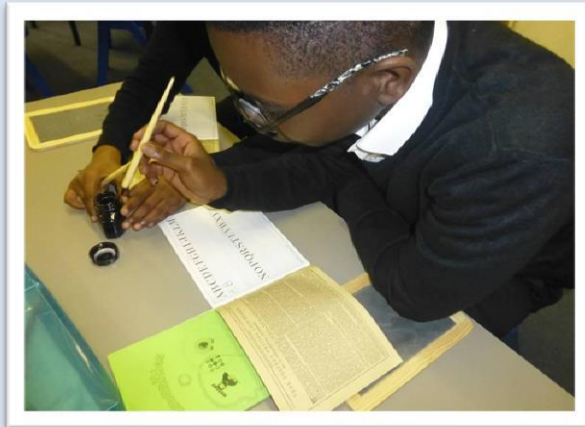
Each vocational option plans an off-site visit / activity to expose every pupil to the real life working environment.



Practising Hair Styling

Humanities

In every Humanities lesson, pupils are expected either to consider the needs and experiences of others, or their own personal responses to events, problems and changes. Teachers in Humanities encourage pupils to discuss and debate controversy outside the classroom. Young people are encouraged to enquire, consider and question in lessons and beyond.



Pupil experiencing writing with a quill pen

Pupils are confident in expressing their ideas and talking about their personal beliefs and values. They enjoy exploring others' feelings, values and beliefs; and demonstrate respect and tolerance as they listen to others. Pupils have the opportunity to be creative and imaginative in their learning and are given time to reflect on and share their personal experiences.

Pupils enjoy investigating their own and others' cultures. They develop their sense of self, through reflection and exploring their own heritage, and are able to share and celebrate their differences with others. Visiting a variety of places of worship (churches, synagogues, mosques as well as Hindu, Sikh and Buddhist temples) deepens pupils understanding, tolerance and respect.



Visiting a Sikh Temple

Food Technology

We use ingredients that represent different cultures, beliefs and values. Attention is paid to religious events and holidays, encouraging the pupils to remain aware of the different beliefs and cultures within their school and class, as well as in the wider world. Key moral issues relevant to the Food Technology curriculum are explored and creatively developed through extended practical and literacy activities, for example, approaching different religions and beliefs and how they influence the food we choose to make and eat.

Culinary practices relevant to different religions in the school, such as Islam, Hindu, Judaism and

Sikhism. This can be a safe way of exploring issues before discussing at a more personal level. Pupils have regular practice at discussing ideas and options, and know how to reach fair compromises. Similar issues related to allergens are explored within lessons, encouraging our pupils to develop a sensitivity and tolerance of other people's medically necessary adjustments.

Pupils visit places such as local food markets and restaurants chosen by group discussions; and staff organise professionals with specialist knowledge to work with pupils.



Practicing basic skills

In Key Stage 5, pupils take part in Enterprise and Catering, where they engage in projects of cooking and selling food and taking part in the catering of school events. The Sixth Form Lunches has been a very successful project through the last year, where pupils make and sell lunches on Tuesdays and Fridays throughout the year. This project has been invaluable in cementing these concepts of tolerance, sensitivity, understanding and empathy through applied practice'.

Physical Education and Sport

Pupils are excited and enthused by the physical education and sports program Woodfield School offers. They look forward to sporting fixtures, trips and activities and this benefits their learning across the whole school. Pupils see physical activity as a major part of their life and gain great enjoyment from it. They work collaboratively with classmates showing tolerance and respect towards each other. Pupils understand the need for rules and follow them in order to complete tasks. Pupils help each other in PE sessions and work as a team. They learn that success comes from the each individual in the team being encouraged and supported by the group.



Using our Trampolines

The PE Department also facilitates a huge number of offsite sporting and cultural activities that pupils can access including a Cricket tour that takes pupils to Arundel Cricket Ground, Arundel Castle and Sussex Beaches.



Teamwork in a Multisport Tournament

Duke of Edinburgh Award Scheme

SEAL Targets are embedded in the D of E Programme which helps the pupils recognise emotions in others, work collaboratively and cooperatively to achieve personal and team goals. This is achieved by:

- Taking on the different roles e.g. group leader, map reader, helper.
- Celebrating differences of for example, the more and less able.
- Understanding health and safety aspects of lesson and so refrain from harming others.
- Listening actively to others' views and suggestions.
- Learning autonomy by working independently.



The Bronze Expedition

The D of E Programme facilitates a number of offsite activities that pupils can access. These include;

- Welsh Harp walking expeditions to explore and appreciate the beauty of our natural surroundings
- Visiting National Trust Animal Shelter – volunteering
- Bronze practice and assessed expeditions (2 days, 1 night)
- Silver practice and assessed expeditions (5 days, 4 nights)

Sixth Form

The Sixth Form values and principles reflect the core British Values. Pupils have a good understanding of their responsibilities and how to undertake them. Pupils experience moments of stillness and reflection in assemblies. They are able to discuss their beliefs, feelings, values and responses to personal experiences and reflect on, consider and celebrate the wonders and mysteries of life. Pupils learn to recognise the unique value of each individual and show respect for each other and the environment through helping each other at school and in the community'.



Pupils take turns to serve healthy snacks at break



Sixth form pupils relaxing in 'The Zone'

Science

Pupils' curiosity is aroused through a range of activities, e.g. showing interesting science pictures, stimulus material, off-site educational trips, interesting observations and science demonstrations/experiments. Information arising from discussion may then be used to set the scene for further investigations. Pupils' imagination is developed through a range of activities e.g. science pictures/stimulus material ("reading images"), optical illusions and discussing what is happening and/or what is it they are seeing? Opportunities are provided where ethical and moral issues can be discussed, e.g. If a person is infected with the HIV virus, should they give blood for transfusion?; Is it right or wrong for human embryos be used in stem cell therapy?



Circuit experiment in Science



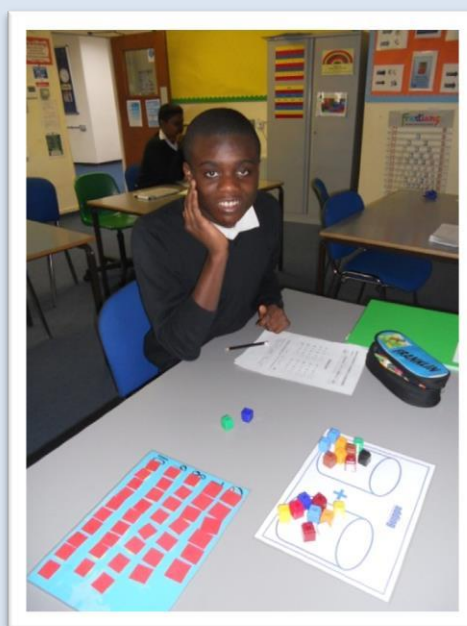
Captured by a bubble at the Science Museum

Maths

Work is structured to allow for a high level of rehearsal, thereby fostering a sense of competence through practice. Pupils “mark” a significant portion of their own work, developing their understanding of their strengths and weaknesses and are encouraged to identify the areas where they need additional support. Pupil’s moral development is also fostered through this process both in terms of being honest with themselves and to others when they report their achievements. There is an emphasis on empathy particularly during group work, whereby pupils are encouraged to work together and help each other, showing patience and kindness towards other group members, particularly when other pupils may not be making good choices regarding appropriate behaviour for learning.



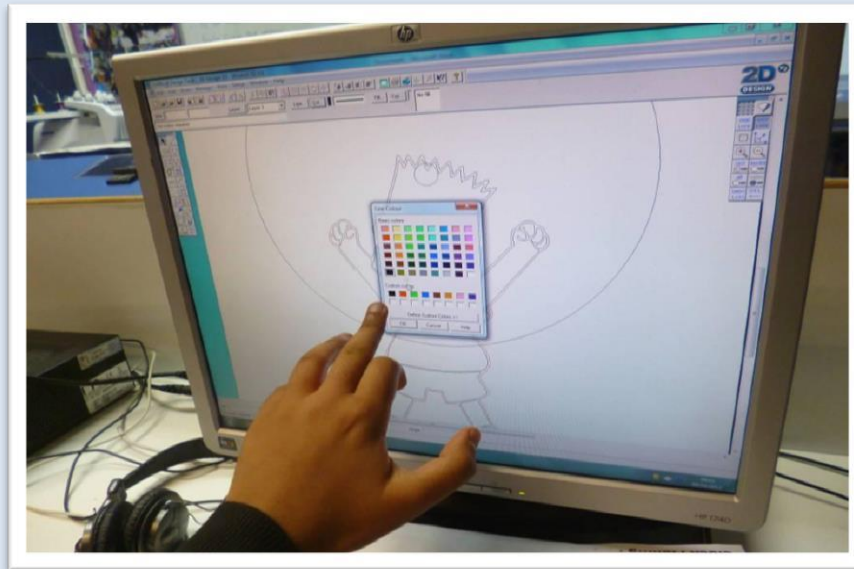
Independent work in Maths



Computing

ICT prepares pupils for the challenge of living and learning in a technologically enriched, increasingly inter connected world, addressing the awareness of the moral dilemmas created by technological advances and establishing boundaries in society by considering what is acceptable;

E - safety is a large strand of the SMSC provision and an E-Safety week is now embedded into ICT curriculum, aimed at developing pupils understandings of the benefits and pitfalls of ICT/Internet use. E-safety presentations are further reinforced through whole school assemblies and in PSHE lessons which covers the issues of impersonation, cyber bullying, sexting, sexual identity and good practice to keep devices virus free.



Choosing a colour scheme



Using ICT in class

The Learning Environment

Displays are an effective tool for promoting excellent practice and attainment and support of the learning in classroom. They celebrate the contribution of all ability levels and provide opportunities to share ideas and prompt curiosity, enquiry and challenge.



The Reading Track

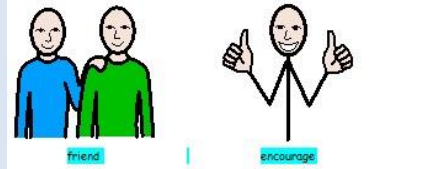


The Gruffalo Display

Assemblies

Assemblies promote a strong culture of community with our 'Thought for the Week'

'Let's all try to use our words to encourage and comfort
and help each other'



Thought for the week always finishes with a prayer.

'Dear God, help me to give good advice to my friends if they are sad or being bullied. Help me to be kind to everyone so that we can all get along together and no one has to suffer any bullying'.



Pupils receiving certificates

Anti Bullying

There has been a high profile drive to stamp out bullying at Woodfield and for the community to understand exactly what bullying is and what to do if bullying is happening. The ABQM Quality Mark was achieved in July 2015 as a result of the work by the Governing Body, Parents, Staff and Pupils in leading the work.



Assemblies promote Anti bullying.

The school sends a strong Anti Bullying message and pupils actively engage in the ethos of 'telling' to keep themselves safe and to enable pupils to value each other.

What is Bullying?

It is an action that is repeated that is meant to hurt or harm someone.

Emotional: Hurting someone's feelings, leaving someone out.

Physical: Punching, kicking, spitting hitting, pushing.





Verbal: Being teased, name calling.

Cyber: Sending unkind messages by text, email or online.

Racist: calling names because of the skin colour, or culture .



What should I do if I see someone else being bullied?

-  Don't walk away and ignore the bullying. Let the bully know what he/she is doing wrong.
-  Tell the bully to stop if it is safe to do so.
-  Don't stay silent or the bullying will keep happening.
-  Don't lose your temper. Talk to an adult, parents or talk to your friends.

Who Can I Tell?

1. Teachers
2. Parents
3. Carers
4. Friends/family
5. Police



The Head Teacher, Governors, the staff, school council and the children will work together to:-

-  Make our school a place where everyone feels safe and happy.
-  That means no bullying is allowed.
-  **What will happen to a bully?** Teachers will get involved and help you solve the problem.

WHAT TO DO?

If you are being bullied –

Do:



1. Tell them to stop
2. Ignore them and walk away
3. Tell an adult in school
4. Tell your parents

Don't

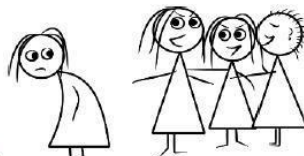


1. Take your own action
2. Don't get angry or upset
3. Don't ask someone to hurt them back

When is the action bullying?



We promise to always treat bullying seriously.



We are a "TELLING" School



The Woodfield Anti Bullying leaflet designed by pupils

Charity events

The School Council promotes charity events each year and there is a strong culture of 'giving' in the school. The sixth form recently raised money for Macmillan in a cake sale for the community. Every year we hold a Red Nose Day event which raises a sizeable amount of money.



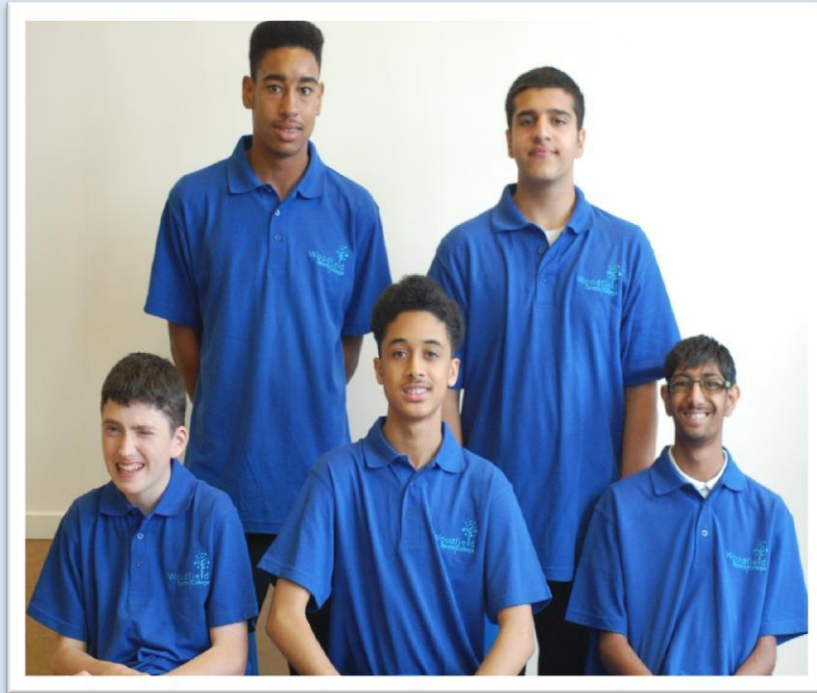
A cake sale for Macmillan organised by the Sixth Form



Sport Relief

Pupil Mentors

The practice of helping and being kind to each other are reflected throughout the curriculum and Pupil Mentors are the role models for this. Pupil Mentors apply in writing to the head teacher, stating why they wish to become a mentor to younger pupils. The application encourages prospective mentors to think about all the positive things they can do to help others at Woodfield. They are presented to the pupils in assembly and wear a blue shirt so they are visible at all times.



Pupil Mentors



A Pupil Mentor Meeting

Personal, Social and Health Education

Our PSHE curriculum promotes personal development and social skills in circle time and through each pupils 'Personal Learning Plan.'

Our curriculum is active, hands on and multi sensory enabling pupils to learn to work collaboratively, respecting each other and learning with and from each other.

Our curriculum is strengthened with visits and visitors throughout the year bringing richness to the experience of pupils in school and in the community.



Circle Time



Learning turn taking through playing games

School Council

Our pupil's voice is an important feature of our school structure. Through our School Council, students are chosen by their peers to speak on their behalf at school council meetings. These meetings contribute to the planning of school timetable, learning activities and special events. They are continuously working on how to improve the school and make it a better place for learning.



School Council Members in their Red "School Council Member" Shirts

Rewards and Sanctions

Taking personal responsibility is a key theme in the school that underpins our positive behaviour management policy. There are clear sanctions and consequences for pupils and an ethos of making good choices throughout the school. We have Living and Leisure Time on Friday afternoon to reinforce the importance of making good choices, following the rules and respecting each other.



A 'Golden Time' option – Nails Club



A 'Golden Time' option – Football

Modelling Behaviour and Safeguarding

Teachers and support staff are professional role models who demonstrate to our pupils the difference between right and wrong upholding British Values and how to be tolerant and respectful in our multi cultural community. All staff members undergo an induction into school policies and structures and there is a rigorously consistent approach to modelling behaviour and safeguarding.

All staff members are highly trained in safeguarding practices to protect our vulnerable community. PREVENT training and FGM training takes place for all staff annually. The leadership of Woodfield take this duty of protecting our vulnerable cohort of pupils very seriously.



Pupils appreciate performances in a Music Assembly



Staff taking part in Makaton Training

Residential Education

Woodfield School is committed to providing opportunities for residential education because of the impact on pupil learning, independence, self help skills and behaviour. Each year a lower school and an upper school residential take place and the school aims to give every pupil an opportunity to attend, working with parents to make this possible. Pupils learn how to cope in a variety of challenging environments such as exploring underground caves, abseiling, canoeing, rafting and mountain climbing. Team work and collaboration are vital in these activities, and residential education experiences develop this in all pupils who attend them. Pupils return to school and the positive impact of these experiences is clearly observed.



The High Ropes at the Frontier Centre, Northhampton



Exploring the caves near Lockerbrook in Derbyshire

Travel Training

The programme targets pupils who are in the group that will transfer to mainstream at the end of year 9 and members of sixth form. After this pupils are selected for a variety of reasons such as parental request or the maturity of the pupil. The training programme covers all aspects of safety and responsibility and the impact on pupils is very positive. Parents are fully supportive and can see how this independence impacts on greater choices as pupils grow up. Pupils learn to follow the rules of society when they are out and about in the community and this has had a positive impact on behaviour and learning at Woodfield.



A year 9 pupil preparing for independent travel to a mainstream school



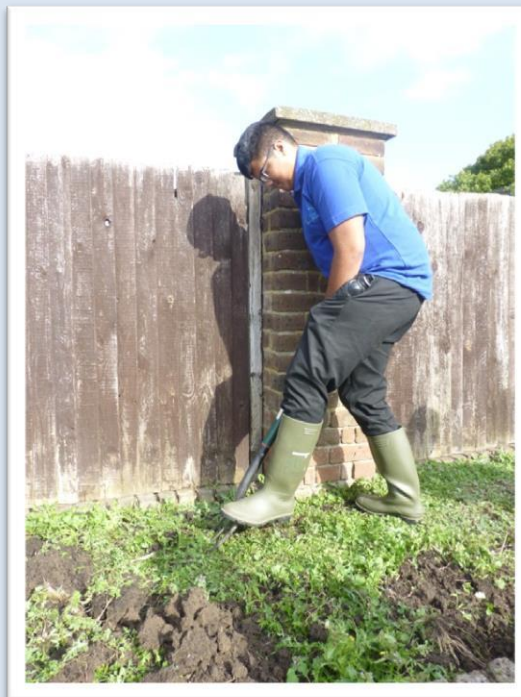
Proudly showing his Oyster Card

Work experience

Pupils learn values from working in a team, responding to real life situations, making decisions and problem solving. Work experience offers the opportunity for pupils to find ways of dealing with new situations and learning new skills. Placements are organised and supported by the school and matched to pupil strengths. It is a great learning and growing up experience.



Various Work Experience placements



Hard at work

Creative and Expressive Arts

Dance, Music, Drama and Art give pupils opportunities to be creative and expressive. Pupils work collaboratively, learning to respect and value each other's contribution to group work, appreciate performances, and learn about a wide variety of cultural influences and genres. Musicians from The Royal College of Music visit the school each year, delivering an 8 week program which culminates with an original performance by pupils to the school community which is always very well received. Pupils enjoy and are keen to share their performances in assemblies, concerts and in class where mutual respect and tolerance are engendered.



Pupils working with the Royal College of Music

Art is valued highly and pupils are proud to put their names to the art work around the school.



Art Class making a group collage

Parent Comments

We value the views and experiences of our parents and carers. We regularly perform surveys to engage them and offer their contributions to the school.

Thank-you to all the parents who participated; it was lovely to hear some of the feelings you have about the teaching at Woodfield School and the safety of the students which are the 2 main priorities. Here are a few of the views received from our last survey.

Pupil in KS3

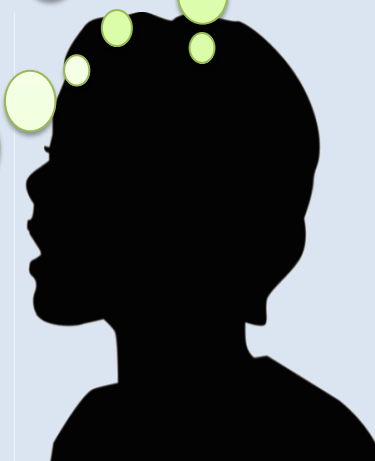
He was anxious about coming here. He had a panic attack on his first visit. We were initially because of this. However, he now settled and more
He likes his teacher who me feel assured as she is of the students in her class their needs. She has addressed some issues makes communication with home daily .

Pupil in KS5

Mother commented her daughter has had no big problems since she here. When issues arise school informs me and help resolve it. She has made progress.

Pupil in KS3

Mother says her son now looks forward to coming school. On her visits to school she has seen Him playing with friends and knows he is safe and secure.



Woodfield School 'Bill of Rights'

This code of behaviour is prominently displayed around the school and underpins our school ethos.

At Woodfield School we believe in 'Democracy'



At Woodfield we all have a voice. We can say what we need and what helps us learn.

We believe in 'The Rule of Law'



At Woodfield the school rules keep us safe and help us grow up.

We believe in 'Individual Liberty'



At Woodfield we all make our own choices. School and home help us make the right choices.

We believe in 'Mutual Respect and Toleration of Different Faiths and Beliefs'



At Woodfield we are all different. We have different faiths and cultures. We all respect this.

Displayed around the school