



WOODSIDE JUNIOR SCHOOL

SCHOOL PLAN

2021-2022



INTRODUCTION

The material in this plan arrives from two directions, referred to here as 'strategic' and 'operational'. Our 'Woodside Characteristics' and Mission Statement act as the framework for our School Plan. All members of the school community take account of the school's vision when implementing improvements and shaping future direction of the school. From the strategic direction the plan sets out a vision of Woodside Junior School as we would like it to be, with a structure of intermediate steps designed to realise it. Not everything can be done at once, but a practicable set of priority objectives has been selected, linked to relevant components of the vision. The priority objectives are expressed in broad and un-quantified terms, but lead on to more precise subordinate targets and actions with timescales and outcomes that can be measured or tested.

From the operational direction the plan comprises subject-specific plans assembled by subject leaders. These register with the strategic plan and are designed to further it as far as possible, though they may also contain localised objectives of their own. They are not intended to give an exhaustive account of everything done by the school. They do not, for example, repeat the elements of the National Curriculum. However, they do specify activities to be carried out, at an appropriate level of operational detail, where it is necessary or useful to do so - notably for discretionary elements of the school's unique curriculum. The plan will roll forward and be adapted continually as developments take place.

This Plan will encompass full opening of the school in September 2021 and subsequent educational recovery plan for Woodside pupils. Returning to school is vital for children's education and for their wellbeing. Time out of school is detrimental for children's cognitive and academic development, particularly for disadvantaged children. This impact can affect both current levels of learning and children's future ability to learn therefore we need to ensure all pupils at Woodside are able to achieve. Pupils will all have had different experiences during lock down and will need time to re-adjust. Woodside School provided remote learning opportunities for all its pupils (via Google Classroom) and paper copies of work for those unable to access work remotely.



MISSION STATEMENT

We seek to provide a positive and healthy environment, where children feel happy, safe, and secure and enjoy and appreciate the rewards of learning. We recognise that every child has particular abilities and aptitudes, consequently every child will have the opportunity to develop them here in our school. Children will receive an education of excellent quality, which caters for the wide range of learning styles, where all areas of their development are individually met and celebrated. This includes being taught the importance of a healthy lifestyle. The school will provide a stimulating learning environment, which allows children to develop fully their physical, academic and creative skills.

Every member of our school:

- Will have a very high expectation of behaviour, so that a culture of trust, honesty, politeness and consideration is demonstrated by all.
- Will have a sense of respect and responsibility towards themselves and to others, where they demonstrate understanding of the needs of others.

Our aim for children is to:

- Grow into confident, independent and motivated individuals, in preparation to take their place in society in an informed, positive and active way.
- Be encouraged to develop lively, creative and enquiring minds to nurture a life-long love of learning.
- Understand that working hard reaps success and that achievement is celebrated and rewarded.
- Have an understanding and appreciation of the world and its people and have an interest in their environment, their heritage and their future.
- Develop a sense of pride in belonging to the school and the wider community.



Our Learning Values are:

We all strive for Woodside pupils to be:

- Responsible
- Positive
- Proud
- Collaborative
- Inquisitive
- Resilient



Woodside Characteristics

Excellent teaching and learning <ul style="list-style-type: none"> • Quality first teaching • Excellent progress and attainment • Broad and balanced curriculum • Inspirational leadership • Feedback as part of effective assessment • Differentiation (including challenge) • Effective use of data • Effective support staff • COVID-19 recovery 	All at Woodside are considerate and respectful <ul style="list-style-type: none"> • Excellent behaviour • Anti- Bullying • Anti-racism /Sexism/Homophobia • Spiritual, Moral, Social and Cultural development of all pupils • Personal, Social, Health and Emotional development of all pupils • Outstanding behaviour for learning • Mental well-being (staff and pupils) 	Parents and carers engaged with their children's learning <ul style="list-style-type: none"> • Home School Agreement • Excellent attendance • Workshops / classes for parents (when appropriate and safe) • Informative website • Effective communication with parents and carers • Parent Evenings (when appropriate and safe) • Informative reports • E-safety for the whole community 	Every child is valued <ul style="list-style-type: none"> • All groups of children to achieve at Woodside • Pupil Premium Funded • Special Educational and Disabilities Needs • Most Able • English as an Additional Language • Equality of opportunity for all • Focus on individual-staff aware of each individual's needs • COVID-19 recovery
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Safety and welfare of everyone is paramount <ul style="list-style-type: none"> • Safeguarding –best practice • Premises- Health and Safety • Well-being of staff • Well-being of children • ELSA • Mental well-being for staff and pupils 	Professional staff <ul style="list-style-type: none"> • Teaching Standards • Performance Management • Appraisals • Policies • Continuous Professional Development • Modelling expected behaviour • Professional Learning Community • Whole team approach • Teamwork and collaboration 	Fully rounded pupils, unrestricted by expectations or circumstances <ul style="list-style-type: none"> • School trips (when safe and appropriate) • Extra-curricular activities (when safe and appropriate) • Thinking skills and oracy • Library / ICT • Creativity • Transition • Forest School • Curriculum enrichment • British Values • Music • Outdoor learning 	Supportive and inspirational leadership <ul style="list-style-type: none"> • Accountability at every level • Effective deployment of staff and resources • Collaboration at all levels • Learning environment • Pro-active governance (balance between support and challenge) • Professional discussions
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Woodside Junior School

Our Characteristics

Excellent Teaching and Learning

- Excellent teaching has a body of characteristics and draws on external sources and latest research.
- High staff retention. Staff stability enables continuous improvement through focus continuous professional development
- Lessons are exciting and engaging and draw on children's interests.
- All groups of children progress well from their starting points
- Pupil Progress Reviews in Year 3 takes into account children's KS1 results as well as 'on entry' baseline assessments.
- Children's progress is monitored regularly via formative and summative assessments.
- Teachers follow the school's Assessment Policy to provide effective feedback to children -children are aware of what they need to do in order to improve their work.
- Teachers make effective use of assessment data to monitor individual children, set appropriate targets, adapt planning and teaching accordingly
- Support staff are deployed effectively to further specific learning objectives based on the needs of the children and the skills of the support staff.
- An enriched curriculum that meets the needs and extends the interests of the children. Curriculum that prepares Woodside pupils for life in modern Britain
- Subject plans take account of the school's development priorities and extend beyond the required elements to offer rich and stimulating learning that inspires pupils and supports progress.
- Children have experience of variety of experiences in and out of school.

Considerate and Respectful

- All stakeholders have a clear understanding of what constitutes excellent behaviour and this is reflected in the School Policy.
- Children value their education and have clear understanding of how their actions affect others.
- The school ethos promotes good behaviour in pupils, self-discipline and respect for all staff, each other and property.
- High priority is given to supporting pupils' personal development and welfare
- Everybody helps to prevent bullying from taking place.
- Every child is valued.
- Curriculum that strongly promotes Spiritual, Moral, Cultural and Social Development of pupils, including British Values.
- Pupils are confident, highly articulate and display excellent attitudes towards learning, their school and each other



- Behaviour for learning is outstanding.
- Peer mentors to support others who may feel vulnerable in school.
- Bullying (including homophobic bullying) and incidents of racism are rare.
- Pupils are well known, as individuals, to staff and each other.
- Staff take great care to support the pastoral development and achievement of all pupils

Parents and Carers Engaged with their Children's Learning

- Parents recognise the importance of attendance and ensure that their children attend the school, except in the case of illness or exceptional circumstances.
- Parents have a good understanding of what their children are learning and how they can best support them (including homework).
- Parents have a good understanding of how their children's learning is assessed
- An open dialogue exists with all parents and children.
- The school website provides a dynamic and interactive link between our school, parents and the wider community. It promotes an understanding of the school's life.
- Parents recognise that Woodside offers a safe and caring community where pupils are given responsibility and encouraged to look after each other.

Everyone is Valued

- Everyone has high expectations in all aspects of pupils' school life, regardless of their personal circumstances.
- All achievements are recognised, celebrated and shared with parents.
- The school has knowledge of each child's personal circumstances and puts in place appropriate support.
- An ethos that promotes equality of opportunity and inclusion for different groups of pupils within the school. There are no incidents of racial or homophobic abuse.
- The school is aware of achievement of all groups of learners.
- The school effectively challenge all groups of learners
- Pupils' ideas and opinions are heard in form of School Council
- Strong sense of teamwork and collaboration within the school.
- Particularly effective care and support is offered to vulnerable pupils
- Pupils are well known, as individuals, to staff and each other.
- Staff take great care to support the pastoral development and achievement of all pupils



Safety and Welfare of Everyone is Paramount

- Safeguarding is effective
- Collective responsibility to ensure everyone's safety.
- Everyone knows their responsibility for safety and welfare of pupils and staff.
- Everyone feels safe.
- A culture where everyone feels confident and comfortable to express concerns.
- Everyone is aware of appropriate channels for reporting concerns.
- There is an effective chain of procedures to ensure welfare and safety of everyone.
- Close relationship with outside agencies. Agencies are challenged, when necessary, to ensure timely and effective action is taken to support vulnerable pupils.
- Shared culture of vigilance across the school.
- Clear, well-understood routines and records in place, which enable effective management of safeguarding requirements.
- All staff have up-to-date safeguarding and first aid training to an appropriate level.
- Governors are well informed and work closely with staff to ensure that the work to keep pupils safe is given top priority and meets current requirements.

Professional Staff

- All staff understand how their role impacts on children's development.
- Staff work together to meet the needs of children at the school-collaboration and teamwork
- Staff take responsibility; individually, collectively and proactively, for their professional development.
- Staff engage positively in their performance management and see it as an exciting opportunity to benefit their own career as well as the school.
- Good practice is shared amongst all staff
- Staff and leadership review professional standards on a regular basis.
- All members of staff work together to improve learning within the school. Staff share good practice.
- All staff apply consistent approaches across the school, which are supported by policies, systems and structures.
- School works with outside providers to train NQTs as well as student teachers



Fully Rounded Pupils

- Carefully planned, focused enrichment opportunities and experiences to develop children for life beyond the school
- Children who are able to express ideas and thoughts with fellow pupils as well as adults. This is a central feature of work at the school
- Effective procedures in place to equip children transitioning between Key Stages.
- Resilience, independence and self-reliance is nurtured to allow children to flourish during their next stage of education
- All staff focus on developing children's capacities as confident and responsible individuals as well as successful learners.
- Children act as responsible citizens, showing support and compassion for others.
- Woodside pupils are articulate and their oracy is particularly strong.

Inspirational Leadership

- The Senior Leadership Team have high expectations and lead by example
- The Leadership team are receptive to initiatives suggested by the staff.
- Subject leaders monitor and support implementation of the subject plans
- The Governing Body is an effective agent in the school development
- A well informed Governing Body that challenges and supports work of the school
- Leadership challenges and supports all staff
- Leadership that is approachable, receptive and open to dialogue.
- Leadership is outward thinking and always open to new initiatives that may improve children's outcomes



Woodside Junior School

Roles and Responsibilities

2021-2022

Management Team	
Headteacher	Dorota Milner
Business Manager	Gillian Nickless
Leadership Team	
Headteacher	Dorota Milner
SENDCo	Vicki Richer
PPF Coordinator	Dorota Milner
Teaching and Learning Lead	Bhavna Webber
Key Stage Leaders	
Lower Key Stage Leader	Jackie Carver
Upper Key Stage Leader	Louise Fox

Subject Leaders	
English	Jo Jonwood/ Lizzie Croot
Mathematics	Claire Drake
Science	Bhavna Webber
Computing	Louise Fox
History	Vicki Richer/Jackie Carver
Geography	Vicki Richer/Jackie Carver
Music	Lewis Harvey-Mott
Design and Technology	Claire Bannister
RE	Nisar Ahmed



Art	Maureen McCarthy
PE	Claire Tandara
PSHE	Dorota Milner
MFL	Marcela Potts
Most able pupils	Dorota Milner

Other Areas	
Safeguarding	Dorota Milner, Gillian Nickless, Jackie Carver
Infant School Liaison	Jackie Carver
Assessment	Louise Fox
Curriculum	Dorota Milner
NQT Induction	Dorota Milner
Outdoor Learning	Jackie Carver
SCITT	Dorota Milner
Phonics	Jackie Carver
ICT Support	Turn It On
Attendance	Dorota Milner / Gillian Nickless

Support Staff	
Support in Lower Key Stage	Claire Winson/Debbie Russo/ Julia Mead/ Marcela Potts/ Rosemary Sambucci/ Sarah Mulqueen
Support in Upper Key Stage	Jeni Randles/ Carl Bruce/ Emma Green / Roopali Shah/ Sharon Lindsay



ELSA	Sharon Lindsey
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Office Support	
Business Manager	Gillian Nickless
Administration and Finance	Claire Stanton /

MDS Team	
Lead MDS	Emma Green
MDS Team	Subothine Thavaraj Sarah Mullqueen Denise Mullqueen Faye Kelson Anthea Pearce Lorraine Comper Amanda Revel

The Hideout Zone	
Manager	Claire Winson / Emma Green
Team	Amanda Revel



2021-2022

Key recommendations from Ofsted (2017 inspection)

- Sustain high level of challenge from teachers to ensure that progress continues to improve, particularly for more able pupils –[Leadership and Management](#)
- The quality of pupils' work and their depth of learning in science and the wider curriculum are improved by giving more challenging activities and further opportunities for pupils to apply their literacy and numeracy skills in a subject specific context. –[Subject Action Plans](#)
- The attendance of disadvantaged pupils continues to improve to match that of their peers. –[PPF Action Plan](#)

Strategic Priorities and Key Objectives

	Strategic Priority	Key Objectives	Link to Action Plans
Quality of Education	<p>Strategic Area 1 – Achievement of pupils</p> <ul style="list-style-type: none"> • All year groups - 75% of all pupils will meet the expected standard at the end of 2021-2022 academic year in English reading, English writing and mathematics combined • This outcome will be measured by: <ul style="list-style-type: none"> ➢ End of KS2 assessment tasks and teacher assessment of writing ➢ End of Year 3, 4 and 5 as per commercially produced tests aligned to the New Curriculum <p>Progress</p> <ul style="list-style-type: none"> • Average progress score in reading, writing and mathematics is zero or above scaled scores. The progress score will be measured against: <ul style="list-style-type: none"> ➢ KS1 results for years 5 and 6 ➢ Baseline assessment scores for Year 3 and Year 4 (no KS1 results 	<p>English</p> <ul style="list-style-type: none"> • All year groups – at least 80% of pupils will meet the expected standard at the end of each year in English reading and writing • Average progress score for pupils in each cohort (reading and writing) is zero or above scaled scores. <p>Mathematics</p> <ul style="list-style-type: none"> • All year groups – at least 80% of pupils will meet the expected standard at the end of each year in mathematics • Average progress score for pupils in each cohort (reading and writing) is zero or above scaled scores <p>SEN</p> <ul style="list-style-type: none"> • By the end of the year SEN pupils in each cohort will make average progress greater than zero (national average) from their starting points (KS1 results). Each pupil will be assessed individually. • All interventions are tracked and that impact is evaluated on regular basis <p>PPF</p>	<p>Refer to subject Action Plans, PPF Action Plan, Recovery Curriculum Action Plan, SEN Action Plan for a detailed breakdown of specific action points.</p>



	<p>available)</p> <p>SEN</p> <ul style="list-style-type: none"> Provision for all pupils who are on the school's SEN Register ensures good or better outcomes against their starting points <p>PPF</p> <ul style="list-style-type: none"> All Pupil Premium Pupils (unless a pupil is on the school's SEN Register) will achieve the expected standard or higher in English reading, writing, spelling, punctuation and grammar as well as mathematics <p>Most able pupils</p> <ul style="list-style-type: none"> The school will identify and nurture the talent of most able as well as gifted and talented pupils. All pupils who are considered most able (GDS at KS1). The percentage of greater depth pupils needs to be maintained or increased –if applicable. 	<ul style="list-style-type: none"> From their starting points all PPF pupils will make accelerated progress based on their previous attainment. The attainment gap between PPF and other will diminish <p>Most able pupils</p> <ul style="list-style-type: none"> By the end of the year most able pupils in each cohort will make average progress of greater than zero from their starting points (KS1 results). Each pupil will be assessed individually. Most able pupil will have access to learning activities/ extra-curricular activities designed to deepen and broaden their knowledge and improve skills. Particular attention will be paid to PPF pupils, who are also most able / gifted and talented. 	
Quality of Education	<p>Strategic Area 2 -Curriculum</p> <ul style="list-style-type: none"> Provide curriculum that is tailored to the needs of pupils at Woodside and one that allows pupils to know and able to do more Continue to implement the school's 'Catch –Up' programme. Develop a structured programme 	<ul style="list-style-type: none"> Continue to devise and implement a purposeful and inspiring curriculum, which meets the needs of all learners and which promotes individual interests, independence and enrichment. Woodside curriculum challenges and embraces all learners across the spectrum of ability, interest and motivation. Equality and diversity firmly at the core of Woodside 	<i>Curriculum Action Plan</i>



	<p>of teaching oracy skills across the school.</p> <ul style="list-style-type: none"> Continue to provide enriched curriculum to meet wider needs of Woodside pupils 	<p>curriculum</p> <ul style="list-style-type: none"> Provide structured 'Catch-Up' programme, using 'Catch UP' funding delivered by qualified teachers. Establish links with School21 and develop Woodside's Framework for Oracy. Extend and enrich opportunities for children to engage in activities during lunchtimes and after school. Forest School provision meets curricular needs of the school. 	
Quality of Education	<p>Strategic Area 3 –Teaching and Learning</p> <ul style="list-style-type: none"> Continue to sustain the quality of teaching and learning by building on the successful work already carried out in developing teachers' and support staff's skills Develop an effective professional development structure for all staff Continue to develop assessment methodology in all foundation subjects based on formative assessments to ensure that all groups of pupils make rapid and sustained progress over time. 	<ul style="list-style-type: none"> Continue to develop collective knowledge of what constitutes excellent teaching and learning Develop the culture of reflective self –evaluation (classroom practitioners). Develop the role of HLTA to support classroom practice. Teachers are fully skilled in their formative assessments to evaluate pupils' learning and own teaching so that learning activities are well-matched to the abilities of different groups of learners Pupils' subject specific attainment (non-core) is moderated internally and externally via effective collaboration to promote consistency of understanding of learners' attainment among staff Teachers have consistently high expectations of what pupils can achieve. This will lead to at least 85% of pupils achieving age related expectations in all subjects at the end of the academic year 	<i>Refer to Leadership and Management Action Plan</i>
Leadership and Management	<p>Strategic Area 4- Leadership and Management</p> <ul style="list-style-type: none"> All subject leads have a thorough 	<ul style="list-style-type: none"> Leaders have a thorough knowledge of intent, implementation and impact in their respective subjects. They will draw on their pedagogical 	<i>Subject Leadership Plans</i>



	<p>overview of their subject area as well as standards of teaching and learning across the school.</p> <ul style="list-style-type: none"> Continue to develop an effective professional development structure for all staff Enhance the Governor role and impact of the governing body 	<p>knowledge to create effective teaching and learning environment.</p> <ul style="list-style-type: none"> Each subject lead will undertake a 'mini deep dive' in order to ensure that quality of teaching and learning in each subject is at least good. Ongoing CPD opportunities for subject leaders to develop skills and subject leadership qualities. Ensure staff development meetings are meaningful, impactful and effective – impact is evaluated. Strengthen the strategic leadership capacity of the governing body Strengthen the monitoring capacity of the governing body Ensure that the Governing Body has the skills and resources to both carry out its statutory functions and support the school leaders in achieving the key priorities for the School 	
Behaviour and Attitudes	<p>Strategic Area 5</p> <ul style="list-style-type: none"> Continue to maintain safe, calm, orderly and positive environment for pupils and staff 	<ul style="list-style-type: none"> Ensure a whole school focus on wellbeing and mental health for staff and learners Leaders consider teacher workload and staff wellbeing School embeds an ethos that encourages all stakeholders to develop their understanding of mental health and wellbeing issues Continue to address pupils' needs, in order to facilitate improved well-being, health and readiness to learn Continue to provide ELSA, Friendship Workshops as well as Peer Mentors and E-Safety Ambassadors Continue strong focus on attendance and punctuality. Pupils continue to behave with consistently high 	



		levels of respect for all members of the school community.	
Personal Development	Strategic Area 6 <ul style="list-style-type: none"> Continue to develop responsible, respectful and active members of the school community. Continue the school's work on understanding of the fundamental British values. 	<ul style="list-style-type: none"> The School Council and Eco Council allows the voice of all learners to be heard Pupils have age-appropriate understanding of healthy relationships through appropriate relationships and sex education- ensure that RSE Policy is embedded across the school Fundamental British Values underpin the work of the school and are shared in assemblies as well as PSHE lessons. 	
Parental and Community Involvement	Strategic Area 7 <ul style="list-style-type: none"> Further develop links between the school and the local community 	<ul style="list-style-type: none"> Provide learning workshops for parents Develop role of the volunteer to support school and develop community relations Continue to explore building a running track for the school pupils as well as the wider community. Continue to liaise with multi-disciplinary teams (Social Care, Family Resilience, Nursing Team)to ensure that families receive the appropriate resources to support their child at home Develop action plan for 'hard to reach' parents 	
Finance and Premises	Strategic Area 8 <ul style="list-style-type: none"> Continue to sustain financial stability of the school Continue to develop school's facilities to benefit pupils and the wider community 	<ul style="list-style-type: none"> Ensure that school promotes opportunities for self-generated income to increase revenue for the school to ensure stability of the school's on-going financial position Continue to maintain effective budget and forecast management Continue to ensure that the various funding streams are used effectively to maximise the impact and effectiveness of the school provision 	



		<ul style="list-style-type: none">• Maintain the school's fixed assets to ensure a safe and secure environment for the school pupils, staff and community• Where possible, enhance the premises and facilities of the school to enhance opportunities for the pupils and provide opportunities for the community and generation of external revenue stream	