



School Development Priorities 2021-24

Year 1

2021-22

Overview

This document marks the start of the next phase of development for Wood Green School. We are launching our new 'Head, Hands and Heart' mission and vision statements, and the 14 Learning and Personal Attributes that exemplify in concrete terms what we are developing all of our students (which are included below). We have created strategic priorities that will ensure we achieve our mission and realise our vision.

Four whole-school development projects are essential to our success. These will span three years and underpin our development. These are set out on pages 4 and 5.

In each year of the next three years, the school will set specific one-year objectives evaluate progress and set one-year objectives against our strategic priorities. These are set out for 2021-22 on pages 6-9.

Our School Philosophy

“Head, Hands and Heart”



Our School Philosophy can best be summarised by the phrase 'Head, Hands and Heart'. Head, Hands and Heart represents the whole child:

- The Head represents learning
- The Hands represent creativity and practical skills
- The Heart represents respect and nurture for others and ourselves

Our mission and vision statements show in depth our commitment to education being about developing the whole child. So that we have a common understanding of what this means in practice, we have identified 14 learning and personal attributes that our curriculum aims to develop in all students

Our Mission

“Our mission is to develop exceptional, well-qualified and well-rounded young people who make a positive contribution to our school, our community and the world.”

Our Vision Statements

We set out our vision of a Wood Green student in our vision statements:

Wood Green students:

- I. Are inquisitive, independent and creative thinkers who communicate powerfully, respond well to feedback and who work well by themselves and with others
- II. Believe they can improve, are proud to try hard and to be successful and are not scared to fail
- III. Have integrity and honesty and take responsibility for themselves
- IV. Manage themselves well and develop good relationships with all students and staff
- V. Take care of others, their community and their environment and respect all others
- VI. Know how to keep themselves healthy and safe
- VII. Achieve highly and leave prepared for their next exciting challenge

Our 14 Learning and Personal Attributes

Learner Development

1. Enjoyment of, and progress in your subjects

2. Literacy
3. Numeracy
4. Oracy
5. Research skills
6. Self-management, including revision skills
7. Digital Literacy
8. Extending your learning independently



Personal Development

9. Emotional Literacy
10. Community and social activism
11. Personal wellbeing and safety
12. Life skills
13. Preparedness for the world of work
14. Leadership skills (from 2022)



Our

Learning | Effort | Aspiration | Respect | Nurture | Wellbeing



Values

Our LEARNWell values reflect our commitment to developing the whole person and underpin everything we do:

LEARNING **E**FFORT **A**SPIRATION **R**ESPECT **N**URTURE **W**ELLBEING

Our Whole School Priorities

In this development plan, we have identified four 3-year priorities that will underpin our development. These are:

1. Develop the Wood Green Bacculaureate Curriculum that embeds Learner and Personal Development into the experience of every student.
2. Ensure that all students benefit from our Bacculaureate Curriculum
3. Create an environment in which Diversity, Equality and Inclusion are embedded in all that we do
4. Ensure that the growth of the school is managed effectively and efficiently, harnessing our membership of the Acer Trust

Develop the Wood Green Bacculaureate Curriculum that embeds Learner and Personal Development into the experience of every student.					
Students at Wood Green will experience and be expected to participate in an outstanding curriculum, both in and out of the classroom, that promotes learning, personal development and wellbeing. Students will be recognised for their full accomplishments, including achievements in examinations, but also in wider learning and the contribution they make to their community. This rich curriculum, developing from year 7 to 13, will be our Wood Green Bacculaureate. To build our Bacculaureate curriculum this year, we will:					
a)	Embed into specific curriculum provision the development of research, oracy, digital literacy, wellbeing, careers, and life skills				
b)	Establish our Year Award programme of experiences that promote going beyond the curriculum, including independent learning of new skills and knowledge, physical wellbeing and community service				
c)	Establish a system of accreditation of the above through our Learning and Personal Development Challenge				
Leads	RWS, AJG	With	Specific HoDs	Link to Governors	FGB

Ensure that all students benefit from our Bacculaureate Curriculum					
The growing number of students with SEND, welfare and medical needs means that it is more important than ever for all staff to be aware of students' needs so that we can maintain our reputation for caring for the whole child. As we distribute decision making and grow staff teams within learner development and personal development, there is a danger that these two sides of school can become disjointed. It is crucial that we have a culture of considering students holistically and clear systems to underpin this culture.					
a)	Establish our Tier 1-5 system to track students learning, welfare and medical needs and ensure that our pastoral team liaises closely with our SEND, Safeguarding and Medical Teams, fully involving parents				
b)	Establish clear roles for all members of leadership team in the Tier 1-5 process and embed student focus meetings to ensure effective communication				
c)	Ensure specific finance streams for learner support are used to best advantage				
Leads	RWS	With	DJA, NTM, MAB, AMT	Link to Governors	FGB

Create an environment in which Diversity, Equality, and Inclusion are celebrated and embedded in all that we do					
In 2020, the school began developing a better understanding of DEI, beginning with staff awareness and developing a more effective track through our behaviour system to deal with instances of discrimination. We wish to build on this work with students, staff and parents to ensure that everyone in our community is valued and feels safe.					
a)	Devise resources to educate our students on why racist, sexist, and homophobic comments are unacceptable				
b)	Use our student survey results to help challenge bystander culture and empower students to stand up against comments that are unacceptable.				
c)	Continue to train leaders at all levels on how to develop and create a safe and inclusive school environment for all students.				
Leads	IDG	With	ZOD, JL	Link to Governors	FGB

Ensure that the growth of the school is managed effectively and efficiently, harnessing our membership of the Acer Trust					
Our school is growing and will continue to grow for the next three years. This presents opportunities in the form of external funding and economies of scale, but also creates a challenge of maintaining and improving the quality of education through this period. Managing the growth is an essential factor in achieving our vision for our school.					
a)	Work in close partnership with OCC to grow the estate of our school to accommodate the new intake				
b)	Work with the Acer Trust to identify and align operational services, including HR, Finance and IT				
c)	Plan for the demands associated with growth, in particular teaching and support staff and increased need for resources				
Leads	RWS, JVT	With	Acer Colleagues	Link to Governors	FGB

Our Specific Strategic Area Plans

Leaders and Governors work in teams to focus on specific areas of school development: Learner Development, Personal Development, Operations, Staff Development and Wellbeing. Each area has a strategic priority.

The first two strategic priorities focussed on the learning and personal development of all our students, who are at the heart of our school:

- A. Developing learning through excellent teaching and through specific curriculum development
- B. Creating the best culture, climate and specific provision for student personal development and wellbeing

We recognise that, to achieve these, we must a school that operates effective and excellent staff development and wellbeing. Therefore our third and fourth strategic priorities are:

- C. Achieving sustainable, efficient and effective operation that supports learner and personal development
- D. Ensuring all development is supported by high quality staff development with a focus on staff wellbeing

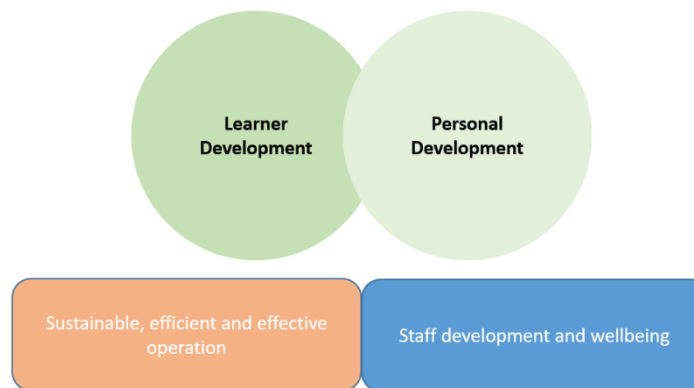


Fig. 1 Diagram of Strategic Priorities Sept 2021

Specific Strategic Priorities

A Developing learning through excellent teaching and through specific curriculum development		
A1	Develop learning through excellent subject teaching and subject curriculum development	Link to Governors: CTL
Excellent teaching is fundamental to achieving our vision for Wood Green students. Our Subject Curriculum Policy will set out our principles for teaching and learning, which all subjects will incorporate, adapted to their disciplines. To develop excellent teaching this year, specifically we will:		Lead IDG
a)	Embed the use of cognition skills in teaching	IDG
b)	Develop metacognition in teaching	IDG
c)	Each department to develop one of the 8 strands from their department handbook.	IDG
A2	Develop our SEND provision to ensure students with SEND have the support to develop as great learners	Link to Governors: CTL
With increasing numbers of students having SEND, supporting these students' learning is ever more crucial. Our SEMH base with new leadership will focus on providing learning in a supportive atmosphere, mirroring the provision elsewhere.		Lead
a)	Develop provision for SEMH in H1, including introducing accredited courses	AMT, CMS
b)	Ensure FreshStart and other literacy provision is coherent and effective	AMT, JM, SJH
c)	Develop the use of Alternative Provision to personalise the curriculum	AMT, HAD
d)	Develop the roles of HLTAs	AMT
A3	Develop our 6th Form provision	Link to Governors: CTL
We will focus on developing a curriculum pathway for learners imposed by external change, as well as ensuring that our wider curriculum for all students is effective.		Lead
a)	Develop post-16 provision to replace the Blended Pathway	MBA
b)	Improve the preparation for students who want to apply for medicine and Oxbridge	MBA
c)	Evaluate the effectiveness of 6 th form teaching and create a best practice guide	IDG, SRJ

B) Creating the best culture, climate and specific provision for student personal development and wellbeing		
B1	Develop the culture and climate for Personal Development and Wellbeing	Link to Governors: W&D
Having the right culture and climate in school is critical for both learning and for personal development and wellbeing. In the last three years, we have worked hard on our Behaviour Policy, which has clearly had a positive impact. We now wish to go further, creating a culture which celebrates success and where students feel empowered to achieve. To do this we will:		Lead DJA
a)	Develop the behaviour system, including by ensuring that restorative approaches have impact	NTM
b)	Develop Year Group and Key Stage culture through celebration, recognition, year group tutor programme and a culture of pride and high expectations	DJA, NTM, MAB
c)	Develop the House System to promote participation and pride	NTM, JWA, MFP, IGM
d)	Create an environment in which everyone feels safe to call out sexual harassment	GEF
e)	Improve attendance by ensuring the attendance policy is fit for purpose and that all staff understand their role in ensuring students and their parents understand the importance of regular attendance	NTM, DJA, with MAB, HoY
B2	Develop specific curricular provision to promote personal development	Link to Governors: W&D
		Lead
a)	Develop explicit SEAL provision starting in year 9	JA
b)	Ensure Learning for Life curriculum is developed, and fits well with Nuffield Health wellbeing coaching and IT Safety is coordinated and coherent	DJA with JKC, CGC and DOR

C Achieving sustainable, efficient and effective operation that supports learner and personal development		
C1	Developing Team Leaders to take more ownership for development within their areas and to diversify decision making	Link to Governors: W&D
	A team structure has been created with the support staff which has led to greater coherence within operations. The next stage is to equip team learners with the skills to develop their areas of responsibility	Lead JVT
C2	Develop an IT Strategy that supports all areas of school development	Link to Governors: W&D
	An IT strategy that supports teaching and learning, and organisational effectiveness, and is fully costed, will be developed.	Lead JVT, FL
a)	Consult with teaching staff to identify needs in teaching	
b)	Consult with support staff to identify needs	
c)	Work with the Trust Central Team to align with the wider IT strategy	
C3	Embed our new HR and Finance structures in collaboration with the Acer Trust	Link to Governors: FGB
	The new arrangements of HR and Finance Officers, working with Trust managers, will be embedded effectively	Lead JVT MF AN Trust
a)	Review budget monitoring systems	
b)	Empower budget holders – Plan and Budget not Budget and Plan	
c)	Training of line managers to understand and be competent in HR delivery and processes such as return to work discussions	
C4	Create a strategic plan for sustainability including student active involvement	Link to Governors: W&D
	Being a sustainable school is important for students’ learning about the environment and for our operation.	Lead JVT, JT, JW, JJ
a)	Develop lines of communication with all staff and the student council	
b)	Work with the Acer Trust Central Team to align priorities e.g decarbonisation funding	
c)	Develop a sustainability and environment policy for the school	

D Ensuring all development is supported by high quality staff development with a focus on staff wellbeing		
D1	Embed the ‘5 ways to wellbeing’ into the strategic development of the school	Link to Governors: CTL
	We want to use the 5 ways of well-being to help all members of staff feel they have a voice in decision making in the school and that diverse views are heard in the development of school policies and maintaining a focus on reducing workload. We want all members of staff to feel that they can manage their own wellbeing, with appropriate support where required, and feel more empowered in their work.	Lead JS
a)	Reconnect – Develop staff voice so all members of staff feel they are valued stakeholders in decision making.	JS
b)	HoDs develop their incremental coaching skills in order to develop the teaching practice and confidence of all of their team.	JS, IDG
c)	Develop Leadership programmes that enhance ability of leaders to create effective teams and drive development	IDG, RWS
D2	Ensure Staff Development is identified in all development planning and fully costed	Link to Governors: CTL
	We would like staff to identify more precisely the CPD they need to contribute to school development	Lead JS, RWS
a)	Develop menu of development opportunities, ensure these are identified through professional development meetings and coordinated.	JS, JVT

