



Woodlawn School Development 2018/19

The school was reviewed by Ofsted in October 2018 and was graded good overall with an outstanding grade awarded for the effectiveness of leadership and management and personal development, behaviour and welfare.

The report stated:

'The headteacher, senior leaders and governors have provided the inspiration for all staff to combine their considerable skills and talents in the pursuit of excellence in the school's work. As a result, the areas for improvement identified during the previous inspection have been fully addressed. This is now a good school.'

'The headteacher, ably supported by her senior team, knows her school extremely well. She has an incisive understanding of the strengths of the school in addition to the areas that require further focus. As a result of this, improvement planning is top notch.'

The Ofsted visit was a very positive experience for the whole school and identified our areas to continue to improve:

1. Improve the quality of teaching, learning and assessment by:

- Eliminating inconsistencies in the quality of teaching so that a greater proportion of pupils make excellent progress from their starting points.
- Strengthen teachers' use of assessment information so that planning meets individual pupil's needs more effectively in other subjects across the curriculum.

The work completed this year to support this development includes:

- All teaching staff have had a performance management target to identify the next steps in learning for all pupils to provide additional challenge for pupils through their lessons.
- Senior leaders have continued to monitor progress of teaching and learning through a variety of methods e.g. book scrutiny, learning walks, classroom observations and pupil feedback. These monitoring activities have resulted in planned training sessions for staff.
- Further developed class teacher leadership roles through effective class team working, induction programme for new teachers, and communication of intervention programmes.
- Developed teaching assistant lead roles of responsibility across school.
- Delivered training on IEP writing, analysis of data, moderation and target setting holding teachers to account for progress of their pupils.
- The assessment outcomes team researched and implemented a cohesive approach to assessment across school. This work commenced in January 2018 and included

visits off site to other SEND providers. Woodlawn School now work in partnership with a group of North East SEND schools also using the B squared tool.

- We have developed the subject co-ordination role and have supported teaching staff to monitor the curriculum delivery through:

Analysis of data.

Monitoring of planning.

Book scrutiny

Leading CPD sessions

- Developed our communication of pupil progress with parents through letters, face book, school website, see saw program, report writing.
- Developed communication of curriculum through parent curriculum workshops with a particular focus on Read Write Inc and how reading, writing and spelling are taught in school. Ideas for supporting this at home were shared with parents.
- Two teachers completed the National Professional Qualification for Middle Leaders (NPQML) qualification through Newcastle University.
- Initiated a coaching and mentoring approach to our work encouraging more experienced teachers and Assistants to support less experienced and new staff to school.
- Lunch clubs have been extended with a rich variety of clubs over the year including: Dungeons and Dragons, Lego, Gardening and Yoga amongst others.
- Curriculum programmes used across school have been reviewed e.g. 'Talk for Writing' to ensure all staff are utilising these programmes to maximise learning.

2. Improve the effectiveness of 16-19 study programmes by:

- Continuing to refine the curriculum on offer in the sixth form so that all pupils make rapid and sustained progress, including the most able pupils in the cohort.
- Ensuring that all courses on offer are delivered to a consistently high standard.

Post 16 curriculum has been extended through focused work on careers and employability with a range of school partners and completion of school staff training. This work has been evaluated against the Gatsby bench mark resulting in a development plan to further extend this work.

Pupils have extended their basic skills through the appropriate extension course level 1, 2, 3 functional skills/ GCSE course.

The post 16 café enterprise has provided opportunities to develop market research, financial planning and customer service skills.

Links with other schools have been developed and extended: Marden High School re: Art GCSE, Monkseaton High with links to sports leader courses.