



**WORKING TOGETHER
TO BUILD A
BETTER WORLD**

FAITH UNITY
woodard
AND VISION schools

FAITH UNITY
woodard
AND VISION academies



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Introduction

FAITH, UNITY & VISION

The Woodard Corporation (Woodard Schools) is an educational charity founded on the vision of Canon Nathaniel Woodard in the mid nineteenth century as a product of the Oxford Movement and the Catholic revival in the Church of England and a direct consequence of the Founder's concern to transform his contemporary society through the provision of quality Christian education to the emerging middle classes.

Since that time Woodard Schools has attracted state maintained (Affiliated) and other independent (Associated) schools into its fellowship and, through its sister company, the Woodard Academies Trust, sponsors academies.

Every Woodard school and academy is an integral part of the Woodard family of schools and is expected to be an active partner with other schools within the family. Woodard Schools firmly believes that all young people should be given every opportunity to flourish and to become world class learners, within nurturing and supportive communities that place pastoral care at the heart of all we do. All Woodard schools and academies aim to provide first class education in an actively Christian environment.

Woodard Schools is a unique expression of Church of England schools in the nation. The Founder's vision of the family of schools as a Society is guarded by its Provosts and its Corporate Fellows and the group is characterised by mutual support, help and encouragement.



Mission Statement

**'High quality education in
an actively Christian
environment for all'**



Vision Statement

**'As an organisation founded
upon Christian beliefs we
aim to awaken a love of
learning in young people
within a value-rich and
value-driven environment
that recognises the
uniqueness of each person
and our responsibility
towards each other, and
inspire young people to
make a difference'**





Why we do it

We believe that education should:

- help young people develop character – people with largeness of soul, personal dignity and integrity.
- encourage young people to become active, compassionate, inquiring and life-long learners in search of truth.
- nurture creativity and a capacity for independent and critical thought.
- help young people to recognise the importance of the spiritual, moral and cultural dimensions of life.
- help young people to become confident individuals, who understand how to be happy and to develop and maintain their own spiritual, emotional, physical and mental well-being.
- help young people to live life to the full. Important lessons are learned on the games field, in the theatre, in debate and competition, and in the shared life of a school community. Help young people develop a positive self-awareness and self-confidence.
- help young people to become active and responsible citizens who make a positive contribution to society and who are encouraged to participate, care for others and show leadership wherever that is possible.
- equip young people with the confidence, aptitude and skills they need for life and for work.
- develop internationally-minded young people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world through intercultural understanding and respect.

How we do it

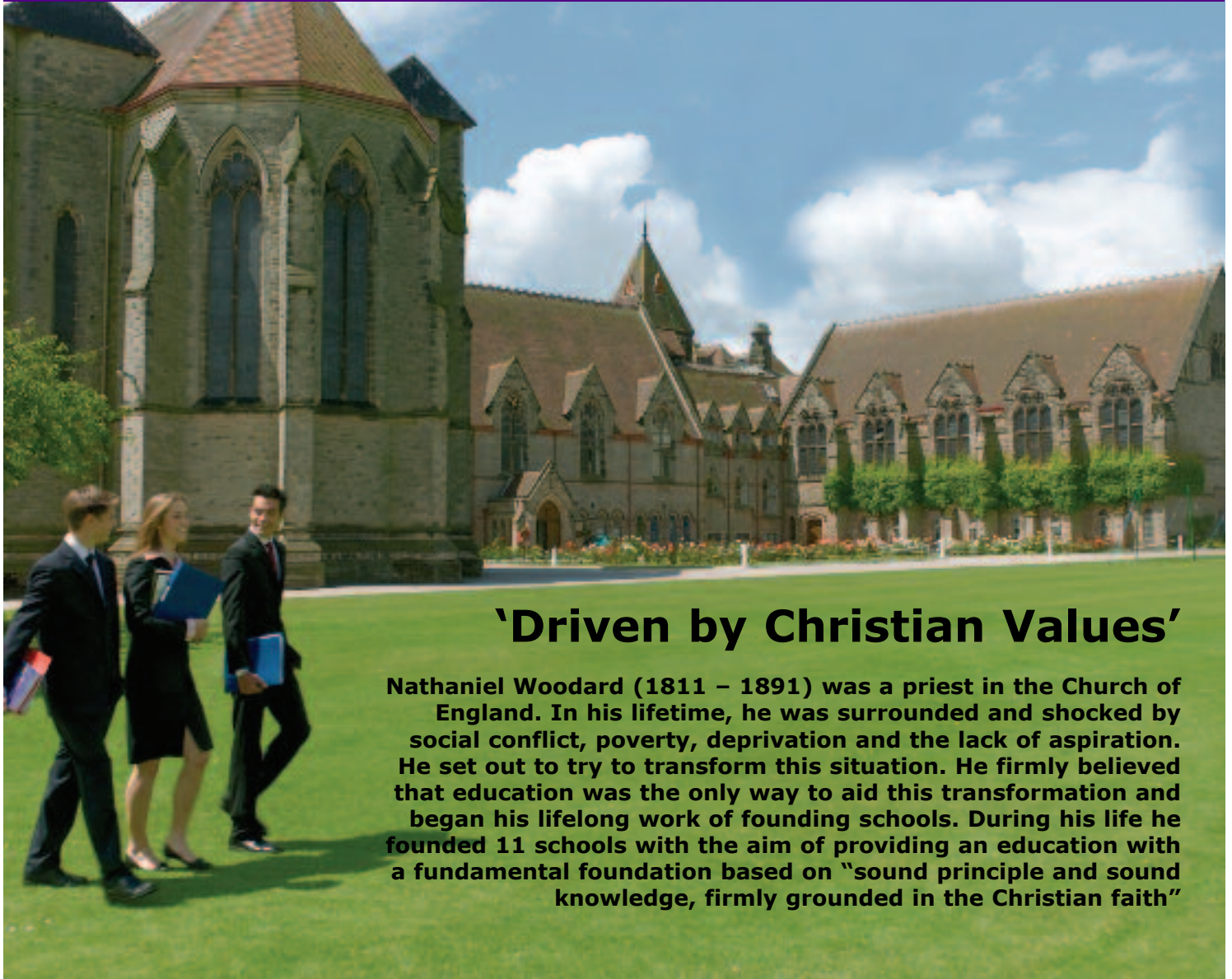
Woodard schools and academies provide a strong and distinctive vision and ethos founded on Christian beliefs and values. Our schools and academies:

- **are places in which young people and adults are particularly cared for, nurtured and valued.** Good pastoral care has long been a hallmark of Woodard. Our schools and academies are collegiate communities. We are part of one large family.
- **develop and inspire confident young people with a "can do" attitude** and an articulate voice in their community and their future prospects. We nurture confident and responsible individuals who can make a real and positive contribution to society. We place a clear emphasis on character and leadership formation.
- **champion the cause of child-centred holistic learning**, paying particular attention to the development of the whole person: spiritually, morally, culturally, academically, aesthetically and physically. We value all our young people for who they are, and encourage them to give their very best.
- **continually strive to deliver excellence in all that they do.** We offer a broad and balanced education. We recognise that all young people have a unique set of skills and that it is the school's duty to enable them to fulfil their potential. We recognise that ability comes in many forms and learners need to be supported to enjoy success, no matter where their talents lie.
- **are outward looking places** that encourage global awareness. We encourage our young people to develop an understanding of, and a sense of responsibility towards, the complex, fragile, difficult and fascinating world in which they live. A number offer the IB Diploma programme; all have international outreach work. All our schools collaborated to raise money to provide pupils in Gilgil, Kenya with a new secondary school, the Woodard Langalanga Secondary School.
- **are value rich and value driven communities.** We teach the importance of the value of love, forgiveness, truthfulness, integrity, courage, generosity, reverence, wisdom, thankfulness, humility, endurance, service, compassion, peace, friendship, justice, hope and respect to all people. Teachers have a special place in encouraging young people to acquire these characteristics. We insist on civilised behaviour, consideration of others, polished personal presentation and good manners.
- **are inclusive, creative communities that build understanding, respect and empathy in young people.**
- **are faith communities that celebrate religious, cultural and ethnic diversity and encourage dialogue and understanding.** We believe that we can all learn from each other. We welcome pupils, staff and parents of all faiths and none.



Ethos

of a Woodard
school



‘Driven by Christian Values’

Nathaniel Woodard (1811 – 1891) was a priest in the Church of England. In his lifetime, he was surrounded and shocked by social conflict, poverty, deprivation and the lack of aspiration. He set out to try to transform this situation. He firmly believed that education was the only way to aid this transformation and began his lifelong work of founding schools. During his life he founded 11 schools with the aim of providing an education with a fundamental foundation based on “sound principle and sound knowledge, firmly grounded in the Christian faith”



How we do it

Today Nathaniel Woodard's vision means that:

- **We believe that the search for knowledge is a search for meaning and truth.**
In our schools and academies we encourage young people to ask why, to look for the connections between things, to bring to the surface the assumptions we have been making about the meaning behind and within things, to become more reflective, to reach beyond themselves a little, to take responsibility, to become more self-aware, to be honest with themselves and courageous.
 - **We are inclusive communities that cherish each person.** Our schools and academies show a special care for the vulnerable and those in need – they have strong SEN departments and pastoral care systems. Our schools and academies are places that teach how to approach the stranger without fear, that recognise the dignity of diversity.
 - **We acknowledge the value and uniqueness of every human being** regardless of gender, age, ethnic origin, creed or sexual orientation. We believe that each person is of sacred value because they are made in the image of God. Our schools and academies are ones in which the atmosphere is pervaded by the conviction that there is something good in everybody.
 - **We provide ways (both formal and informal) in which members of the school community can develop their spirituality** (eg through worship, reflection, creativity). All Woodard schools have chaplaincy provision. Many of our schools are strong in those subjects that speak to the soul – art, drama and music.
 - **We are committed to developing the inward moral character and disposition.** We encourage young people to develop a moral framework, a rock solid sense of what is right and
- We only have one chance with the education of our children, so their tomorrow must be our urgency today.**

The Curriculum



The aim of the curriculum is to develop internationally minded individuals committed to creating a better, more co-operative and peaceful world



Aims of the Curriculum

Our curriculum aims to nurture learners who are:

- **Inquirers** – developing and exploring their natural curiosity.
- **Autonomous** – self-motivating seekers of knowledge and truth.
- **Knowledgeable** – clearly understanding key concepts across a balanced range of disciplines.
- **Caring** – empathising with others in ways that lead to commitment to action and service.
- **Reflective thinkers** – critical and creative in their approach to complex problems and eager to find effective but ethically sound solutions.
- **Risk takers** – independent enough to explore new ideas, brave enough to address the unfamiliar, assertive enough to defend their beliefs.
- **Communicators** – expressing themselves confidently (including in a language other than their own), making them successful collaborators and team-workers.
- **Decision makers** – putting their skills, their knowledge and understanding into practice for the benefit of others as well as themselves.
- **Principled** – acting with integrity and honesty with a strong sense of fairness, respecting the dignity of individuals, groups and communities; taking responsibility for their own actions.
- **Balanced** – intellectual, physical and emotional balance underpinning their own personal well-being and their understanding of the well-being of others.
- **Open minded** – embracing ideas from others and their cultures, always remaining open to alternative approaches though confident in their own understanding and decision-making.

We believe that the following key principles enable us to deliver a broad and balanced curriculum:

- Young people progress at their own best pace, taking assessments when they are ready to do so. Learners of different ages may work together if they are close in their attainment.
- Young people will have their own Individual Learning Plan containing clear and flexible individualised progression pathways. These Individual Learning Plans will take into account each student's needs and targets in relation to future learning, skills, knowledge and personal development.
- Young people use a range of applications and curriculum materials, on-line information and knowledge as a routine component of the education process.
- The most vulnerable young people will be given effectively tiered support that aims to make them more resilient and to ensure that they are set on sustainable and productive life courses where they can experience wide ranging success.
- Our schools and academies are dynamic learning communities, where young people are stimulated and teachers are facilitators and mentors of learning and knowledge management.
- The curriculum will encourage students to learn through high levels of application to real time situations. Young people will therefore see the point of what they are doing.
- Technologies (eg ICT) will be readily available as tools to facilitate learning in a multiplicity of contexts. The whole curriculum is managed by a sophisticated web portal, accessible from home or at school, containing all the steps and courses, proposed work procedures, tasks and resources in the form of texts, reference books, manuals, study tips, current news etc.
- Pastoral care and personal development is the bedrock for the liberation of learners to achieve their personal best.
- The curriculum will be holistic: it equally values academic excellence, character formation (which develops leadership, passions and interests) and skills and qualifications for life.
- The curriculum will encourage students to learn how to learn, ask challenging questions, develop a strong sense of their own individual identity and develop the ability to understand and communicate with people from other cultures.

Our focus is enabling young people to become **autonomous learners** who enjoy learning, **confident individuals** who are able to live safe, healthy and fulfilled lives and **responsible citizens** who make a positive contribution to society and are encouraged to participate, care for others and show leadership wherever that is possible.



A Well-Rounded Education

**'Some of the most
important things
we learn at school
have nothing to do
with the formal
curriculum
at all'**





How we do it

Focus on the Whole Child

Woodard schools provide student-centred, personalised and holistic education. Each student is to be known, loved and nurtured in all aspects of their life. This means that every Woodard school should:

- Provide first class pastoral care – both within the House/Chapter as well as from the Chaplain and specialist agencies. This pastoral care is to be built on a sound awareness of each child's personal circumstances.
- Put in place personalised academic benchmarking and aspirational targets.
- Enable access for each student to a varied enrichment curriculum (sporting, cultural, artistic, practical).

- Take each student's aspirations, intellectual passions and interests seriously - they should be recognised and nurtured.
- Know and actively develop each student's personal aspirations in a systemic (deliberate) way.
- Ensure that students have a real voice in what is going on in their school.

The School as a Dynamic Community

Woodard schools are strong and vibrant collegiate communities in which students and staff are encouraged to participate fully and support each other. Within the school/academy students may belong to a whole range of smaller communities (sporting, artistic, learning) within the school. These communities bear the following marks:

- Students of all ages work together, support, care and look out for each other.
- Students are encouraged to gain strength from the community but also be willing to positively contribute to it.
- Students will have a personal tutor who will form a strong pastoral relationship with the students in their care.
- The school community will provide opportunities for competitive and non-competitive activities of various kinds (sporting, cultural, artistic).
- Each person within the community will take up charitable service for a community less fortunate than themselves – encouraging responsible citizenship.

Working with Woodard



Governance

The Woodard Corporation and the Woodard Academies Trust are legal entities that embrace each of the schools and academies. The Woodard Board includes representatives from our schools. Each school and academy has its own governing body. The key duties of the Woodard Board are to appoint the Governors of the incorporated schools and the Woodard Academies Trust and to co-ordinate strategy and monitor progress across the group to ensure the best possible quality of education in accordance with Woodard ethos and principles.

The benefits of being part of the Woodard family of schools include:

- **collegiality** – young people and staff testify to the unique collegiality they experience across the family of schools.
- **sharing best practice** – teachers and leaders can learn from best practice in both the independent and state-maintained sectors.
- **professional development opportunities** for young people and staff. All members of staff are entitled to continuing professional development including postgraduate studies, collaborative projects and action research. Each year we run a number of courses including:
 - Master Classes for potential Oxbridge students
 - Student Leadership Courses for students entering Year 13
 - Bursarial development courses and conferences
 - Headteachers Conference
 - Chaplaincy Conference
 - Governor induction seminars and conferences
- **cross-family working groups** – teachers and leaders from all our schools work collaboratively to develop new ideas and teaching methods.
- **economies of scale** – by managing some supplies and services centrally our costs are reduced. This means that individual schools can spend more time focussing on education.
- **internal employment market** – providing staff with a ladder of career opportunities.
- **a network of formal and informal links across Woodard** to ensure the identification, celebration and exchange of best practice.
- **high quality support** from Woodard's Executive Officers.
- **secondments of key staff** for specific pieces of action research and independent projects.

Woodard Schools directory

INCORPORATED

**Abbots Bromley School and
Abbots Bromley Preparatory School**
Abbots Bromley, Staffordshire WS15 3BW

Ardingly College
Haywards Heath, West Sussex RH17 6SQ

Ardingly College Prep School
Haywards Heath, West Sussex RH17 6SQ

Bloxham School
Banbury, Oxfordshire OX15 4PE

The Cathedral School
Llandaff, Cardiff CF5 2YH

Denstone College
Uttoxeter, Staffordshire ST14 5HN

**Denstone College Preparatory School
at Smallwood Manor**
Uttoxeter, Staffordshire ST14 8NS

Ellesmere College
Ellesmere, Shropshire SY12 9AB

Hurstpierpoint College
Hassocks, West Sussex BN6 9JS

Hurstpierpoint College Preparatory School
Hassocks, West Sussex BN6 9JS

King's College
Taunton, Somerset TA1 3LA

King's Hall School
Taunton, Somerset TA2 8AA

Lancing College
Lancing, West Sussex BN15 0RW

**Lancing College Preparatory School
at Hove**
Hove, West Sussex BN3 6LU

**Lancing College Preparatory School
at Worthing**
Worthing, West Sussex BN14 8HU

The Peterborough School
Peterborough, Cambridgeshire PE3 6JF

Prestfelde School
Shrewsbury, Shropshire SY2 6NZ

Queen Mary's School
Thirsk, North Yorkshire YO7 3BZ

St James' School
Grimsby, North East Lincolnshire DN34 4SY

Worksop College
Worksop, Nottinghamshire S80 3AP

Worksop College Preparatory School
Ranby House, Retford, Nottinghamshire DN22 8HX

ACADEMIES

Kings Priory School
Tynemouth, Tyne and Wear NE30 4RF

The Littlehampton Academy
Littlehampton, West Sussex BN17 6DQ

St Augustine Academy
Maidstone, Kent ME16 8AE

St Peter's Academy
Stoke on Trent, Staffordshire ST4 2RR

The Sir Robert Woodard Academy
Sompting, Lancing, West Sussex BN15 9QZ

AFFILIATED SCHOOLS

The Bishop of Hereford's Bluecoat School

Tupsley, Hereford HR1 1UU

Bishop of Rochester Academy

Chatham, Kent ME4 5JB

Bishop Stopford School

Kettering, Northhamptonshire NN15 6BJ

Bishop Stopford's School

Enfield, London, EN1 3PU

The Bishops' Blue Coat Church of England High School

Great Broughton, Chester CH3 5XF

Crompton House Church of England School

Oldham, Lancashire OL2 7HS

Dyson Perrins Church of England Academy

Malvern, Worcestershire WR14 1WD

The King's CE School

Wolverhampton, West Midlands WV6 8XG

St Andrew's CE School and Sixth Form

Croydon, London, CR0 4BH

St Marylebone CE School

Marylebone, London W1U 5BA

St Olave's Grammar School

Orpington, Kent BR6 9SH

St Peter's Church of England Aided School

Exeter, Devon EX2 5AP

S Peter's Collegiate School

Wolverhampton, West Midlands WV3 9DU

St Saviour's and St Olave's CE School

Southwark, London SE1 4AN

St Wilfrid's Church of England Academy

Blackburn, Lancashire BB2 2JR

Trinity Church of England School

Belvedere, Kent DA17 6HT

Trinity Lewisham

Lee, London SE12 8PD

Wren Academy

North Finchley, London, N12 9HB

ASSOCIATED SCHOOLS

Alderley Edge School for Girls

Alderley Edge, Cheshire SK9 7QE

Exeter Cathedral School

Exeter, Devon EX1 1HX

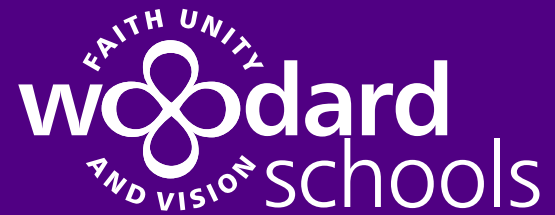
King's School

Rochester, Kent ME1 1TE

OVERSEAS SCHOOLS

Woodard Langalanga Secondary School

Gilgil 20116, Kenya



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Rugeley
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