

Over-arching Woodnewton Priorities for 2021 to 2022

OVERARCHING SCHOOL PRIORITY 1:

Strengthen leadership and management so they are highly effective, distributed across different levels, and have clear roles, responsibilities and lines of accountability.

LINKS TO IFtL STRATEGIC PRIORITIES: Ensure all pupils achieve their potential; Continuously develop excellent practice; Collaborate, innovate and research to be leaders in education

Ofsted: Leadership and Management

- a) All senior and middle leaders are effective or highly effective, with an explicit focus on middle and subject leaders' confidence and the development of their areas of responsibility.
- b) A robust and effective monitoring process is in place which ensures leaders at all levels are highly knowledgeable and drive improvement in their areas of responsibility.
- c) A highly effective governing body is in place, including links with school leaders, following the transition from an AIB.
- d) Parental involvement and voice is strengthened, creating greater links between the school and the community, resulting in improved attendance, punctuality, pupils reading more at home and parents feeling more engaged in school life.
- e) Develop and strengthen the quality of the workforce through effective communication and a balanced approach to staff workload and well-being.

OVERARCHING SCHOOL PRIORITY 2: Curriculum and assessment

The whole school curriculum is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills resulting in all pupils achieving highly (2YOP to Year 6).

LINK TO IFtL STRATEGIC PRIORITY: Ensure all pupils achieve their potential; Continuously develop excellent practice; Collaborate, innovate and research to be leaders in education

Ofsted: Quality of Education

- a) All teaching across all areas of the curriculum is effective or highly effective so that all pupils achieve well.
- b) A programme of highly effective and focused professional development is in place for all staff, at a whole school and bespoke level, to ensure teachers' pedagogical knowledge and use of assessment consistently build and develop over time. (Milestones: resulting in strong improvements in the teaching within all areas of the curriculum.)
- c) The foundation curriculum is consistently implemented and embedded for all subject areas so that all groups of pupils develop detailed knowledge and skills across the curriculum.
- d) Consistent high expectations for every pupil's learning, behaviour and conduct resulting in positive attitudes and a nurturing, purposeful and flourishing environment that focuses upon pupils.
- e) The Woodnewton wider curriculum offer, including extra-curricular activities, is strengthened so that the school consistently promotes and enhances personal development for all groups of pupils.

OVERARCHING SCHOOL PRIORITY 3: Reading

Consolidate and embed the whole school approach to teaching reading, ensuring all aspects of reading are evident across the breadth of the curriculum (2YOP to Year 6).

LINK TO IFtL STRATEGIC PRIORITY: Ensure all pupils achieve their potential; Continuously develop excellent practice; Collaborate, innovate and research to be leaders in education

Ofsted: Quality of Education

- a) The agreed Woodnewton approach to teaching reading is strengthened – it is consistent, rigorous and sequential so that it develops all pupils’ fluency, confidence and enjoyment in reading.
- b) Highly effective and focused CPD ensures all teachers have a thorough knowledge of the teaching of reading, so that it is effective or highly effective across all areas of the school.

OVERARCHING SCHOOL PRIORITY 4: Pupil support

Ensure high ambitions for all groups of pupils so that they consistently achieve well with the best possible outcomes.

LINK TO IFtL STRATEGIC PRIORITY: Ensure all pupils achieve their potential; Continuously develop excellent practice; Collaborate, innovate and research to be leaders in education

Ofsted: Quality of Education

- a) Highly effectively strategies and targeted interventions to ensure that provision is tailored to pupils’ individual needs, including access to bespoke specialist provision in EYFS, KS1 and KS2.
- b) Ensure that the gaps in achievement between vulnerable groups, including the disadvantaged, and their peers are rapidly narrowed.
- c) Highly focused and effective CPD has strengthened staff confidence, knowledge, skills and understanding to enable them to effectively meet a range of pupil needs.
- d) All pupils are provided with a wide range of enriching and meaningful opportunities to nurture, develop and stretch pupils’ talents and interests to support their learning and strong progress (knowing more and remembering more with an alteration in long term memory).