

Woodnewton Strategic Key Priorities 2022 to 2023

OVERARCHING SCHOOL PRIORITY 1:

Middle leadership is strengthened so that it is highly effective, encapsulating a culture of high expectations and driving for the highest possible outcomes for all pupils.

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

- a) All subject and aspect leaders are effective or highly effective. They demonstrate good levels of subject knowledge, have consistently high expectations and have a strong grasp on the strengths and weaknesses in their area of responsibility.
- b) A well planned and robust programme of monitoring is in place, ensuring all middle leaders have up-to-date details at their fingertips regarding the quality of provision in all classes/year groups, with outcomes feeding into subject/aspect action plans.
- c) Carefully considered discussions are in place and working effectively to ensure that curriculum links between subjects and subject leaders are integral to the school's wider curriculum planning.
- d) The whole school approach to assessment of pupil progress and attainment is in place, with middle leaders having a clear view of what the assessment information tells them about the quality of provision in their area of responsibility.
- e) Middle leaders' links with the governing body are in place. These links provide leaders and governors planned opportunities to share and discuss the consistency of high-quality curriculum implementation and pupil achievement information.

OVERARCHING SCHOOL PRIORITY 2: Curriculum and assessment

The curriculum intent and implementation are embedded securely and consistently across all year groups, with examples of excellent practice across the wider curriculum.

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

- a) The implementation of all curriculum subjects is consistently in line with the school's/subject's agreed intent. An increasing proportion of excellent practice is evident in all subjects, with teachers demonstrating strong subject knowledge, confidence and innovative practice.
- b) Teachers' focus on developing pupils' knowledge and skills is clear and strong in all subjects. New learning and concepts are carefully sequenced to ensure that pupils build on prior learning and can make links, where appropriate, with other subjects across the curriculum.
- c) The whole school approach to formative and summative assessment is embedded. It is accurate, consistent and evident in lessons and in pupils' books and provides teachers and leaders with key information about pupil achievement and the quality of provision.
- d) The curriculum contributes strongly to pupils' transition between year groups, both in terms of personal development and subject readiness. Curriculum links between EYFS and KS1 are planned, purposeful and support a smooth transition.
- e). Consistently high-quality teaching by all adults across the breadth of the EY curriculum including child-led learning.

OVERARCHING SCHOOL PRIORITY 3: Personal development and Community Links

Extensive personal development is consistently promoted, with pupils having access to a wide and rich set of equitable experiences, supported by a pro-active school and parent community.

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

- a) The school provides a wide, rich set of equitable extra-curricular and additional experiences. Opportunities for pupils to develop their talents and interests are varied, numerous and of high quality. These experiences are coherently planned and explicitly support the school's stated ambition of developing pupils' characters. There is strong uptake by pupils of the opportunities provided. The most disadvantaged pupils consistently benefit.
- b) There is an enriched and varied lunch-time offer which results in a nurturing and positive environment with high expectations of every pupils' behaviour.
- c) The work undertaken by the school to positively promote pupils' personal development has impacted strongly on reducing absence and persistent absence. Termly whole school rates for both are lower than any point since March 2020.
- d) Strong links with the local and business communities have been established. These links support the school's work in enhancing pupils' experiences and strengthening personal development, building on improved links and communication with parents.
- e) A 'parents' and friends' association is fully in operation, working independently from, but closely with, the school's leadership to support and build school/parent/family/local community links. The programme of planned events and activities has been successful and funds raised have been allocated to agreed projects.

OVERARCHING SCHOOL PRIORITY 4: Pupil support

High ambition and consistently strong provision are promoted for all groups of pupils specifically for the bottom 20% so that they achieve well, resulting in 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

- a) Provision is tailored to pupils' individual needs, including access to bespoke specialist provision in EYFS, KS1 and KS2. As a result, these pupils make good progress and achieve well.
- b) Parents of SEN and PP pupils are regularly involved in the planning and evaluation of provision for their children. Parent network groups are established, drawing on internal staff expertise as well as external specialists (e.g. Educational Psychologist, speech and language therapist).
- c) The transition between year groups (and from Y6 to Y7) of identified vulnerable pupils is well planned, involving parents, all key members of staff and any relevant external specialist. This results in a smooth process and pupils who understand what is happening and when.
- d) A comprehensive and targeted professional development programme has been in place. Teachers and support staff have all had access to timely and high-quality input. It has driven up staff confidence and expertise with regard to planning and delivering provision for SEND, PP, EAL and other identified vulnerable pupils. This has resulted in pupils achieving well and gaining in confidence, resilience and self-assurance.