Woodnewton Strategic Key Priorities 2023 to 2024

OVERARCHING SCHOOL PRIORITY 1: The quality of teaching is further strengthened across the school, enhancing the use of interactive and responsive strategies and based on the findings of well-informed research (Quality of Education).

LINKS TO IFtL STRATEGIC DRIVERS & PRIORITIES Drivers: Creating ambitious, lifelong learners in strong schools; delivering high standards of curriculum for all within a positive learning culture; Investing in staff development to create innovative, research led, career pathways. Priorities: Strong schools – SEND strategy ensuring individual ambition and potential is achieved for all pupils.

a) The Woodnewton Approach is embedded across the school, with teachers demonstrating their understanding and strengths in each of the four habits. Monitoring outcomes provides evidence of a shared confidence and competence in the strategies, with examples of exemplary practice.

b) Adaptive teaching is evident in all classes, with teachers demonstrating improved levels of competence and confidence in their selection of strategies within lessons. Pupils, particularly those on the SEND register, respond positively, show greater levels of resilience, have more sustained concentration, are happy in their learning and achieve well.

c) The pilot programme has been rolled out across the school and high levels of staff confidence and understanding leads to effective use by of the Trust's strategy for assessing the achievement of the highest level SEND pupils. Teachers and support staff talk accurately about the ways in which the evidence for any given level of achievement is based on the tasks, activities and support provided.

d) Additional adults are used consistently effectively and contribute well to pupils' improving outcomes. Teachers and additional adults work seamlessly together, with a shared responsibility for all pupils' learning.

e) A comprehensive and targeted professional development programme has been in place. All teachers have had access to high quality input, which has impacted on their confidence and expertise in each of the four habits. This has resulted in the large majority of pupils achieving well and making strong progress.

OVERARCHING SCHOOL PRIORITY 2: Wider Curriculum and assessment

Assessment across all areas of the curriculum is used effectively in order to provide teachers with accurate and meaningful information to improve pupils' progress (Quality of Education).

LINKS TO IFtL STRATEGIC DRIVERS & PRIORITIES Drivers: Creating ambitious, lifelong learners in strong schools; delivering high standards of curriculum for all within a positive learning culture; Investing in staff development to create innovative, research led, career pathways. Priorities: Strong schools and Futures Focused – Immersive learning which is accessible, strengthens engagement and learning.

a) Assessments in the remaining subjects (design technology, RE and computing) are undertaken using the sticky knowledge criteria. Identified group, class, year group and phase outcomes are summarised using the assessment data from Progress Teaching. Evidence from monitoring shows that all classes have used the new approaches top assessment effectively. The majority of pupils have achieved well across the curriculum.

b) One-to-one devices are all in place and being used confidently and effectively. Monitoring shows high levels of teacher confidence and pupil satisfaction, with teachers and pupils able to explain and describe in which lessons and parts of the curriculum they believe the devices are most beneficial. These responses are fed into the following year's plans.

c) The safeguarding curriculum is fully in place in all year groups. Pupils and teachers positively describe the revised approach to ensuring that the content of all strands is progressive and sequential. The curriculum has been decolonised, with subject and senior leaders confidently planning for the next school year.

d) A comprehensive and targeted professional development programme has been undertaken. All teachers have had access to high quality input, which has impacted on their confidence and expertise in the key aspect of assessment. This has resulted in the large majority of pupils achieving well and making strong progress.

OVERARCHING SCHOOL PRIORITY 3:

Leadership at all levels is further strengthened by the development of highly reflective and collaborative practice (Leadership & Management).

LINKS TO IFtL STRATEGIC DRIVERS & PRIORITIES Drivers: Creating ambitious, lifelong learners in strong schools; delivering high standards of curriculum for all within a positive learning culture; Investing in staff development to create innovative, research led, career pathways. Priorities: Leadership in our IFtL Culture – Inspire and influence developing experts in our fields.

a) Middle leaders have taken the lead role and responsibility in an increasing proportion of projects and improvement activities as the year has progressed. This has included the roll out of the one-to-one device strategy and progress Teaching. As a result, senior leaders have been more strategic and are better equipped to make informed decisions regarding staffing, resources and related developments.

b) A well planned and robust schedule of monitoring is in place, strategically overseen by the SLT. This ensures that all middle leaders have up-to-date details at their finger tips regarding the quality of provision in all classes/year groups, with outcomes feeding into subject/aspect action plans.

c) The new and emerging leaders are confident to take on an area of responsibility on their own, with reduced levels of support and guidance. Feedback from these leaders provides evidence of high levels of satisfaction with their middle leader mentor and SLT's direction and oversight of their development. Termly SLT check-in meetings having taken place.

OVERARCHING SCHOOL PRIORITY 4:

Pupils are offered wider equitable opportunities to thrive, with highly effective support in place for them and their families. This results in holistic development that focuses on a broader range of outcomes that go beyond traditional measures of success (Personal development and Community Links).

LINKS TO IFtL STRATEGIC DRIVERS & PRIORITIES Drivers: Creating ambitious, lifelong learners in strong schools; delivering high standards of curriculum for all within a positive learning culture; Investing in staff development to create innovative, research led, career pathways; Nurturing a safe, secure and engaging environment in which we all thrive. Priorities: Equitable Futures and Future Focused.

a) . Evidence from activities and actions that have taken place during the year tangibly contribute to the IftL vision of "inspiring futures of us all through learning together". This specifically includes within the IftL 'one to one device' strategy. More of the most vulnerable pupils and their families are engaged with school and have accessed opportunities provided to support them.

b) . The school provides a wide, rich set of extra-curricular and enrichment experiences. These opportunities for pupils to develop their talents and interests are varied, numerous and of high quality. Activities and experiences are coherently planned and explicitly support IftL's stated aim, that "young people will thrive, with the right support in the right place at the right time". There is strong uptake by pupils of the opportunities provided. The most disadvantaged pupils consistently benefit, with at least 70% accessing the programme.

c). Senior leaders have maintained a strategic overview of the approach and strategies in place, resulting in overall attendance increasing by 1%. Middle pupils' attendance has at least stabilised, with persistent absence overall and for this group having reduced by 25%.

d). Stronger links with the school's parent community have been established, with the programme of planned opportunities and activities having been successful. Uptake on the programme has continued to build over the course of the year and feedback from parents is clear as to which opportunities need to be continued, as well as new ideas. All year groups have had targeted opportunities over the course of each term.