

3.SCHOOL DEVELOPMENT PLAN: 2019/20

CONTEXT:

Woodhouse Primary is a two-form entry school which is above average size. The school was last inspected in **November 2006** when it was judged to be **outstanding** in relation to the framework at that time.

Achievement: 1	Quality of Teaching: 2	Behaviour and Safety: 1	Leadership and Management: 1
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Standards have remained high in the intervening years with a consistency in the senior leadership team. The school consistently exceeds the government’s current floor targets which are the minimum expectations for pupils’ outcomes in reading, writing and mathematics by the end of Year 6. The majority of our pupils are of White British heritage. The proportion of learners in receipt of pupil premium funding and the proportion of SEND pupils are both well below national average but increasing.

Current Self-Evaluation

Quality of Education: 2a	Behaviour and Attitudes: 2a
	Personal Development: 2a
	Effectiveness of Leadership and Management: 2a
	Effectiveness of Early Years’ Provision: 2a

Identification of Priorities

The proposed new Ofsted judgement on *quality of education* is underpinned by intent, implementation and impact. Whilst our curriculum is broad and balanced, there are improvements to be made so that it is more coherent and better sequenced. Consequently, pupils will become more ‘knowledge-engaged’ because learning will be better embedded in long-term memory and applied fluently. There is, for the first time, strong evidence driving curriculum design linked to the new framework (how children learn and how memory works) so we will focus this on subject disciplines within our existing successful topic cycle. We will therefore ensure that subject leaders have high levels of knowledge, expertise and practical skills to design and implement our revised curriculum; and that teachers are supported to deliver sequences of lessons that will ensure pupils’ progression in knowledge – so they successfully ‘learn’ the curriculum. The quality of education is, of course, underpinned by pupils’ confidence and resilience so that they can keep themselves mentally healthy. This is a current strength here but we recognise that pressures on children (particularly linked to social media) coupled with a reduction in support services (for more families in challenging circumstances) and compounded by staff workload, could put currently consistently strong outcomes across school at potential risk. Through the school council, pupils themselves have also expressed appreciation for high quality support to continue and asked that all available steps are taken to maintain this focus. The careful preparation of this plan sustains a shared understanding of the implementation process, driven by leaders’ abilities to motivate staff through ‘up front’ training (new skills, knowledge and strategies) supported by coaching. This is devised from leaders’ high expectations, underpinned by attention to the workload and well-being of staff in order to deliver a high quality education, whilst also developing and strengthening the quality of our workforce. Improvements are robustly monitored using a flexible leadership approach that effectively builds leadership capacity through implementation teams.

PRIORITY 1: Ensure that, over time, we improve the design of our curriculum through a clear focus on knowledge progression and sequencing of concepts to make certain that the curriculum (intent, implementation, impact) underpins all aspects of our work

PRIORITY 2: Ensure the emotional and mental well-being of pupils, taking account of the workload and well-being of staff to deliver a high quality education that enables learners to develop their confidence and resilience so that they can keep themselves mentally healthy