

# Woodhouse Primary School

## SCHOOL DEVELOPMENT PLAN: 2020/21

**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**.

Achievement: 1	Quality of Teaching: 2	Behaviour and Safety: 1	Leadership and Management: 1
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### Identification of Priorities

Good progress was evident against medium term milestones (March 2020) set out in our 2019/20 SDP in relation to improving pupil, professional and organisation learning. Obviously, many aspects of the plan were suspended due to the lockdown (brought about by the national *Covid19* crisis) until emergency organisational procedures were put in place to enable the attendance of key worker and vulnerable children in the first instance then, later, reception and Y1 pupils. Such planning was drawn from strands of our emergency business recovery plan and it has become clear that this must be continually updated to plan resilience for future disruption.

Nonetheless, the impact of our work to ensure the ongoing emotional and mental well-being of pupils had met medium term milestones so this enabled learners to develop their confidence and resilience, the impact of this to be evaluated in greater detail throughout the summer term. However, pupil surveys and ongoing monitoring of learning demonstrated their knowledge of how to keep themselves mentally healthy. Indeed this has since been tested out throughout lockdown both in the engagement with remote learning and the speed at which the youngest pupils were able to resume learning as wider reopening became established towards the end of the summer term. However, we recognise that this may not be the case for other pupils so sustaining effective, remote learning will mitigate the impact of closure and, in particular, the attainment gap for disadvantaged pupils. Catch up provision, including assessment of lost learning, and targeted support, will therefore be essential. All available evidence confirms that a single catch up strategy cannot be sufficient to compensate for lost learning. Daily routines have evaporated for many children and, with these, any known curriculum. Social interaction, emotional and mental well-being is key to children's holistic development in all lessons. The losses of routine, structure, friendship, opportunity and freedom will now therefore underpin our pedagogical framework with appropriate interventions for those children and adults who need it. This is based on the successful model set out in last year's plan and can be scaled up from individual or small group interventions for the proportion of pupils who need it. Short term content will therefore focus on the needs of our children and our community.

**PRIORITY 1: Ensure a smooth transition period following easing, and eventual lifting, of restrictions from *Covid 19* to full reopening in order to ensure the well-being of pupils, staff and parents so that learners return to making good progress as soon as possible**

**PRIORITY 2: Sustain the effectiveness of leadership and management through bespoke support for leaders new to the SLT to ensure their efficiency, and through support for subject leaders to ensure that all subjects move into the implementation phase of curriculum development**

### Current Self-Evaluation

Quality of Education: <b>2a</b>	Behaviour and Attitudes: <b>2a</b>
	Personal Development: <b>2a</b>
	Effectiveness of Leadership and Management: <b>2a</b>
	Effectiveness of Early Years' Provision: <b>2a</b>