



Improve effectiveness of EYFS by...

Further developing the quality of adult-child interactions through targeted questioning, effective modelling and support to improve the oral and written language skills of children.

Developing the delivery of early reading to ensure that phonic knowledge is secure.

Woodhouse Primary Academy
Academy Improvement Priorities 2019/20

Further reducing persistent absence and work with families to overcome barriers to good or better attendance.

Improve Behaviour and Attitudes by...



Further developing the wider community engagement, providing children with opportunities to contribute to the local environment and community.

Further improving the attendance of children, so that attendance levels are above the national average.

Developing and refining RSE Provision so that it meets requirements of 2020 curriculum..



Improve Personal Development of pupils by...

Developing health education so that children and families make effective, healthy and informed choices around diet and activity.

Developing teachers' expert understanding of the relevant programmes of study which they teach

Improve the Quality of Education by...



Continuing to improve the Quality of teaching – building on the work undertaken for TLIF from 2018-19.

Ensuring that mathematics provision ensures that children achieve well at all points in the school.

Building on outstanding PE and sport provision to ensure that fewer children leave Woodhouse classed as overweight or obese.

Securing outcomes in Reading to ensure that these demonstrate the effectiveness of the rigorous and sequential approach to reading and early reading.

Establishing a common language for leadership and teaching and learning through use of the Quality Frameworks for Leadership (QFL) and Learning and Teaching (QFLT).



Improve Leadership and Management through engagement with the Aspire programme and by...

Developing strong and effective curriculum leadership at all levels.

Developing clarity about the curriculum vision and intent at the whole school level and subject level, resulting in subject leaders having clarity about how to develop the curriculum intent at the individual subject level.