



WOODS LOKE PRIMARY SCHOOL

SCHOOL IMPROVEMENT AND DEVELOPMENT PRIORITIES 2026/27

Priority 1: Quality of Education – Developing teaching and learning

At Woods Loke, our subjects are taught well using our deeply embedded Woods Loke Curriculum. Our pupils learn above and beyond the offer of the National Curriculum, with regular opportunities to deepen understanding by working with specialist teachers: we have close links with our local secondary school, who send subject specialists to support our already high-quality teaching. To ensure a seamless transition ahead of the national curriculum updates in Spring 2027, our focus for the Autumn term is empowerment through preparation. We aim to provide our staff with the dedicated time, space, and targeted professional support necessary to cultivate a deep, evidence-based understanding of their curriculum areas. By proactively identifying current strengths and areas for development this term, our team will be perfectly positioned to absorb, adapt, and implement the new statutory expectations with confidence in the Spring term 2027.

Priority 2: Enrichment – Enhancing our offer to improve cultural capital

The school's established Character Diploma continues to serve as a cornerstone of our holistic curriculum, providing all Key Stage 1 and Key Stage 2 pupils with a structured pathway of enriching learning opportunities each week, that go above and beyond the classroom curriculum offer. This framework operates alongside a robust, whole-school cultural stimuli programme. From Nursery through to Year 6, pupils engage with carefully curated, half-termly focuses across music, art, and literature. This systematic exposure deliberately expands our pupils' cultural capital, deepening their appreciation of diverse authors, artists, and musicians spanning both historical eras and global cultures.

We will undertake a rigorous review of both the diploma sessions and cultural stimuli this academic year. This evaluative process ensures that our enrichment offer remains highly relevant within a rapidly changing global landscape. By looking at current affairs and identifying modern, ground-breaking figures, our offer will be refined and modernised. The updated framework introduces pupils to pioneering contemporary individuals alongside traditional figures, successfully bridging the gap between historical contexts and the modern world while fostering a deeper, more critical understanding of society.

Priority 3: Quality of Education – Stronger Foundations

Our current priorities are aligned directly with the national Curriculum and Assessment Review alongside updated national reading and writing frameworks, which place a focus on the core foundations of learning—specifically reading, writing, mathematics, and oral communication. Central to this development is the implementation of the new statutory primary oracy framework. Recognising that advanced speaking and listening skills are the bedrock of academic achievement across all disciplines, the school will systematically embed oracy structures across the wider curriculum to elevate student communication, critical thinking, and engagement. These next steps will be carried out by subject leaders, who will be given time and support to monitor and review their supports and plan meaningful improvements.

Priority 4: Leadership and Management – Subject Leadership

Following on from Woods Loke's outstanding Ofsted, we want our curriculum to continue to develop and improve, to give our pupils an aspirational, high-quality offer. We will look at and implement the new National Curriculum (due to be published in Spring 2027, with teaching expected from September 2028), with subject leaders given the time and support to adapt their curriculum subject areas, and offer support and CPD to teachers across the school so that any new, or different, content is delivered to our usual high standard. Our approach to Subject Leadership this year is rooted in partnership and professional growth. The Autumn monitoring cycle is explicitly designed to be collaborative and supportive, to continue to strengthen our culture of shared excellence. By investing heavily in our subject leaders now, we ensure our staff are not merely reactive to change, but are actively driving our school's academic evolution.