

Westwood Primary School Curriculum

We want our children to be aspirational, to be the best they can be, to be supportive of others and be proud of who they are!

Our curriculum provides children with opportunities to achieve academically, as well as developing as a person and as a citizen. We aim for all children to be prepared for their next stage in learning, for all children to succeed and for some this may be to succeed against the odds.

High Performing Learning Experiences where children are engaged and challenged:-

Physically Emotionally Socially Intellectually

Core Learning	Knowledge & Understanding of the World	Creative Learning	Positive Lifestyles	Skills for Life	Depth of Learning
<ul style="list-style-type: none"> Children acquire and practice key skills in English and Maths including grammar, phonics, spelling, reading and comprehension, grammar, punctuation, handwriting, arithmetic, times tables etc. This includes opportunities to produce longer pieces of writing and to develop fluency, problem solving and reasoning skills. Creativity across subjects is actively encouraged in order to engage and excite learning as well as provide meaningful learning experiences which deepen understanding. 	<ul style="list-style-type: none"> Children explore, acquire, develop and apply knowledge and skills in Science, History, Geography, Computing, MFL and Religion and World views. The Curriculum has been designed to ensure exposure to cultural capital across the subject areas accessible within the curriculum but also further supported through a range of enrichment opportunities. Creativity across subjects is actively encouraged in order to engage and excite learning as well as provide meaningful learning experiences which deepen understanding. 	<ul style="list-style-type: none"> Children develop and apply knowledge and skills in order to produce great products, shows or events in Music, Art, and Design Technology. The Curriculum has been designed to ensure exposure to cultural capital across the subject areas accessible within the curriculum but also further supported through a range of enrichment opportunities. 	<ul style="list-style-type: none"> Children develop positive attitudes to healthy living and securing positive mental and physical health. It includes PE, PSHE, Sex and Relationship Education, Woodland Learning, CHIMP, No Outsiders and Leadership Opportunities 	<ul style="list-style-type: none"> Children develop skills in order to become #ActiveLearners, #ActiveLeaders & #ActiveCitizens in order to live #ActiveLifestyles. We teach children to have good manners, be able to self-regulate emotions, form positive relationships and be able to manage the unexpected challenges of life. 	<ul style="list-style-type: none"> The Curriculum has been designed to be broad and balanced so children have opportunities to discover what they enjoy and what they are good at. However, we also strongly believe children learn best when there is a shift from short term memory to long term memory. For this reason, the Curriculum includes opportunities to develop subject experts in each subject area by ensuring depth of learning and application of skills and knowledge across the Curriculum when appropriate.

Nurture and Wellbeing

Nurturing children's wellbeing and emotional health is the foundation of our curriculum offer as it is essential in ensuring any success.

At both schools, this is supported and facilitated by **highly skilled adults** who provide **stimulating, exciting and safe learning environments** and who **nurture, care and educate**.

Westwood Primary Key Facts 2022-2023



Deprivation Indicators

Lowestoft is a coastal town with high levels of deprivation with over two thirds of children (50%) living in Decile 1 and 2 of the IDACI Score. SDI=0.29

Number on Roll 197/210 26 part time Nursery	Pupil Premium 42% FSM 42%
Attendance 2021/2022 All = 90% Disadvantage = 89%	Persistent Absence 2021/2022 All = 12% PP = 5. % NPP = 7%
Proportion of SEN: 33% EHCP = 3% SEN Support = 30%	EAL 5% MEG 10%
Stability: 86.4%	LAC 0 children Social Care involvement 15%

SEF Judgements	
Overall Effectiveness Good	Quality of Education Good
Behaviour and Attitudes Outstanding	Personal Development Outstanding
Leadership and Management Outstanding	EYFS Outstanding

SDP Key Strategic Aim 2: Behaviour and Attitudes and Personal Development

Further develop Leadership Opportunities for a range of children	Analyse and Review use of suspensions, in particular for SEND children	To develop and implement mental health and trauma informed practice	Attendance - There is still a group of pupils who have persistently high absences.
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SDP Key Strategic Aim 3: Leadership and Management

Governors to monitor the use of suspensions and part-time timetables	There is a group of pupils whose weaker attendance is impacting negatively on their access to the curriculum. Governors need to know what leaders are doing to manage this.	To continue to develop the role of Subject Leaders
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Five of the Best	Senior Leaders have identified strengths and development points accurately and have a strategic plan in place to ensure rapid school improvement. They have provided time and guidance to develop subject areas and develop a stronger middle leadership team.	Middle Leadership is strong and where it is outstanding, the curriculum intent is well thought out and coherently sequenced. Where it is good, subject leaders have a strong understanding of the strength and weaknesses of their subject within the school.	Governors are strategic and support the school in its rapid improvements. They provide appropriate challenges and act as critical friends. Their monitoring focuses on all areas of the EIF	Behaviour and Attitudes at the school are strong and there are many opportunities for personal development both within the curriculum as well as through extra-curricular activities and enrichment.	Children with SEND are supported well. The school works in partnership with the parent and outside agencies to adapt the curriculum, provision, policies and practices to meet the needs of all learners.
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	EYFS				Year 1 Phonics				KS1				KS2			
	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
All Pupils	78%	83%	63%	77%	79%	78%	69%	43%	R = 75% W=72% M=75%	R = 79% W=70% M=81%	R=59% W=62% M=79%	R=72% W=62% M=68%	RWM = 76% R = 83% W=76% GPS = 72% M = 72%	RWM = 75% R = 79% W=75% GPS = 58% M = 79%	RWM = 62% R = 81% W=73% GPS = 58% M = 62%	RWM = 69% R=76% W=69% M=76%
Disadvantaged Pupils	67%	78%	43%	76%	90%	63%	42%	13%	R = 50% W=50% M=50%	R = 73% W=73% M=80%	R=46% W=46% M=55%	R=54% W=57% M=42%	RWM = 7% R = 93% W=73% GPS = 80% M=87%	RWM = 74% R = 79% W=74% GPS = 74% M = 84%	RWM = 67% R = 80% W=67% GPS = 53% M = 67%	RWM = 3% R = 71% W=71% M=79%

SDP Key Strategic Aim 1: The Quality of Education

To ensure strong implementation of the curriculum in all subject domains through developing expert teaching pedagogy	To further embed the teaching of phonics using a synthetic systematic approach.	To implement the intended curriculum as outlined by the subject pillars and mapped key skills and knowledge progression development	To review the current EYFS curriculum in terms of curriculum design ensuring the necessary knowledge and skills are sequenced and taught as required.	To raise standards in Numeracy with particular regard to: <ul style="list-style-type: none"> Fluidity of number Time tables Mastery development 	To raise standards in Literacy with particular regard to: <ul style="list-style-type: none"> Embedding phonics Consolidating of reading Developing oracy Embedding writing
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