

Wendover CE Junior School

Development Plan 2023 – 2024

Our Vision:

*Through living our Christian values, everyone at WCEJS has the opportunity to flourish.
We nurture the curiosity to learn, the courage to lead and the compassion to care.
Building solid foundations (Matthew 7: 24-27)*

Respect

We respect and love one another.

*The Sermon on the Plain
Luke 6: 27-31*

Responsibility

***We take responsibility for ourselves,
for others and our world.***

*The Good Samaritan
Luke 10: 25-37*

Reflection

***We reflect on our choices and
are thankful for our blessings.***

*The Sermon on the Mount
Matthew 5-7*

Resilience

***We have faith and show resilience,
through the good times and the bad.***

*The Story of Joseph
Genesis 37-45*

Our Strategic Goals:

- **Children flourish:** Every child, regardless of background or starting point, improves, grows and flourishes
- **Staff thrive:** Governors, leaders and staff are highly ambitious; they support each other in professional development and in providing the best for our pupils
- **Partnerships develop:** Effective connections deepen our understanding, provide mutual support and give real world experiences

The School Development Plan is a working document. It will be reviewed regularly and shared with staff and governors each term. The plan may change if the DFE decide to introduce any new initiatives, if there is a substantial change to staffing or if our financial position changes significantly.

Children flourish: Every child, regardless of background or starting point, improves, grows and flourishes		
Area	Intent	Actions & Impact
Attendance (GK)	<ul style="list-style-type: none"> Whole school attendance to be 97% or higher Attendance gaps for disadvantaged and children with an EHCP to be closing quickly 	<ul style="list-style-type: none"> Attendance currently 96% (target 97%) Pupil Premium attendance 95% (3 children significantly affecting this group) EHCP 93% and SEND support 95% Behaviour & Attendance Lead role developed and support for low attenders continuing
Safeguarding	<ul style="list-style-type: none"> Recording of incidents & concerns is clear, concise and consistent (school policy and external requirements, ie KCSIE & COCA) CPOMS facilitates analysis which leads to timely support 	<ul style="list-style-type: none"> KCSIE training provided for all staff resulting in better understanding regarding safeguarding in school CPOMS training provided – entries are more concise than before CPOMS categories remapped to include child on child abuse, child on adult abuse and sexual misconduct
Reading, Writing and Maths (HK & BK)	<ul style="list-style-type: none"> Children enthused about reading, writing and maths Gaps for vulnerable children closing fast Attainment at least equal to 2019 school data KS2 SATS attainment above national average 95% making at least expected progress against starting points (internal data) 	<ul style="list-style-type: none"> Teaching training in pedagogy to increase active participation and deep thinking completed – learning walks and deep dives evidence high engagement Maths training ongoing with additional maths time implemented and an additional small group for Y6 pupils; focus on differentiation, showing working and evaluation; doodle maths introduced for interventions, catch up and homework – very high levels of engagement that is celebrated weekly; tuition focussed on maths Y5 and Y6 pupils – good engagement but low turnout in this cohort; maths lead providing further training this term to teachers and LSAs Writing continuing to improve through embedding 'Write Stuff' approach; shared monitoring with liaison schools arranged; 500 words competition completed; Reading Plus used effectively in class and high engagement for homework.
Vulnerable Children (JB)	<ul style="list-style-type: none"> Vulnerable children make at least good progress Vulnerable children receive their full curriculum entitlement Vulnerable children are actively engaged in school life Parents better understand the provision for their child 	<ul style="list-style-type: none"> External assessments have been investigated and are being integrated into our screening process (dyslexia and dyscalculia) resulting in earlier identification New improved SEND review document and support plans introduced and shared with parents Interventions remapped - fewer interventions done better; delivered or led by identified teacher resulting in higher quality; focus on numeracy and literacy Vulnerable children targeted for after school tuition and extra-curricular activities (two new clubs this term) QFS / OAP training has been given to LSA and teachers; learning from NPQ improving teaching & learning being employed Emotionally School based non-attendance training completed by Behaviour & Attendance lead who is working with children and families to improve attendance Improved identification and support for young carers and resulted in more identify and a larger group New support group for displaced children has resulted in children settling into school more quickly
Curriculum & Teaching (JC)	<ul style="list-style-type: none"> Curriculum is well planned with challenging expected outcomes, appropriately chunked lessons and clear threads of progression 85% attaining expected level in foundation subjects High participation, deep thinking and positive choices evident in lessons Parents better understand curriculum provision 	<ul style="list-style-type: none"> Teaching & learning policy reviewed; WINKS reviewed by year group teams – intended minor changes deferred due to capacity (JC currently not in school) – this will be a focus for this term RHSE planning adapted to address current needs (use of online chat by Y5/6) and review conducted post DfE release to parents (staff updated) Review of curriculum almost completed and new progression documents in draft format (due to be shared with parents by the end of the summer term). Revise WINK documents to be in place from September that incorporate our deep-thinking strand (based on Bloom's taxonomy) and are designed to increase self-reflection and improve task design in lessons
Personal Development (JC / JB)	<ul style="list-style-type: none"> Learners have a strong growth mindset, valuing effort as well as achievement Children better able to self-regulate Most children will engage in an extra-curricular group or leadership role during the school year 	<ul style="list-style-type: none"> Thinking ratio / high participation strategies revisited and evidence of effective practice across the school Pupil voice groups working well (school council, well-being ambassadors, Young Carers); Y6 responsibility roles very positive Review of behaviour management policy in consultation with staff; ongoing behaviour training with all staff; external agencies consulted (PRU); liaison group work relating to a shared behaviour policy framework Thinking Hats (deeper thinking strategy) deferred until next year due to need to focus on behaviour review Weekly reflection continues to show spiritual development and has widened understanding of global injustice / inequality / poverty
Well Being and Spirituality (CB / JD)	<ul style="list-style-type: none"> Children understand the school vision Children show spiritual growth through reflection and through courageous advocacy 	<ul style="list-style-type: none"> Work on school vision and values ongoing; nearly all children have a good understanding of how to live the school values Worship themes focussing on vision and values this term, including a weekly behaviour focus; weekly reflection continues to be successful, linked to the weekly theme

Very few (3%) Very small minority (4-19%) Small minority (20-34%) Minority (35-49%) Majority (50-64%) Large majority (65-79%) Most (80-96%) Nearly all (97-100%)

Staff thrive: Governors, leaders and staff are highly ambitious; they support each other to develop and to provide the best for our pupils		
Area	Intent	Actions & Impact
CPD	<ul style="list-style-type: none"> All staff have a deep understanding of quality first teaching and quality first support Teaching pedagogy is clear and ensures high participation, deep thinking and positive choices Every staff member expected to complete one piece of CPD that is enjoyable and that improves practice 	<ul style="list-style-type: none"> Teacher training in pedagogy, maths, ICT (Project Evolve) & behaviour completed 4 teachers enrolled on NPQ courses (3x Leading Behaviour & Culture and 1x Leading Teaching); new Science Lead training completed and further maths CPD for maths lead; child on child abuse training; LSA training in behaviour, quality first support, child on child abuse Good use of Educare online training by individuals to supplement in-house training (health & safety, safeguarding and support for children on spectrums)
Middle Leader Development JC	<ul style="list-style-type: none"> Leaders at all levels have a good understanding of leading within a church school Leaders are confident in leading their subject, including strategic planning, curriculum and monitoring standards 	<ul style="list-style-type: none"> Network opportunities with liaison school being planned (support with deep dives) 2 staff completed coaching qualifications and offering informal coaching – low take up so far Training for effective middle leadership and digital handbook provided; leads more confident in leading a deep dive Support for subject leads in curriculum progression well received – leads more confident in curriculum planning.
Governor Engagement GK	<ul style="list-style-type: none"> Build capacity of governing body Link governors are well informed, establishing an independent viewpoint High governor profile in school 	<ul style="list-style-type: none"> Governors have attended prospective parent tours and Church services Interest for vacant governor roles shown Deep dives completed for writing and maths; humanities, RE an RHSE
Morale JD	<ul style="list-style-type: none"> Staff feel valued and supported and incidents of anxiety and stress relating to work are reduced More staff are confident to seek and engage in support 	<ul style="list-style-type: none"> Staff room refurb completed and very much appreciated Review of behaviour policy and practice underway with additional support for teachers – fewer low level concerns this year Half-termly meetings for SLT and Year Leads seen positively and improving communication and opportunities for consultation

Partnerships develop: Effective connections deepen our understanding, provide mutual support and give real world experiences		
Area	Intent	Actions & Impact
Vision and Strategy GK	<ul style="list-style-type: none"> Clear strategic plan mapping out priorities for next 3 years; vision and strategic goals understood by school community School vision is systemic 	<ul style="list-style-type: none"> 3-year strategic plan completed and shared Vision shared regularly through newsletter, together with weekly update on worship
School Networks GK	<ul style="list-style-type: none"> Strengthen existing support for / from outside organisations, including liaison schools, subject / area networks and local authority agencies 	<ul style="list-style-type: none"> Continuing to work with liaison school to improve writing (moderation planned) and maths (joint work with John Colet); further opps to support subject leads with deep dives to be arranged Joint behaviour policy framework being created after primary school liaison meeting re behaviour needs Shared writing moderation completed – WCEJS teachers found this very helpful
Parent Engagement JC / GK	<ul style="list-style-type: none"> Improve communications with parents Increase opportunity for parents to attend school events and actively engage in school development activities 	<ul style="list-style-type: none"> School Development plan shared Events shared regularly through newsletter and reminder emails Learning update on e-safety in the autumn and spring term with online training provided in the summer term. Adjustments to timings of termly written pupil progress updates well-received High attendance at services / consultation evenings Positive response re schools events, ie sportsday
Multi Academy Trust	<ul style="list-style-type: none"> Gather information about MAT possibilities within the local area, LA, local ODBE 	<ul style="list-style-type: none"> No formal discussions have taken place MAT presentation within liaison group arranged

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<p>Community Cohesion GK</p>	<ul style="list-style-type: none"> • Deepen understanding about diversity, injustice and inequality • Make a positive contribution to the community through courageous advocacy 	<ul style="list-style-type: none"> • Harvest Festival focus on supporting Wendover Food Bank • Christmas activity planned with Wendover Free Church and the parish council Christmas decoration competition • Y3 artwork for local funeral care • Number of transition events for Y2 children • Young Carers assembly • School Council attended opening of canal towpath • Summer collection for local foodbank
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