

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	<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 expectations revisited with parents and children and a review of attendance policy Role of Behaviour and Attendance lead introduced Attendance currently 96.5% (target 97%) which is above national average and in line with pre-pandemic levels Gap for Premium and SEND closing (slightly below all pupils)
Reading, Writing and Maths	<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 Review of behaviour management policy and strategies underway with improvement in most serious behaviour seen already (collaboration with liaison group) 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; tuition focussed on maths Y5 and Y6 pupils – good engagement Writing continuing to improve through embedding 'Write Stuff' approach; shared monitoring with liaison schools being arranged; 500 words competition completed; Reading plus being used effectively in class and high engagement for homework.
Vulnerable Children	<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"> Interventions remapped - fewer interventions done better, including new improved interventions Vulnerable children targeted for after school tuition and extra-curricular activities (two new clubs this term) QFT / QFS / OAP: refresher training Nurture group introduced for 6 Y3 pupils (below KS1 expectations) Pupil Premium plan reviewed Classroom support for EAL children improved New Behaviour & Attendance Lead role Teacher-led support for writing, spelling and maths
Curriculum & Teaching	<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) Curriculum planning on website. Further work needed to ensure consistent effective use across school
Personal Development	<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 already working well this term (school council, well-being ambassadors, Young Carers); Y6 responsibility roles reviewed and appointments made and initial duties carried out (good external feedback) Thinking Hats chosen as the deeper thinking strategy to introduce this year (SLT and Year Leader meeting)
Well Being and Spirituality	<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"> Much work on school vision and values completed; nearly all children have a good understanding and know our theme for worship (currently injustice and inequality) Weekly reflection continues to be successful (evidenced in SIAMS inspection)

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 booked LSA training in MHWB – knowing yourself, science of learning, lesson support, safeguarding, zones regulation
Middle Leader Development	<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; JD undertaking informal coaching with LSAs
Governor Engagement	<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 Enthusiastic support from SEND governor
Morale	<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 term Half-termly meetings for SLT and Year Leads seen positively and improving communication

Partnerships develop: Effective connections deepen our understanding, provide mutual support and give real world experiences		
Area	Intent	Actions & Impact
Vision and Strategy	<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	<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 being planned) and maths (joint work with John Colet); further opps to support subject leads with deep dives to be arranged
Parent Engagement	<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 and SEND newsletter half-termly Reviewed arrangements for consultations, reports / updates and SEND review meetings Parent volunteers supporting with reading and for enrichment activities Number of successful PTA events and fundraisers already completed
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
Community Cohesion	<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 with Wendover Free Church and the parish council Christmas decoration competition – Y6 winner Y3 artwork to support Heritage Funerals Charity work for Mental Health and Children in Need Y5 working with Tring Park Academy (performance for Y5) Y3 Nativity to support a local charity Two successful Carol Services in St Mary's Church Number of pupil generated fund-raising sales for various charities

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