

# 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.

<b>Children flourish: Every child, regardless of background or starting point, improves, grows and flourishes</b>	
<b>Area</b>	<b>Intent</b>
<b>Attendance (GK)</b>	<ul style="list-style-type: none"> <li>Whole school attendance to be 97% or higher</li> <li>Attendance gaps for disadvantaged and children with an EHCP to be closing quickly</li> </ul>
<b>Reading, Writing and Maths (HK &amp; BK)</b>	<ul style="list-style-type: none"> <li>Children enthused about reading, writing and maths</li> <li>Gaps for vulnerable children closing fast</li> <li>Attainment at least equal to 2019 school data</li> <li>KS2 SATS attainment above national average</li> <li>95% making at least expected progress against starting points (internal data)</li> </ul>
<b>Vulnerable Children (JB)</b>	<ul style="list-style-type: none"> <li>Vulnerable children make at least good progress</li> <li>Vulnerable children receive their full curriculum entitlement</li> <li>Vulnerable children are actively engaged in school life</li> <li>Parents better understand the provision for their child</li> </ul>
<b>Curriculum &amp; Teaching (JC)</b>	<ul style="list-style-type: none"> <li>Curriculum is well planned with challenging expected outcomes, appropriately chunked lessons and clear threads of progression</li> <li>85% attaining expected level in foundation subjects</li> <li>High participation, deep thinking and positive choices evident in lessons</li> <li>Parents better understand curriculum provision</li> </ul>
<b>Personal Development (JC / JB)</b>	<ul style="list-style-type: none"> <li>Learners have a strong growth mindset, valuing effort as well as achievement</li> <li>Children better able to self-regulate</li> <li>Most children will engage in an extra-curricular group or leadership role during the school year</li> </ul>
<b>Well Being and Spirituality (BK / JD)</b>	<ul style="list-style-type: none"> <li>Children understand the school vision</li> <li>Children show spiritual growth through reflection and through courageous advocacy</li> </ul>
<b>Staff thrive: Governors, leaders and staff are highly ambitious; they support each other to develop and to provide the best for our pupils</b>	
<b>Area</b>	<b>Intent</b>
<b>CPD</b>	<ul style="list-style-type: none"> <li>All staff have a deep understanding of quality first teaching and quality first support</li> <li>Teaching pedagogy is clear and ensures high participation, deep thinking and positive choices</li> <li>Every staff member expected to complete one piece of CPD that is enjoyable and that improves practice</li> </ul>
<b>Middle Leader Development JC</b>	<ul style="list-style-type: none"> <li>Leaders at all levels have a good understanding of leading within a church school</li> <li>Leaders are confident in leading their subject, including strategic planning, curriculum and monitoring standards</li> </ul>
<b>Governor Engagement GK</b>	<ul style="list-style-type: none"> <li>Build capacity of governing body</li> <li>Link governors are well informed, establishing an independent viewpoint</li> <li>High governor profile in school</li> </ul>

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%)

<b>Morale JD</b>	<ul style="list-style-type: none"> <li>• Staff feel valued and supported and incidents of anxiety and stress relating to work are reduced</li> <li>• More staff are confident to seek and engage in support</li> </ul>
<b>Partnerships develop:</b> Effective connections deepen our understanding, provide mutual support and give real world experiences	
<b>Area</b>	<b>Intent</b>
<b>Vision and Strategy GK</b>	<ul style="list-style-type: none"> <li>• Clear strategic plan mapping out priorities for next 3 years; vision and strategic goals understood by school community</li> <li>• School vision is systemic</li> </ul>
<b>School Networks GK</b>	<ul style="list-style-type: none"> <li>• Strengthen existing support for / from outside organisations, including liaison schools, subject / area networks and local authority agencies</li> </ul>
<b>Parent Engagement JC / GK</b>	<ul style="list-style-type: none"> <li>• Improve communications with parents</li> <li>• Increase opportunity for parents to attend school events and actively engage in school development activities</li> </ul>
<b>Multi Academy Trust</b>	<ul style="list-style-type: none"> <li>• Gather information about MAT possibilities within the local area, LA, local ODBE</li> </ul>
<b>Community Cohesion GK</b>	<ul style="list-style-type: none"> <li>• Deepen understanding about diversity, injustice and inequality</li> <li>• Make a positive contribution to the community through courageous advocacy</li> </ul>

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