

*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)

Development Priorities

2024 - 2025

Respect

Responsibility

Reflection

Resilience

Our priorities this year:

- Further improve attendance and punctuality
- Drive attainment in reading, writing and maths
- Ensure everyone makes good progress
- Embed high participation & deeper thinking strategies
- Deepen personal development & spiritual growth
- Further improve leadership at all levels
- Strengthen links with parents & community

Attendance and punctuality

High attendance and being 'on time' is very important if children are to flourish. Establishing good habits early in life sets children up to succeed.

We have reviewed our attendance policy, working with the other schools in our liaison group, to ensure that we are providing the best support we can for pupils and families. Our policy and practice takes full account of statutory government guidance and the local authorities requirements for sharing attendance concerns. We have shared our expectations with parents and our policy is available on the school website.

The school's target for attendance is 97%, which is above the national average. We monitor attendance of all children and share attendance rates with parents at least termly. Where attendance is of concern, we will write to parents and work with them to ensure that attendance improves. We will refer cases to the local authority if required.

Attainment in reading, writing and maths

We are committed to preparing children for their next phase of education. An important part of this is ensuring that they have the knowledge and skills to access the key stage 3 curriculum. We want as many pupils as possible to reach the expected level in reading, writing and maths by the time they leave us in year 6. We also want as many as possible to have attained at a higher level.

To ensure that we have the best provision we can, we are reviewing our schemes of work in reading, writing and maths. We are also taking a close look at the strategies teachers use in class and how we provide additional support, for instance through interventions, school led tuition and parent workshops.

To improve fluency, we are continuing to use the ReadingPlus and Doodlemaths platforms in school and for extended learning at home.

Making good progress

Children start their learning journey from different points. Whilst we want everyone to attain highly, it is more important to acknowledge the progress that individuals make. This is an important indicator of success and we share progress with parents termly.

We want every child to make good progress from their starting points. To achieve this, we have reviewed our schemes of work in all areas of the curriculum to ensure that there is appropriate progression, that learning is chunked and that new learning builds on prior learning. We are reviewing how children are assessed, so that every child has the opportunity to share the full extent of their knowledge and understanding. Subject leaders, senior leaders and governors will be having professional discussions as part of this robust review.

We continue to monitor the progress of individuals and groups. Progress is discussed regularly in year team meetings and is monitored termly by senior leaders. Support is then targeted as required.

High participation and deeper thinking

We expect all children to be active learners. This means that they will: be engaged in learning activities; be curious, pose questions and find answers; be willing to share their thoughts and explain their thinking.

Staff are focussing on strategies that encourage children to take an active role in learning. Children are not allowed to 'opt-out' or let others do the work for them. Opportunities are given for children to work collaboratively and time is given for them to shape their thinking. Staff then use a range of approaches to ensure that children are able to contribute.

Learning tasks across the curriculum will be designed more carefully to help promote deeper thinking. We expect all children to be able to think deeper and to challenge themselves. The strategies will probe understanding and encourage children to think more widely, considering other's viewpoints and learning to disagree well.

These strategies have been shared with parents in the Making Good Progress guide.

Deepen personal development and spiritual growth

We are developing the role of pupil voice groups so that they have more of an impact on the lives of children in school. They will also have increased input into strategic planning.

Our school council will be focussing on mental health and wellbeing, as well as leading on charitable fundraising. The worship leaders will be helping to plan, deliver and evaluate collective worship; they will work with their classes each week during weekly reflection and at other times to share achievements on our 'how we are flourishing' boards. The Eco Group will continue to encourage recycling and prudent use of resources whilst helping to educate others about greener living. We are also developing other pupil leadership roles, such as the Wellbeing Ambassadors, Prefects and House Captains.

Spiritual growth (self, others, the world and beyond) will be strengthened through collective worship, the curriculum, weekly reflection time and the use of the 'how we are flourishing' boards.

Further improve leadership at all levels

Development work with middle leaders continues (year leaders and subject leaders) so that they have more input into school improvement decisions. We will be focussing on increasing their capacity to help them lead even more effectively, identifying and implementing changes that drive progress. We are reviewing the time leaders need to carry out their duties, development training and the professional networks that are available to support them.

Governors are looking for additional members to join the governing body. A skills audit is being completed so that collectively the governing board has the continued capacity to challenge and support the senior leadership team.

Senior leaders are ensuring that they receive appropriate training so they can plan effectively and navigate the changing educational landscape. This includes training for SEND, attendance, behaviour and pedagogy.

Strengthening links with parents and the community

Building on our communications policy, and taking into account parent feedback from our survey, we are continuing to improve the school newsletter and the school website. This will not only share more information about the work of the school, but also better alert parents to important dates and actions.

We are planning information guides and workshops for parents so that they are better-enabled to support learning at home. This is in addition to the improvements made to consultation evenings and written updates.

As part of our commitment to developing well-rounded learners, we will be strengthening links with organisations within the community and further afield. This will be linked to our work on mental health and wellbeing and spiritual growth. Organisations will include Lindengate, Young Minds and the Aylesbury foodbank.