

Wendover CE Junior School

Development Plan 2025 – 2026

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	Impact of Actions
Attendance (GK)	- Whole school attendance to be 97% - Attendance gaps for disadvantaged and children with an EHCP closing quickly	- Information shared effectively with parents and parents understand school expectations relating to attendance - Attendance 95.3%, above national average and climbing (50th centile compared to 180 most similar schools); persistent absenteeism well below national average
Safeguarding (JB)	- Improve quality of CPOMS entries - Use wider DSL team effectively - Regular and effective review of safeguarding (CPOMS, weekly safeguarding report, watchlist etc)	- Greater capacity within DSL team has resulted in higher quality monitoring of processes and decisions - All staff have a deeper understanding of safeguarding within our school - Quality of information recorded on CPOMS has improved
Curriculum & Teaching (JC)	- Pupils are highly engaged and retain knowledge - Summative assessment provides analytical data that informs teaching - Consistently effective teaching & learning - Parents better understand curriculum provision	- Monitoring activities with governors and leaders evidenced effective teaching, high pupil engagement and opportunities for deeper thinking - Teacher judgement of standards has been strengthened through moderation - More accurate assessment of needs has resulted in over 90% children making expected progress in reading, writing and maths - Curriculum documents are shared on the school website so that parents better understand our provision
Reading, Writing and Maths (HK & BK)	- Attainment for reading, writing, SPAG, maths and tables checking (Y4) is above national average by end of KS2 95% of pupils making at least good progress from their starting points (baseline data) with progress of vulnerable groups to be at least in line with all pupils - Phonics package firmly embedded with pupils making good progress	- Good progress made from starting points in reading, writing and maths (95%, 92% and 91% respectively); children making more than expected progress has increased to reading 28%, writing 13% and maths 28% - Vulnerable children are making good progress from their starting points in most areas - KS2 SATS show that children are attaining at or above the national average in reading and maths for both the expected and higher level - Recent LA writing moderation confirmed that Y6 teachers have a very secure understanding of EOKS requirements - Identified children are making good progress in phonics
SEND & Pupil Premium (JB)	- Pupil Premium & SEND make at least good progress, receive their full curriculum entitlement and achieve the best possible outcomes - Parents better understand the local offer and provision for their child - Disadvantaged children are actively encouraged to take up personal development opportunities	- Evidence from monitoring activities: good use of explicit instruction, teacher modelling, high participation strategies, flexible grouping, use of IT and scaffolding for SEND children - At least 90% of SEND children made good progress from their starting points in reading and writing - Learning Support Assistants are more confident in delivering interventions and adapting learning tasks for children
Personal Development, wellbeing and spirituality (JC / JB)	- Children live the vision and values (including positions of responsibility and being advocates for positive change) - Improve self-regulation in behaviour and learning - High levels of engagement across all aspects of school life	- Continued use of Zones of regulation has led to children using strategies to self-regulate effectively - Worship leaders, working the Pioneer Children and Families worker, developed outside reflection areas - School councils at WCEJS and JH developed a shared garden area with RAF volunteers - Pupils have organised numerous fundraising activities, competitions and extra-curricular clubs - Positive rewards, including commendations
Staff thrive: Governors, leaders and staff are highly ambitious; they support each other to develop and to provide the best for our pupils		
Appraisal & Development (GK, JB)	- Staff have ownership of their appraisal reports and continued professional development (including sharing best practice and peer observations) - CPD is closely mapped to school priorities and appraisal objectives	- Staff have more ownership of their appraisal - Continued professional development is linked closely to whole school and subject priorities, resulting in best use of funding
Middle Leader Development (JC)	Leaders are confident in leading their subject, including strategic planning, curriculum development and monitoring standards (using information to drive progress)	- Most leaders are confident in leading their subject area, including the use of monitoring activities to drive progress 3 year subject strategies and development plans have been reviewed
Governor Engagement (GK)	- Build capacity of governing body - Governors are well informed, establishing an independent viewpoint through first-hand experience - High governor profile in school	- School visits and regular sharing of information means that governors continue to know the school well - A small number of prospective governors identified - Staff and parents are more aware of the governors and their role
Morale (KS)	- Staff feel valued and supported - Incidents of work-related stress are low - Staff are confident to seek and engage in support	- Small number of staff being supported through the local authority attendance procedures - Incidents of staff absence have reduced

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%)

Partnerships develop: Effective connections deepen our understanding, provide mutual support and give real world experiences		
Vision and Strategy (GK)	• Clear strategic plan mapping out priorities for next 3 years; vision and strategic goals understood by school community • School vision is systemic	• Parents and the community understand our vision • Parents understand the importance of living the school values
Networks (GK)	• Strengthen existing support for / from outside organisations, including liaison schools, subject / area networks and local authority agencies	• Local school liaison and network groups have strengthened teaching and provision • Finance networks have helped to develop processes and ensured best practice is applied • Closer links with feeder schools has further improved transition
Parent Engagement (JC / GK)	• Further improve communications with parents – early & often • Increase opportunity for parents to attend school events and actively engage in school development activities • Celebrate school success publicly	• Class representatives have provided a conduit between home and school / school and home; transition documents and processes improved as a result • Class exhibitions have increased opportunities for parents to see children's work in school
Community Cohesion (GK)	• Deepen understanding about diversity, injustice and inequality • Make a positive contribution to the community through courageous advocacy	• Children have a deeper understanding of inequality and injustice • Children have raised a significant amount of money for just causes through child-led fundraising activities

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