

# Wendover CE Junior School

## Development Plan 2022 – 2023

### ***Our Vision:***

*We aim to be the school of choice for our community.  
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
<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> <li>Increase support for children and parents for whom attendance is a barrier</li> </ul>	<ul style="list-style-type: none"> <li>Attendance officer appointed and training given</li> <li>Regular attendance &amp; punctuality checks completed with letters home and parent meetings as required</li> <li>All children required to sign in if arriving late to school – stickers placed in school planners for parents to see</li> <li>Far fewer children arriving after 0850 and whole school attendance at 95% (school target of 97%)</li> </ul>
<b>Reading, Writing and Maths (HK &amp; EE)</b>	<ul style="list-style-type: none"> <li>Children excited about reading, writing and maths</li> <li>Gaps for vulnerable children closing fast</li> <li>Attainment equal to 2019 SATS and / or IDSR progress measures to be positive and above 2022 SATS (well above in writing and maths)</li> <li>95% making at least expected progress against starting points (internal data)</li> </ul>	<ul style="list-style-type: none"> <li>Reading plus introduced across the school with high levels of engagement (competitions underway)</li> <li>RWM WINKS shared with parents and used by pupils and adults in school to review learning</li> <li>Writing moderation completed with whole staff to ensure secure teacher judgements</li> <li>New writing scheme trialled successfully in Y6 and training provided for all teachers; roll-out to all year groups after half-term.</li> </ul>
<b>Vulnerable Children (JB)</b>	<ul style="list-style-type: none"> <li>Vulnerable children will make as much progress as other pupils in reading, writing and maths</li> <li>Accommodations are made to ensure that vulnerable pupils can access the curriculum / wider provision</li> <li>Share information with parents so they better understand the available provision for their child</li> </ul>	<ul style="list-style-type: none"> <li>Refresher training in QFT and provided; PIVAT assessment process improved through guidance and training for teachers and LSAs – staff more confident in using PIVATS</li> <li>Pupil Premium plan rewritten with fewer objectives to focus on (in line with LA guidance)</li> <li>Reduced range of interventions to sharpen effectiveness: Nessy (phonics), pre-teach vocab, plus 1 (maths) and 1:1 reading</li> <li>Tuition places for vulnerable children for autumn and spring term</li> </ul>
<b>Curriculum (JC)</b>	<ul style="list-style-type: none"> <li>School vision and values clearly permeate the curriculum</li> <li>Enrichment activities inspire and enthuse children (activities demonstrate best value)</li> <li>85% attaining expected level in foundation subjects by end of year</li> <li>Parents better understand the curriculum provision for their child</li> </ul>	<ul style="list-style-type: none"> <li>Parent survey re enrichment and reporting / consultations completed and information used to improve provision / service</li> <li>Curriculum overviews shared with parents through newsletter and website; all WINKS shared with parents via website, WINKS being used effectively by teachers at start and end of units – well received by pupils</li> <li>Information re vision shared with parents frequently through newsletter and shared with prospective Y2 parents</li> </ul>
<b>Personal Development (JC / JB)</b>	<ul style="list-style-type: none"> <li>Children better able to self-regulate (learning and social behaviour) through high participation, deep thinking and positive choices</li> <li>Learners have a strong growth mindset, valuing effort as well as achievement</li> <li>Most children will participate in an extra-curricular activity during the school year</li> </ul>	<ul style="list-style-type: none"> <li>High participation strategies introduced and being used effectively across school</li> <li>Deep thinking evident in many lessons through high level questioning, take up time and higher levels of challenge (chilli pepper challenge); deep thinking remains the focus with more work on reasoning (maths) and inference (English)</li> <li>Self-regulation improving as a result of support from lead LSA and use of the Zones of Regulation and reboot of growth mindset</li> </ul>
<b>Well Being and Spirituality (BK / JD)</b>	<ul style="list-style-type: none"> <li>Children understand the school vision (and biblical roots) and values; they apply these in order to make a positive change</li> <li>Children show spiritual growth through use of the school model, reflection and through courageous advocacy</li> </ul>	<ul style="list-style-type: none"> <li>Worship focus on vision and values with worship leads in each class facilitating weekly reflection; pupils better understand how the vision is core to what we do</li> <li>Many examples of courageous advocacy through pupil led charity fundraisers (school council and individual groups) and antibullying ambassadors</li> <li>MHWB support provided on one to one and group basis as required – initial pupil survey positive and actions planned to improve identified aspects</li> </ul>

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
<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>Staff know and use strategies to ensure high participation, deep thinking and positive choices (behaviour management)</li> <li>NPQ and BBO maths training used to skill-up leaders who in turn cascade to all staff</li> <li>Health &amp; Safety training for relevant staff</li> <li>Increase participation in local support networks / liaison schools</li> </ul>	<ul style="list-style-type: none"> <li>Thinking ratio training delivered and high participation strategies being used effectively across school; good evidence of deeper thinking already (embedding needed)</li> <li>NPQ courses have started and an LSA enrolled onto the specialist maths knowledge training</li> <li>SBM has successfully completed IOSH qualification</li> <li>SLT have completed MHWB and resilience training with pertinent strategies to be cascaded</li> <li>Number of opportunities identified to support local schools local school linking underway with more being planned (particularly John Hampden and John Colet)</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>Middle Leader Development JC</b>	<ul style="list-style-type: none"> <li>• Leaders have a good understanding of leading within a church school</li> <li>• Leaders are confident in leading monitoring activities and using information to drive standards</li> <li>• Increased participation in local support networks / liaison schools</li> </ul>	<ul style="list-style-type: none"> <li>• STEM and RE / Spiritual Growth dives completed with leaders and governors; all are more confident in leading monitoring activities as a result</li> <li>• Subject leads have met twice with subject leaders at John Hampden infants – further networking opportunity arranged</li> <li>• Further training on vision and spirituality completed; teachers better understand the school model for spiritual growth and the importance of the vision driving all that we do; additional RE training provided for teachers - confidence in teaching core concepts of Christianity and religion as living world faiths boosted</li> </ul>
<b>Governor Engagement GK</b>	<ul style="list-style-type: none"> <li>• Link governors are well informed, establishing an independent point of view through monitoring activities</li> <li>• Curriculum areas reorganised to allow more effective monitoring by governors (STEM / Arts / Well-being)</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum reorganised into three areas (STEM, The Arts and Well-Being)</li> <li>• Governors have completed a deep dive in STEM, RE and Spiritual Growth - they feel more confident about the process; a dive into the Arts is scheduled for the first half of the summer term (English, Humanities and RE)</li> <li>• Governors have had a higher profile, including the prospective Y2 parent tours and services in church.</li> </ul>
<b>Morale JD</b>	<ul style="list-style-type: none"> <li>• Staff feel valued and supported</li> <li>• Incidents of anxiety and stress relating to work are reduced</li> <li>• More staff are confident to seek support and talk about issues</li> </ul>	<ul style="list-style-type: none"> <li>• Comms policy revised to include a chart detailing who parents should contact in the first instance</li> <li>• Staff survey completed (provided by MHWB lead) with governor survey to take place this term</li> <li>• Staff consulted about changes to internal work space; including investigation into improving the current staffroom and working areas</li> <li>• Leadership release time provided though lead LSA cover to provide quality time for leaders</li> </ul>

**Partnerships develop:** Effective connections deepen our understanding, provide mutual support and give real world experiences

Area	Intent	Actions & Impact
<b>Vision and Strategy GK</b>	<ul style="list-style-type: none"> <li>• Clear strategic plan mapping out priorities for next 3 years</li> <li>• School vision and strategic goals understood by school community</li> <li>• School vision is systemic – evidenced through policy and practice</li> </ul>	<ul style="list-style-type: none"> <li>• Information re vision, values and model for spirituality shared frequently in newsletter</li> <li>• School website regeneration well underway – launch of new site imminent</li> <li>• Equality policy and objective consultation completed and policy &amp; objectives reviewed</li> <li>• Review of core policies in line with school vision</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>	<ul style="list-style-type: none"> <li>• Planning for shared moderation activities underway (in-house moderation in writing completed)</li> <li>• Mentors and volunteers from John Colet in school supporting pupils (small group support and help with extra-curricular activities)</li> <li>• Two network meetings with John Hampden teachers completed</li> <li>• Opportunities identified for sharing best practice / training with other schools in network group</li> </ul>
<b>Parent Engagement JC / GK</b>	<ul style="list-style-type: none"> <li>• Improve communications between home and school</li> <li>• Increase opportunity for parents to attend school events and actively engage in school development activities</li> </ul>	<ul style="list-style-type: none"> <li>• Short survey used to gain information from parents (reports &amp; consultations, enrichment activities and residential visits); information has been useful but it has taken considerable effort to ensure that the majority complete the surveys</li> <li>• Face 2 face sessions in school have been successful with many positive comments, including the revised arrangements for the Y2 prospective parent tours; Harvest Festival, Carol Service and class assemblies very well attended</li> <li>• Some activities have been poorly attended (SEND and service coffee mornings; revised arrangements now require parents to email their interest in advance</li> </ul>
<b>Multi Academy Trust</b>	<ul style="list-style-type: none"> <li>• Gain information about multi academy trust possibilities within the local area, local authority and through the Oxford Diocese Board of Education.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions at liaison meeting around possibilities, especially strong federations; further discussion to take place once LA MAT position is known</li> <li>• Training provided for governors</li> </ul>
<b>Community Cohesion GK</b>	<ul style="list-style-type: none"> <li>• Deepen understanding regarding diversity</li> <li>• Children make a positive contribution to the community through courageous advocacy</li> </ul>	<ul style="list-style-type: none"> <li>• Local church team have led weekly worship each Tuesday, including Ashley Mitchell (RAF Chaplain) and Rev Moring has been part of the planning team for collective worship</li> <li>• Support for local charities has been strong (Young Minds fundraiser and Harvest Festival supporting the Wendover Food Bank)</li> <li>• PTA events so far include Film Night (highest number of tickets sold ever), Christmas Crafts and a disco; new PTA chair and staff representative very positive and committed; suggestions for PTA spending agreed.</li> </ul>

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