

# Wendover CE Junior School

## Strategic Plan 2022–2025

### 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)*

### Our Values

#### 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

## Wendover CE Junior School: Strategic Goals and Success Criteria 2022-2025

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Children Flourish</b></p>	<p><b>Every child, regardless of their background or starting point, improves, grows and flourishes</b></p> <p>Success Criteria:</p> <ul style="list-style-type: none"> <li>• Children have a deep understanding of spirituality and a strong sense of well-being; children enjoy school, attendance is high / arrive punctually</li> <li>• Quality first teaching and quality first support are highly effective: range of appropriate teaching strategies are used consistently across the school, ensuring high engagement, deep thinking and good learning behaviour; progress against learning objectives is at least good</li> <li>• % of pupils attaining the ARE in English (reading, writing and spelling, punctuation and grammar) and maths remains well above national and above local authority average; it will continue to show a three year upward trend (data in 2024 to be 90% in RWM expected level and 55%, 35% and 45% in RWM respectively at the higher level with 85% in RWM combined – SPAG 90% and 50%); reading progress for all children will be within the top two quintiles nationally; Writing and maths progress will be in at least the middle quintile for all children</li> <li>• All children will make at least expected progress; we work with parents and outside agencies to ensure that children with additional needs make just as good progress as other children</li> <li>• Effective and efficient use of IT: children sharing information about their learning more effectively - with each other and with parents (MS365 platform)</li> <li>• The curriculum is well thought out and meets the needs of all our children: it is broad and balanced, giving all the chance to excel; expectations are aspirational and progressive; units of work are well sequenced; the indoor and outdoor environment support the curriculum and learning; educational experiences are well-planned, enrich learning and build social capital;</li> <li>• Children have a deep growth mindset, use learning strategies effectively and regularly lead aspects of learning within their class; they talk confidently about their learning: what they have learned, what they have achieved and how they will improve further</li> <li>• Children are better able to self-regulate their emotions / behaviour choices, supported by positive behaviour management, resulting in at least good learning and social behaviour</li> <li>• Children grow as a result of extra-curricular opportunities (clubs, music lessons etc) and / or a leadership role (House Captain, School Council etc)</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Staff Thrive</b></p>	<p><b>Governors, leaders and staff are highly ambitious; they support each other to develop professionally and to provide the best for our pupils</b></p> <p>Success criteria:</p> <ul style="list-style-type: none"> <li>• A skills matrix is used when appointing new governors and to identify training needs; link governors establish an independent viewpoint through effective monitoring; they support and challenge appropriately to help improve standards</li> <li>• Staff appraisal is used effectively to further improve performance, to support career progression and to support the mental health and well-being of staff</li> <li>• Staff use professional development, networks and leadership opportunities to effectively develop themselves and others (linked to appraisal objectives)</li> <li>• Well-being is a high priority and staff morale is high: a high regard is given to work-life balance and the working environment</li> <li>• All staff are involved in the development of our strategic plan; resulting in a shared understanding of direction, priorities and actions</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Partnerships Develop</b></p>	<p><b>Effective connections deepen our understanding, provide mutual support and give real world experiences</b></p> <p>Success Criteria:</p> <ul style="list-style-type: none"> <li>• All stakeholders understand the school vision and the future direction of the school;</li> <li>• Parental engagement is high with at least 90% parents engaging with parent consultations, parent surveys, policy review and school activities; the school makes additional effort to engage vulnerable parents / parents of vulnerable children</li> <li>• Parent workshops provide all parents opportunities to deepen their understanding in order to support their child’s learning and well-being</li> <li>• Parents, school and external agencies work together effectively to ensure that children’s needs are met fully</li> <li>• Linking work with groups and communities strengthens our appreciation of different cultures, faiths and backgrounds and helps develop our sense of Christian stewardship</li> <li>• Work with other schools results in more effective staff development, increased support for middle leaders and greater consistency in assessment judgements</li> <li>• Continued discussion with liaison schools and Oxford diocese re MAT status</li> </ul>

## Key Priorities & Actions

	<b>2022/23</b>	<b>2023/24</b>	<b>2024/5</b>
<b>Children Flourish</b>	<ul style="list-style-type: none"> <li>• Further improve attendance / punctuality with introduction of attendance / pastoral officer</li> <li>• Embed use of Reading Plus in Y4 and Y5 and launch to Y3 and Y6; introduce whole school library reading challenge</li> <li>• Embed model for spiritual growth and provide meaningful weekly experiences</li> <li>• Whole school drive on agreed consistencies in writing, maths keep-up</li> <li>• Introduce new curriculum documents: WINK (What I Need to Know) to drive progress</li> <li>• Review use of IT and digital platforms to enhance learning; consider introduction of 'a device for all' in UKS2</li> <li>• New cohort of online / school-led tuition for identified pupils</li> <li>• Renewed drive on 'staying green' in learning and social behaviour; zones of regulation; high engagement, deep thinking, positive choices</li> </ul>	<ul style="list-style-type: none"> <li>• Embed use of reading plus across school and library reading challenge</li> <li>• Enhance model for spiritual growth and share with other schools</li> <li>• Embed use of WINKS</li> <li>• Embed use of new digital platforms</li> <li>• Introduce a 'device for all' in Y6</li> <li>• Embed high engagement, deep thinking and positive choices</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance use of WINKS</li> <li>• Enhance use of digital platforms</li> <li>• Introduce a 'device for all' across UKS2</li> </ul>
<b>Staff Thrive</b>	<ul style="list-style-type: none"> <li>• INSET for all staff: high engagement, deep thinking; positive choices; high focus on Quality First Teaching and Quality First Support</li> <li>• Appraisal to include objectives relating to high engagement, deep thinking and positive choices, as well as MHWB</li> <li>• Review of behaviour policy and protocols (including most recent advice from outside agencies) with focus on consistency</li> <li>• Support for new and existing leaders to enable them to be highly effective in raising standards (academic and pastoral) and in leading in a church school (governors included)</li> <li>• Link governor deep dives and middle leader meetings; curriculum progression supported by WINKS</li> <li>• Provide NPQ training in literacy and leading teacher development and behaviour; additional training for identified lead staff in phonics, NESSY and literacy interventions</li> <li>• Review academic timetable with a focus on work-life balance; renovation of staff facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Embed QFT and QFS with focus on high engagement, deep thinking and positive behaviour management</li> <li>• Embed support for Subject / Year Leaders</li> <li>• Offer other schools support / development opportunities (literacy support, pastoral support)</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance QFT and QFS, providing support for other schools</li> </ul>
<b>Partnerships Develop</b>	<ul style="list-style-type: none"> <li>• Share 3-year strategy and development plan with all staff and parents</li> <li>• Parent support for reading, writing, maths and behaviour (workshops, online and updates); introduction of WINKs so that parent better understand expected learning outcomes</li> <li>• Further improve school website and digital comms to better share information</li> <li>• Strengthen working links with feeder schools (JHIS and JCS) to further improve curriculum provision; embed linking activities with local schools (moderation and training)</li> <li>• Reintroduce linking activities with local schools to support MHWB of children</li> <li>• Discussion with liaison schools, diocese and governors re MAT status</li> </ul>	<ul style="list-style-type: none"> <li>• Continued discussion with liaison school and diocese re MAT status</li> <li>• Embed linking activities with local schools and those further afield</li> <li>• Enhance communications with parents</li> <li>• Embed changes to curriculum to ensure appropriate progression from Y2 to Y7</li> <li>• Enhance moderation and training activities with local schools</li> <li>• Planning with liaison schools, diocese and governors re MAT status</li> </ul>	<ul style="list-style-type: none"> <li>• Review parent comms</li> <li>• Enhance curriculum to ensure Y2 – Y7 progression</li> <li>• Decision re MAT</li> </ul>