



WELLESBOURNE PRIMARY AND NURSERY SCHOOL

Living to Learn, Learning to Live

School Development Plan



WELLESBOURNE PRIMARY AND NURSERY SCHOOL

Living to Learn, Learning to Live

2017 - 2018



Content

School Vision Statement

School Mission Statement

School Aims

School Self Assessment – including summary of progress from previous key actions,
strengths and areas for development

Key areas for improvement – Action Plans and ongoing impact

SCHOOL VISION STATEMENT

“Living to Learn, Learning to Live”

SCHOOL MISSION STATEMENT

Wellesbourne Primary and Nursery School aspires to provide the highest quality of learning experiences in a safe, caring environment, valuing diversity and preparing learners for an ever changing world.

We aim to create a community which promotes learning as an exciting, independent and lifelong activity and broadens children’s horizons and aspirations.

SCHOOL AIMS

Wellesbourne Primary and Nursery School aims to:

- Encourage independence and confidence
- Encourage respect for others and personal self-esteem
- Provide balanced child centred programmes that are well resourced and value children’s prior knowledge
- To recognise and value children’s progress
- To ensure consistency and continuity of learning programmes throughout the school
- To provide a safe physical and emotional environment that reflects the cultural diversity of the school
- To challenge children to become responsible for their learning
- To respect the rights, and value the contribution of parents, children and staff through effective communication
- To promote pride in oneself, school and culture

Area for whole school development

KEY ACTIONS 2017- 2018

- Improve the impact of leadership and management.
- Raise standards and accelerate progress in writing, including all groups of children, by improving the quality of teaching, including in Early Years.
- Develop the delivery of foundation subjects to ensure a stimulating and exciting curriculum.
- Continue to develop strategies that improve attendance to enable the school to reach its target of 97%.

Summary of progress from previous key actions (2016 – 2017)

Key Actions	Progress
Raise standards and accelerate pupils' progress in writing and reading for pleasure, including that of our more able children, by improving the quality of teaching.	Higher percentage of greater depth writers across all year groups. Most year groups show better progress in writing.
Raise the attainment and progress in mathematics including that of those children working at greater depth.	A greater percentage of children are assessed as working at greater depth, in mathematics, at the end of the key stages.
Improve the impact of leadership and management.	Network links are strong and have benefitted moderation and professional development. Middle leaders have accessed opportunities to develop their subject knowledge.
Continue to develop strategies that improve attendance to enable the school to reach its target of 97%.	Attendance remains steady at 94%. However, this will be an action in next SDP.

Summary of strengths and areas for development

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

Strengths
Robust monitoring and evaluation systems are applied rigorously through the year.
Senior Leaders / Phase Leaders are knowledgeable and share their knowledge and expertise effectively.
All staff have a secure knowledge of all groups of children and high expectations for their performance.
Areas for development
Develop the assessment and tracking of foundation subjects.
Further develop the role of Pupil Premium Lead to ensure schools actions secure improvement in progress and attainment, across all subjects, of disadvantaged pupils.
Regularly monitor the teaching of reading, guided reading and home reading acting on findings.

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Strengths
The phonics provision throughout the school is of a consistently high standard.
Teachers plan lessons very effectively and content is progressive and demands more of pupils.
The marking policy is used very effectively to present targeted feedback that ensures greater progress.
Areas for development
Develop more targeted interventions to meet the needs of all groups.
Ensure writing is taught consistently through school and all children are challenged to reach their full potential.
Enhance the delivery of foundation subjects to produce a stimulating and creative curriculum.

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Strengths

Behaviour is robustly monitored and analysed, findings are acted upon.

Mentor screening and SMSC grid ensures children / areas for concern are identified quickly and support put in place.

Whole school values are imbedded throughout the school and are increasingly linked to the curriculum.

Areas for development

Develop systems that equip pupils to be thoughtful, caring and active citizens in school and the wider society.

Promote increased attendance and punctuality.

Build resilience and self-awareness so that children strive to do better.

OUTCOMES FOR CHILDREN

Strengths

End of Key Stage 2 attainment in line with, or better than National.

Reading, writing and mathematics combined attainment much better than National.

Year 1 phonics screening check percentage much higher than National.

Areas for development

Continue to develop the school values as drivers within our broad and balanced curriculum.

Increase the percentage of children, across the school, who are ARE in the core areas of learning.

Review Provision Mapping and ensure the best outcomes for SEND children.

EFFECTIVENESS OF EARLY YEARS PROVISION

Strengths

EYFS has received the Early Years Quality Mark.

Robust systems for recording assessment and gathering evidence (including contributions from parents).

Quality provision and an outstanding environment that promotes independence.

Areas for development

Ensure all adults are actively engaged with children and demonstrate an understanding of where children are in their learning.

Improve outcomes in all areas to increase GLD and bring it in line with National.

Develop writing and increase high quality communication skills.

OVERALL EFFECTIVENESS

Strengths

Children in the school make good progress from lower than national starting points.

Very effective mathematics teaching promotes mastery and develops percentage of children achieving greater depth.

Secure systems that promote safeguarding and encourage self-awareness and risk assessment.

Areas for development

Develop opportunities to increase vocabulary and encourage accuracy in spelling.

Increase the percentage of greater depth writers throughout the school.

Develop an exciting curriculum that celebrates a love of learning.

Key areas for improvement – Action Plans and ongoing impact

Improve the impact of leadership and management

- **Develop the assessment and tracking of foundation subjects so that subject leaders better understand the attainment and progress of foundation subjects and can support teaching through the school.**

TASK	TIMESCALE /RESOURCES /LEAD	COST	IMPACT/COMMENTS	SUCCESS CRITERIA	MONITOR	EVALUATE
					Milestones	
Liaise with LA advisor regarding assessment of foundation subjects to develop a consistent system for the foundation subjects	One day visit from LA advisor/ Foundation subject leaders DHT	£50 develop ment Of system		Assessment system in place and all staff are using it fluently.	HT	T & L Govs
Staff meeting to share new assessment system with whole staff	October/ DHT	NA		Assessment system in place and all staff are using it fluently.	HT	T & L Govs
Subject leaders to monitor and evaluate the assessment system, look for gaps in learning and implement actions to ensure consistent approach across the school	Book reflection and assessment/ monitoring by subject leader termly DHT	Supply £1000		Subject leaders to collect samples of evidence of skills being taught, intervene if needed. Evidence indicates consistency.	Termly HT	Termly T & L Govs
Subject leaders plan to display progression in skills for each non-core subject throughout the school N-Y6	Termly DHT	NA		Displayed skills in corridor. Photographic record of displays kept.	Termly DHT / Subject Leads	Termly HT
Digital literacy throughout foundation subjects – staff to plan	Half Termly Curriculum meetings	MGL/ Junior Jam input		Children confident in using applying ICT skills.	DHT / Computing Lead	HT

for opportunities to develop ICT skills.	DHT	£500				
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Improve the impact of leadership and management

- Develop the assessment and tracking of foundation subjects so that subject leaders better understand the attainment and progress of foundation subjects and can support teaching through the school.

TASK	TIMESCALE /RESOURCES /LEAD	COST	IMPACT/COMMENTS	SUCCESS CRITERIA	MONITOR	EVALUATE
					Milestones	
Develop foundation subject leader's knowledge of subject.	Network FS meetings DHT	Network Fee		FS Leads more confident in their knowledge of subjects.	Termly DHT	Termly HT
Ensure foundation subject leaders have up to date overview of their subject.	School joined appropriate profession body DHT	Membership Fee		Leads participate in external forums.	DHT	HT
Curriculum meetings led by FS Leads to share knowledge with whole staff and share classroom practice.	Termly Monday after school DHT	NA		Whole staff have good knowledge of the skills with all foundation subjects.	Subject Leads	DHT
Subject Leads develop individual action plans.	Annual plan reviewed termly DHT	NA		Action plans have identified areas of strength and areas that need developing	DHT	HT
Cross curricular writing and mathematics is identified in topic / science books when appropriate.	Term book scrutiny includes topic and science books .DHT	Supply £500		Books show strengths in cross curricular work.	SLT	HT
Extra-curricular activities support the development of foundation subjects.	Weekly clubs monitored and changed TAs / T running clubs plus resources for clubs. DHT	£5000		Evaluations of clubs shows impact on behaviour and behaviour for learning.	DHT	HT



Improve the quality of teaching and learning

- Increase achievement and progress in writing throughout the school, including those children achieving greater depth.

TASK	TIMESCALE /RESOURCES /LEAD	COST	IMPACT/COMMENTS	SUCCESS CRITERIA	MONITOR	EVALUATE
Milestones						
Develop the teaching of writing to incorporate "Talk for Writing"	Curriculum meeting HB to support	NA		All staff using aspects of Talk for Writing as evidenced in their planning and delivery	HB	DHT
Monitor teaching and learning of writing to ensure progress	Termly books scrutiny SLT	Supply £500		Records show high quality teaching of writing as seen in books and during observations.	SLT	T & L Govs
Gather examples of writing assessed as expected at years 1, 3, 4 and 5	Half termly or at the end of each block of work. HB	NA		Exemplifications of writing available with samples gathered from all classes.	HB	HT
Gather examples of writing assessed at greater depth for all years	Half termly or at the end of each block of work. HB	NA		Exemplifications of writing available with samples gathered from all classes.	HB	HT
Ensure spelling is a priority in each class and is taught consistently across the school	HB to work with HY and develop workshops for staff	NA		Spelling games and development evident in writing.	HB	HT
Ensure staff encourage application of correct spellings the children have learned in their current year group and previous year groups	Termly book scrutiny SLT	NA		Book scrutiny shows evidence of spelling corrections	HB	HT

Improve the quality of teaching and learning

- Increase achievement and progress in writing throughout the school, including those children achieving greater depth.

TASK	TIMESCALE /RESOURCES /LEAD	COST	IMPACT/COMMENTS	SUCCESS CRITERIA	MONITOR	EVALUATE
					Milestones	
Continue to develop a "Teaching Through Text" approach across the school	Developing through the year HB New books needed	£1000		Writing books evidence high quality writing from text.	DHT	HT
Plan and implement opportunities for developing stamina for writing over longer periods of time, in order to produce longer pieces of writing	Developing through the year HB	NA		Planning and writing books show increased stamina.	SLT	HT
Target more able writers to ensure more children are assessed at greater depth	Developing through the year HB	NA		Planning and writing books show a higher percentage of children securely greater depth writers.	T & L Govs	SLT
Develop the use of Target Tracker to record assessment and track progress throughout the school	Half termly assessment HB	Target Tracker		Target Tracker used successfully to pinpoint individuals and groups and support the progress.	DHT	SLT
Local Network moderation for Years N, R, 1, 3, 4, 5	Develop moderation opportunities (Termly) DHT	Supply		Moderation meeting reports used to aid internal assessment.	DHT	HT
Share CPD with partner schools to identify common understanding of good and better teacher	Termly meetings to share good practice	Supply		Lesson observations show good and better teaching drawing from CPD.	SLT	HT
Continue to develop handwriting through the school.	Developing through the year HB	NA		Handwriting clearly better through the school.	HB	DHT

Improve the quality of teaching and learning

- Increase achievement and progress in reading and mathematics throughout the school.

TASK	TIMESCALE /RESOURCES /LEAD	COST	IMPACT/COMMENTS	SUCCESS CRITERIA	MONITOR	EVALUATE
					Milestones	
Apply for Reading Quality Mark Silver	Autumn Term CH	£500		Silver achieved.	DHT	HT
Raise the profile of staff reading	Throughout the year CH	NA		Staffroom display and minutes show staff discussion re books	DHT	HT
Continue with reading buddies/ ambassadors and raise profile of reading for pleasure	Autumn Term CH	NA		Reading buddies in place and timetabled. Children report success.	DHT	HT
Reading Buddies to carry out an audit of reading across the school	Autumn Term CH	£500		Audit carried out and any gaps filled.	DHT	HT
Continue to develop the teaching of mathematics mastery throughout the school.	Termly curriculum meetings MB	NA		Curriculum meetings support staff as needed and outstanding teaching is shared.	DHT	HT
Continue to develop the enjoyment and practical application of mathematics, in the mathematics hub and Welly Shop.	Weekly Timetabled MB/ HT	£1000		Standards in maths continue to rise and the profile of maths in the school remains high.	SLT	HT

Further develop personal development, behavior and welfare

- **Develop a systematic and proactive approach to promote self-management and self-regulation and therefore improve behavior.**

TASK	TIMESCALE /RESOURCES /LEAD	COST	IMPACT/COMMENTS	SUCCESS CRITERIA	MONITOR	EVALUATE
					Milestones	
Ensure consistent use of behavior monitoring forms in class	Half termly scrutiny of forms DHT	NA		Forms in place and monitored regularly. Feedback to staff and children.	HT	AWB Govs
Systematically analyse forms and follow up with meetings with children and parents.	Half termly scrutiny of forms DHT	NA		Forms in place and monitored regularly. Feedback to staff and children.	HT	AWB Govs
Ensure children and staff are aware of behavior policies and systems	Autumn 2017 DHT / SENCO	NA		All policies in place and children fully aware.	DHT	HT
Introduce a range of clubs and activities around peak disruption times to engage all groups of children (BSED and SEND)	All year DHT / SENCO	£1000		Clubs timetabled and evaluated at the end of each half term.	HT	AWB Govs
Year 5 programme ASC/ Lord Derby Award Preventative strategy for behaviour	Through the year DHT	£2000		Children taken part in a planned programme of activities that promote good citizenship	HT	AWB Govs
Class teachers to be aware of the requirements of the PSHE curriculum due to the temporary absence of the learning mentor (child mental health)	Autumn 2017 PSHE Lead	NA		PSHE is consistently taught and developed cross curricular through the school.	HT	AWB Govs

Further develop personal development, behavior and welfare

- **Develop a robust and consistent system that promotes increased attendance and improves punctuality.**

TASK	TIMESCALE /RESOURCES /LEAD	COST	IMPACT/COMMENTS	SUCCESS CRITERIA	MONITOR	EVALUATE
					Milestones	
Review attendance and target individual families according to the reasons for absence.	September 2017	Inclusion Officer SLA		Attendance raised and PA reduced.	Admin /HT	Govs
Continue to work with Inclusion Matters to raise attendance and reduce persistent absence. (PA)	Ongoing	SLA		Attendance raised and PA reduced.	Admin /HT	Govs
Continue half termly highest average attendance class prizes.	Half termly	£100		Attendance raised and PA reduced.	Admin /HT	Govs
Continue half termly 97%+ individual certificates and prizes.	Half termly	£20		Attendance raised and PA reduced.	Admin /HT	Govs
Continue 100% attendance termly certificates and annual £5.00 vouchers for 100% attendance.	Termly / Annually	£20		Attendance raised and PA reduced.	Admin /HT	Govs
Continue the use of notice board and web site to alert children and families to weekly class attendance.	Weekly	N/A		Attendance raised and PA reduced.	Admin /HT	Govs
Develop initiatives that focus on poor attendance on Mondays and target the families who this applies to.	Weekly	N/A		Attendance raised and PA reduced.	Admin /HT	Govs
Continue daily 'bing bong' of class attendance.	Daily	N/A		Attendance raised and PA reduced.	Admin /HT	Govs
Consistently send written notification if attendance is slipping identifying the percentage and potential for prosecution to appropriate families.	Ongoing	N/A		Attendance raised and PA reduced.	Admin /HT	Govs