



REACH for the stars

# Wellesbourne Primary & Nursery School Improvement Plan 2022- 2023



## SCHOOL CONTEXT

Wellesbourne Primary and Nursery School is a larger than average primary school with 412 pupils from N-Y6 (as of July 2022). We are located in Liverpool in the Northern part of the city, Norris Green. Norris Green has many local primary schools, each with similar percentages of SEND pupils and those entitled to Free School Meals. Norris Green is an area of high deprivation.

Here at Wellesbourne, we are made up of 49% girls and 51% boys quite an equal split in line with the national average. We currently have 57% pupils entitled to Free School Meals, compared to 22.5% nationally. Children who have special educational needs totals 17.3% compared to 14.5% nationally, as of Autumn Census 2022. We also have 13.2% (69 children) of our children speaking English as an additional language compared to 21.3% nationally.

The large majority of our pupils are white British, however we do have a growing number of other ethnic groups in our school, of the 13.2% (59 children), 40% of whom are Eastern European, 20% Chinese, 10% African, 19% Middle Eastern, 7% Indian and 3% Hispanic. Information from the IDACI – Income deprivation affecting children, points out that Liverpool are in the lowest 10% nationally, they come in 2<sup>nd</sup> after Middlesbrough.

The school does not suffer mobility issues, 1% leave early, this is in comparison to 2% nationally. We do however have children starting late, 3.2% this is in comparison with 1.6% nationally. Once our children are with us, they tend to stay.

Our school has worked hard to achieve a recognised Mental Health and Wellbeing Award in 2019, The School of Sanctuary Award (renewed in 2022) and Healthy Schools Award (Due for renewal this year). We pride ourselves on the work we do to support the mental health and wellbeing of staff and children.

Attendance is an issue currently, for autumn term 21/22 the school has an overall absence of 5.7% and a PA of 18.4%. Overall national absence for this time is 4.3% and PA is 11.2% - Attendance is a priority for our school.

Behaviour – behaviour at Wellesbourne is generally very good, children are happy at school and are willing in lessons. There have been two fixed term exclusions of one day in the last academic year 2021-2022. There are no obvious trends in behaviour, behaviour in the school is good.

# OBJECTIVES FOR 2022-2023

Achievement gap issues

Data for summer 2022

	READING						WRITING						MATHS					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
ALL	42	52	50	58	76	76	41	43	34	56	42	70	42	52	58	58	72	66
B	37	42	48	55	77	68	27	29	37	46	35	64	33	42	59	55	73	68
G	50	63	52	61	75	82	58	59	30	64	50	75	54	63	57	61	71	64
PP	38	53	42	48	74	76	31	48	29	45	36	67	41	53	52	48	72	67
No PP	50	50	63	74	82	77	54	33	42	74	64	77	46	50	68	74	73	65
SEN	20	17	33	30	33	73	20	33	17	40	0	55	30	42	33	30	33	64
No SEN	47	61	54	65	86	79	47	46	37	60	50	76	44	54	63	65	81	68
EAL	22	100	73	67	64	100	33	80	55	78	36	100	22	80	82	76	82	100
No EAL	47	48	44	56	80	73	43	40	28	51	44	66	47	49	51	54	69	61
M/ A	100	100	100	100	100	100	100	100	71	100	80	92	100	100	100	100	80	85

	Reading Attainment		Writing Attainment		Math's Attainment		Combined Attainment	
	EXP	GDS	EXP	GDS	EXP	GDS	EXP	GDS
Y1	42%	16%	41%	9%	42%	12%	32%	7%
Y2	52%	28%	43%	12%	52%	16%	41%	5%
Y3	50%	2%	34%	0%	58%	14%	34%	0%
Y4	58%	12%	56%	6%	58%	10%	50%	6%
Y5	76%	32%	42%	6%	70%	22%	38%	6%
Y6	76%	20%	70%	6%	66%	14%	56%	6%

## Reading

- Years 1-4 need to increase attainment less than 75% reaching expected standard
- Less boys performing at the standard than girls
- Less pupils entitled to Pupil Premium are meeting the expected standard in reading (exception current Y3)
- SEND readers across the school are not attaining as highly as those with no identified need.

## Writing

- All year groups need to increase attainment in writing
- Generally, boys are performing less well than girls in writing with the exception of current Y4
- Less PP children performing at the expected standard than non PP
- SEND focus

## Mathematics

- All year groups have less than 75% meeting expected standard at the end of the year
- An even split of those entitled to PP funding and boys/girls

EYFS – 39.5% - Writing & Reading are significant areas of weakness

Objective 1	To raise attainment across the school in all core subject areas. Improving the number of those achieving RWM+
Objective 2	To increase the number of children working at the expected step in phonics at each check point throughout the year (Reception – Y2) and to decrease the amount of children receiving phonics teaching in Y3
Objective 3	To improve writing across the school – upskilling teachers knowledge of the planning, teaching and assessment cycle using Read to Write 'Literacy Counts'
Objective 4	To Improve attendance 97%+
Objective 5	To develop behaviour for learning across the school
Objective 6	To develop the planning and assessment non-core curriculum subjects to ensure retention of National Curriculum knowledge over time.

## QUALITY OF EDUCATION (Objectives 1, 2 ,3 & 6)

TARGET	ACTIONS	EVALUATION	WHO IS RESPONSIBLE	ACHIEVED BY	COST	SEF REFERENCE
Our leaders adopt/construct a curriculum that's ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEN and/or disabilities, the knowledge and cultural capital they need to succeed in life.	Subject leaders to accurately evaluate their subjects using monitoring/ management time (see appendix monitoring timetable) Core and non-core.	Planning and assessment in place. Impact shown in children's books, throughout lessons and pupil voice.	Subject leads Lizzie Byrne Deputy Head	End of school year 2023	Supply cover cost £170 per day X 6	Page 5
	Evaluate externally with support from local network (Cathy Parkinson NLLP) Subject leads to work with local schools triad to carry out deep dive activities to support the development of the chosen subject.  Steph Wells to support leaders who have not experienced 1:1 conversations re subjects.	Subject leads developing knowledge of subject and its impact. Subject lead collaborating with other leads gaining/passing on experience. A secure understanding gained of areas to improve subject.	Subject lead Lizzie Byrne Deputy Head	End of school year 2023	None	Page 5

	<p>Plans are adapted as necessary to ensure ambition and progress for all</p> <ul style="list-style-type: none"> <li>• SEND plans part of planning documents/ personalised by class teacher as and when needed</li> <li>• Opportunities for Cultural Capital identified</li> <li>• More able children are challenged</li> </ul>	<p>Plans are inclusive. Teachers are planning to include all pupil groups. Where possible Cultural Capital will be weaved into teaching units e.g. Theatre Visits, Local Visits History &amp; Geography. All classes to have at least one enhancement day.</p>	<p>Subject Leads – MTPS Class Teachers- STPS</p>	<p>Spring 2023</p>	<p>None</p>	<p>Page 5</p>
<p>Over the course of study, our teaching is designed to help pupils to remember long term the content they've been taught and to integrate new knowledge into larger ideas.</p>	<p>Develop assessment systems throughout core and non-core subjects.</p> <ul style="list-style-type: none"> <li>• Devise strategies to support children in 'knowing more and remembering more'</li> <li>• Drip feed, little and often. Offer regular times where children can recall learned facts/ knowledge</li> </ul>	<p>Children are exploring opportunities to share learned knowledge</p>	<p>Deputy Head Subject Leads Class Teachers</p>	<p>Spring 2023</p>	<p>None</p>	<p>Page 7</p>
	<p>Teaching staff to attend Mark Burns training (20<sup>th</sup> September &amp; 3rd October 2022). Training is focused on supporting planning and teaching which enables children to remember and apply prior learning.</p>	<p>Teachers have evidence of impact upon children.</p>	<p>Headteacher Deputy Head</p>	<p>End of year 2023</p>	<p>£2100 x 3 twilights</p>	<p>Page 7</p>

	<p>Curriculum leads to measure impact of learning.</p> <ul style="list-style-type: none"> <li>• Pre and post task analysis</li> <li>• Pupil voice</li> <li>• End of term tests</li> <li>• National tests</li> <li>• Work scrutiny to show evidence of assessment for learning</li> </ul>	School data compared with local and national: evidence of substantial and sustained progress from pupils' starting points	Subject Leads Class teachers Deputy Head	End of year 2023	None	Page 7
	<p>Mark Burns +1 strategies implemented into teacher appraisals. Evidence given during third session</p>	Teachers feel practice has improved and having a positive impact upon children	All staff	End of year 2023	As above	Page 7
<p>Our pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in our pupils' work.</p>	<p>Monitoring of pupils work regularly with constructive feedback</p> <p>Pupils confident in talking about their learning/ workbooks. Subject leaders evidence from pupil voice.</p> <p>Standards set by class teachers made clear to children</p> <p>Pre and Post Learning tasks in books showing progress and knowledge retention.</p> <p>SEND children making good progress and attaining well. Work with S. Ellis.</p>	<p>Evidence of high expectations and high quality work in books across the school Lesson observations show evidence of intervention and support for pupils Performance management identifies evidence of intervention and support for teachers</p> <p>SEND children making good progress.</p>	All staff	End of year 2023	-	Page

	Promote the value of learning – whole body listening	Children will enjoy taking part in lessons, sense of achievement and growth within lessons	All Staff	End of year 2023	-	Page
Where available, impact is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.	<p>EYFS Action Plan in line with Liverpool 5 Priorities.</p> <p>Curriculum leaders attending statutory assessment meetings.</p> <p>A good understanding of moderation and end of year objectives.</p> <p>Assessment lead training/ updates to staff</p> <p>Constant teacher/staff awareness of where pupils are currently e.g. Pupil Progress Meetings, mentions in briefings, assessment staff meetings etc,</p>	School data compared with local and national: evidence of sustained and continuous improvement	Core subject leads Assessment Leads Headteacher	End of year 2023	-	Page



## PERSONAL DEVELOPMENT

TARGET	ACTIONS	EVALUATION	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	SEF REFERENCE
<p>We provide pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way</p>	<p>Provide opportunities for whole-school charity events.</p> <p>Provide opportunities for children to explore diversity and inclusion (Daisy UK, Alzheimer's Society)</p>	<p>Impact this has on the school, local and national environment</p>	<p>Headteacher Whole school</p>	<p>End of school year</p>	<p>Costs involved in events School trips Visitors Christmas Fairs £10,000 - trips</p>	<p>Page 15</p>
	<p>School Council Actively taking part in representing children's voice</p>	<p>School council representing all children</p>	<p>JM</p>	<p>End of school year</p>		
	<p>Peer leadership responsibilities</p>	<p>Shown in children's behaviour in and around school</p>	<p>Year 6</p>	<p>Autumn Term 2022</p>		
	<p>Yearly Assembly Planning (PSHE AND SMSC)</p>			<p>Termly</p>		
	<p>Debate Club/ Chess Club (free) Provided by outside agencies</p>		<p>CM/ HG</p>			
	<p>Wellesbourne Service Challenge Award</p>	<p>Impacts on behaviour statistics</p>	<p>Y5 Staff / NR/ KH</p>			
	<p>Playground Leaders up and running in school lunchtimes</p>		<p>MC/ JM/ NR</p>			
	<p>Playground Buddies (KS1 Yard)</p>		<p>JM</p>			

<p>Our school consistently promotes the extensive personal development of pupils. We go beyond the expected, so pupils have access to a wide, rich set of experiences. Opportunities for our pupils to develop their talents and interests are of exceptional quality.</p>	<p>Welfare screening document updated termly.</p> <p>Used to inform Pastoral Support Worker planning.</p> <p>Talent Thursdays Club - Friday performances</p> <p>Music and Singing opportunities planned for beyond the school day</p> <p>External sports competitions planned for the academic year (Football, Cricket, Cross Country)</p>	<p>All staff aware of pupils' personal development. Pastoral Support Worker has up to date knowledge of pupils needs, plans accordingly.</p> <p>Experiences to enhance social and emotional wellbeing.</p> <p>More children involved in competitive sports More able children identified and signposted/ supported to excel</p>	<p>All staff /JM Pastoral Team to evaluate</p> <p>JM/ NR</p> <p>Brian/ MC OK/ All staff</p>			Page 12
	<p>Experiences planned that go beyond the national curriculum</p>	<p>Visits to local sites/ welfare walks – National Trust</p> <p>Spanish/Cookery Club</p>	<p>Pastoral Team</p> <p>LG</p>	<p>Termly review</p>	<p>£3000 mini bus/ resources for clubs</p>	Page 12

<p>There's strong take-up by pupils of the opportunities provided by our school. The most disadvantaged pupils consistently benefit from this excellent work.</p>	<p>Monitor club attendance (groups of pupils)  Monitor the breadth of clubs and extra-curricular activities on offer to children  Pupil Questionnaires</p>	<p>Clubs will show a varied uptake across all groups of pupils and age ranges.</p> <p>Pupils will show that they are benefitting both academically and socially from clubs/ cultural capital as a result attendance should improve.</p>	<p>All staff</p>	<p>End of year 2023</p>		<p>Page 12</p>
<p>We provide these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen our school's offer.</p>	<p>Trips Year Planner  Sports tournaments  Interschool sports offer  Residential Trips</p>	<p>Activities taking place attendance is good.</p>	<p>All staff</p>	<p>End of year 2023</p>	<p>Costs of trips/ coaches/ services  £3000</p>	<p>Page 12</p>

<p>The way we develop pupils' character is exemplary and is worthy of being shared with others.</p>	<p>Promotion of school values</p> <p>PSHE curriculum delivery, emphasis on diversity and inclusion. Focus on Relationships and RESPECT September 2023</p> <p>Playground Leaders Programme</p> <p>Pastoral Support Worker</p> <ul style="list-style-type: none"> <li>• Providing those children who struggle with support Mental Health. Zones of Regulation</li> </ul>	<p>Children will learn from the PSHE/ wider curriculum and develop own voice and opinion</p> <p>Children value diversity and inclusion. Children are aware of the Children's Act and aware of their voice and how it matters. Children have a strong sense of self.</p> <p>Children more confident (talent spot)</p> <p>Children confident in resolving conflicts Children can welcome others in play Children can organise games and know what inclusivity looks like</p> <p>Children who may have struggled are in line with their thought and feelings. Beginning to dealt with emotions, showing self-control.</p>	<p>All staff</p>	<p>End of year</p>	<p>Playground Leaders Programme £5000 (includes cost of midday assistant)</p>	<p>Page 12</p>
---	--	--	------------------	--------------------	---	----------------

## BEHAVIOUR AND ATTITUDES

TARGET	ACTIONS	EVALUATION	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	SEF REFERENCE
<p>Our pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education.</p> <p>If our pupils struggle with this, we take intelligent, fair and highly-effective action to support them to succeed in their education.</p>	<p>Behaviour management policy shared and understood by all staff</p> <p>Main points shared with children</p>	<ul style="list-style-type: none"> <li>Behaviour logs: showing minimal behaviour interventions</li> <li>Impact of support given to pupils: evidence of intervention groups and the impact this has had on learning</li> </ul>	<p>Deputy Head</p> <p>Whole school</p>	<p>September 2022</p>	<p>N/A</p>	<p>Pages 11 to 12</p>
	<p>Whole body listening to be embedded</p>	<p>Children show active listening during assemblies and class sessions</p> <p>All areas of WBL evident in lesson observations</p>	<p>Whole school</p>	<p>January 2022</p>	<p>N/A</p>	<p>Page 11 to 12</p>
	<p>Teachers create lessons to excite and engage children</p>	<p>Children engaged in lessons, ready to absorb learning</p>	<p>HT/ DHT/ All staff</p>	<p>Termly</p>	<p>N/A</p>	<p>Page 11 to 12</p>
	<p>PSHE curriculum gives children opportunities to develop skills involving self-control, emotions in others, setting targets, relationships with other</p>	<p>Evidence of PSHE curriculum shows children's knowledge of social and emotional behavior developing. This has an impact upon behavior for learning.</p>				

<p>Our pupils have high attendance, within the context of the pandemic. They come to school on time and are punctual to lessons. When this isn't the case, we take appropriate, swift and effective action.</p>	<p>EWO to support school implementing sanctions</p> <p>September 2022/23 guidance in place and shared with all staff</p> <p>DAL in place Training attended by HT/ DAL / EWO</p> <p>School attendance data shared with staff/ parents/pupils regularly</p> <p>Rewards in place for good attendance</p> <p>School to be a positive place where children thrive/ Engagement is clear</p>	<p>School attendance data showing improvement</p> <p>PA decreasing over time</p> <p>Children happy/willing to come to school</p> <p>Poor attitudes to non-attendance diminished by families entrenched in a cycle of poor attendance</p>	<p>HT/ PO/ DAL Safeguarding Team</p> <p>PO</p>			
---	---	--	--	--	--	--

## LEADERSHIP AND MANAGEMENT

TARGET	ACTIONS	EVALUATION	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	SEF REFERENCE
<p>Our leaders ensure that teachers receive focused and highly effective professional development.</p> <p>Our teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.</p>	<p>CPD planned in line with findings from SEF (See SEF 2022-23)</p> <p>Book Mark Burns training +1</p> <p>Book Read to Write Training to support the delivery of writing cross the school.</p> <p>Writing Lead to support staff in implementing changes to teaching</p> <p>Performance management targets: impact on teaching performance and pupil results</p> <p>CPD offer to individual teachers, further qualifications.</p> <p>Ensure use of SLA Liverpool English and Mathematics/ PSHE</p>	<p>CPD impacted upon practice in school</p> <p>Staff questionnaires show impact</p> <p>Writing improved = outcomes in books</p> <p>Staff feel supported and empowered</p> <p>Performance management in line with SEF, SDP and school targets</p> <p>Staff feel well trained and equipped to make positive changes when needed</p> <p>SLA services having positive impact upon teaching = progress in books and attainment</p>	<p>NR</p> <p>NR</p> <p>NR/HB</p> <p>NR/KH</p> <p>NR/KH</p> <p>NR/ KH – Subject Leads</p>	<p>End of year 2023</p>	<p>Training Costs</p>	<p>Page 15</p>

<p>Our leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified.</p> <p>When issues are identified, in particular about workload, they're consistently dealt with appropriately and quickly.</p>	<p>Phase Leaders to have regular meetings to support staff in their Phase</p> <p>SLT to meet routinely to discuss whole school issues</p> <p>Mental health and Wellbeing team meetings to continue</p>	<p>Phases feel supported/ staff questionnaires evidence</p> <p>SLT feel supported and well informed</p> <p>Wellbeing team having a positive impact upon staff mental health and well being</p>	<p>SLT</p> <p>Wellbeing team</p>	<p>End of year 2023</p>	<p>Cost of cover SLT meetings £2000 per year.</p>	<p>Page 15</p>
--	--	--	----------------------------------	-------------------------	---	----------------