



# WELLESBOURNE PRIMARY AND NURSERY SCHOOL

*Living to Learn, Learning to Live*

## School Development Plan

2019 – 2020

“There is an ethos of care and mutual respect within the school. Pupil behave well and show good progress in their personal development” (Ofsted December 2016)





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***Living to Learn, Learning to Live***

***2019 - 2020***

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## **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 2018- 2019

#### Summary of progress from previous key actions (2018 – 2019)

Key Actions	Progress
<b>EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT</b> To continue to embed systems that are used to inform school's self-evaluation and identification of future areas for development	Robust assessment and monitoring system in place which enables swift identification of individuals and sharp, focused planning to meet their needs.
<b>QUALITY OF TEACHING, LEARNING AND ASSESSMENT</b> To continue to improve the quality and effectiveness of teaching so as to develop children's higher level reading skills	Teaching remains consistently good or better. Where teaching is identified as less than good action is taken to support or challenge that teaching. Due to some disruption with reading lead progress towards developing higher level reading skills has been slow but this continues to be an action for next year.
<b>PERSONAL DEVELOPMENT, BEHAVIOUR AND ATTENDANCE</b> To promote personal development and wellbeing so that pupils will show self-responsibility, respect and tolerance for others. To further develop the spiritual, moral, social and cultural curriculum Continue to develop strategies that promote attendance and decrease persistent absence	School achieved the Wellbeing in Schools Award. Data shows, already good behaviour is much improved. Incidents of more disruptive are rare and behaviour for learning, as evidenced during lesson observations is good or better. Attendance has improved slightly but continues to be a challenge.

## Summary of strengths and areas for development

### QUALITY OF EDUCATION

#### Strengths

Our curriculum is based upon the national curriculum but includes non-statutory experiences that are relevant to our schools values and meet the needs of our children.

Our children study the full curriculum, it is not narrowed. A broad range of subjects are taught throughout the school.

Our teachers create an environment that focuses on the children.

#### Areas for development

A rigorous approach to the teaching of reading which will help develop learners' confidence and enjoyment in reading.

Further develop the curriculum to be ambitious and develop children's knowledge s, skills and abilities to apply what they know and can do with increasing fluency.

Ensure that, over the course of study, teaching is designed to help pupils to remember long term the content they've been taught and to integrate new knowledge and wider ideas.

### BEHAVIOUR AND ATTITUDES

#### Strengths

We have high expectations of children's behaviour and conduct at all times. Children behave well in and around the school and have developed strategies to self-manage their behaviour and interactions with each other and staff.

Our leaders, staff and children create a positive environment in which bullying isn't tolerated.

Our pupils' attitudes to their education are positive – they are committed to their learning.

#### Areas for development

Develop behaviour for learning, the resilience to persist when learning is not going as well. That thirst for learning, to want to know more in everything that they do.

Develop report and analysis of impact of whole school behaviour initiatives

Develop evidence base of success stories: pupils who have been excluded and are now in school and making good progress

## PERSONAL DEVELOPMENT

### Strengths

Our curriculum provides opportunities beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents.

We prepare our children for life in modern Britain by living through our school values. We aim for our children to be responsible, respectful, active citizens who contribute positively to society. Through a robust and varied approach to PSHE we develop children's ability to stay healthy in body and mind, recognise that relationships with each other are important and how to prepare to live in the wider world appreciating and embracing diversity.

Our work to enhance childrens' SMSC development is of a high quality.

### Areas for development

More opportunities need to be given to develop children's resilience. Working at a long term target and noticing the small steps of progress that help on your way. Children need to aim high and aspire to be anything they want to be.

Review and analyse the impact of whole school initiatives to eat healthy, maintain an active lifestyle and keep physically and mentally healthy.

Develop SRE policy and procedures and Relationships and analyse the impact this has on our children.

## LEADERSHIP AND MANAGEMENT

### Strengths

Our leaders have a clear and ambitious vision for providing high-quality education to all children.

Leaders have established thorough systems to ensure that the quality of teaching continues to improve. Teachers have challenging targets for development.

Leaders ensure that all staff are well supported and that they share the school aims. Staff morale is high

### Areas for development

A focus on improving staff's subject, pedagogical and pedagogical content knowledge will enhance the teaching of the curriculum and the appropriate use of assessment.

Further develop records and analysis of CPD and the impact on school improvement.

Further develop the role of all leaders in parent meetings to share learning; involve parents in school improvement.

## OVERALL EFFECTIVENESS

### Strengths

The quality of education in our school is at least good.

Safeguarding in our school is effective.

Our school vision is realised through strong, shared values, policies and practice.

### Areas for development

To ensure that the work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning.

To ensure that children consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.

To ensure that the school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.

## QUALITY OF EDUCATION OF EARLY YEARS

### Strengths

Our curriculum is coherently planned and sequenced.

Our school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of reception.

Our staff effectively manage the EYFS curriculum and pedagogy in relation to the learning needs of their children.

### Areas for development

Increase the percentage of children achieve the early learning goals, particularly in mathematics and literacy.

Increase opportunities for our children to develop their vocabulary and use it across the EYFS curriculum.

Increase opportunities for our children to develop their resilience to setbacks and take pride in their achievements.

## Key areas for improvement – Action Plans and ongoing impact

### QUALITY OF EDUCATION

#### Develop the curriculum

TASK	MILESTONES	TIMESCALE /RESOURCES /LEAD	COST	IMPACT/COMMENTS/ EVALUATION	SUCCESS CRITERIA	MONITOR
Ensure curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment	<ul style="list-style-type: none"> <li>Whole school curriculum intent statement in place and adhered to.</li> </ul>	December 19 / HT	NA		Curriculum Intent Statement in place	HT/Govs
	<ul style="list-style-type: none"> <li>Subject specific curriculum intent statements researched and produced by subject leads and shared with whole staff</li> </ul>	December 19 Subject Lead	Management Time		Subject Curriculum Intent Statement in place	HT/Govs
	<ul style="list-style-type: none"> <li>Curriculum action plans from 2018 – 2019 reviewed and evaluated – leaders particularly evaluated the impact of the curriculum</li> </ul>	December 19 Subject Lead	Management Time		Action Plans evaluated	HT/Govs
	<ul style="list-style-type: none"> <li>Curriculum action plans for 2019 – 2020 developed</li> </ul>	December 19 Subject Lead	Management Time		Action plans developed	HT/Govs
	<ul style="list-style-type: none"> <li>Curriculum policies reviewed and altered to match any changes in the curriculum</li> </ul>	December 19 Subject Lead	Management Time		Policies in place	HT/Govs
	<ul style="list-style-type: none"> <li>Skills document reviewed and fine-tuned to ensure they still apply to the curriculum and the future learning needs of the children</li> </ul>	December 19 Subject Lead	Management Time		Skills documents fine tuned	HT/Govs
	<ul style="list-style-type: none"> <li>Subject leaders monitor and evaluate the curriculum, the implementation and the impact on the children as part of a robust monitoring cycle</li> </ul>	Ongoing Subject Lead	Supply		Monitoring Cycle in place	HT/Govs



	<ul style="list-style-type: none"> <li>Subject Leaders to present to governors – written and verbal report</li> </ul>	December 19 Subject Lead	NA		Reports presented to governors	HT/Govs
Ensure an ambitious curriculum meets the needs of disadvantaged and SEND children, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence	<ul style="list-style-type: none"> <li>SENDCO to monitor planning and ensure children appropriately challenged and supported</li> </ul>	Ongoing SENDCO	NA		Planning monitored – impact identified	HT/Govs
	<ul style="list-style-type: none"> <li>Monitor and analyse data to ensure that our pupils with SEND achieve the best possible outcomes.</li> </ul>	Ongoing SENDCO	NA		Data analysed – evidences best outcomes	HT/Govs
	<ul style="list-style-type: none"> <li>SENDCO to produce provision map to ensure all disadvantaged and SEND children are supported and interventions have an impact</li> </ul>	Ongoing SENDCO	NA		Provision maps evaluated and indicate impact	HT/Govs
	<ul style="list-style-type: none"> <li>SENDCO to work with SEND governors to monitor and evaluate the provision</li> </ul>	Ongoing SENDCO	NA		Governors well informed of progress of SEND	HT/Govs
	<ul style="list-style-type: none"> <li>Phase leaders to support deliverers of interventions and monitor and evaluate the impact</li> </ul>	Ongoing Phase Leads	NA		Impact of interventions identified	SENDCO
	<ul style="list-style-type: none"> <li>SENDCO to report to governors</li> </ul>	Ongoing SENDCO	NA		Governors well informed of progress of SEND	HT/Govs
Ensure that our teachers have good knowledge of subjects they teach and our leaders provide effective support for those teaching outside their areas of expertise.	<ul style="list-style-type: none"> <li>Curriculum action plans identify training needs and include evaluation of impact of training the review</li> </ul>	Ongoing Subject Leads	CPD and supply		Robust system in place – better quality CPD identified and its impact more noticeable	SLT
	<ul style="list-style-type: none"> <li>Record of all staff training kept and document the impact of this in the classroom</li> </ul>	Ongoing HT	NA		Robust system in place – better quality CPD identified and its impact more noticeable	SLT

	<ul style="list-style-type: none"> <li>Lesson observation reports identify any training needs and follow up report evaluates impact on teaching</li> </ul>	Ongoing SLT	CPD and supply		Robust system in place – better quality CPD identified and its impact more noticeable	SLT
	<ul style="list-style-type: none"> <li>Support provided for less experienced staff evidenced and the impact of the support recorded</li> </ul>	Ongoing SLT	CPD and supply		Robust system in place – better quality CPD identified and its impact more noticeable	SLT
Ensure that 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.	<ul style="list-style-type: none"> <li>Subject leaders monitor the pre and post task assessments to identify the learning that has taken place over the topic</li> </ul>	Ongoing Subject Leads	supply		Clear evidence of progress and retention of learning	SLT
	<ul style="list-style-type: none"> <li>Teachers plan to revisit learning to ensure it has been remembered and this is monitored by subject leaders</li> </ul>	Ongoing Subject Leads	supply		Clear evidence of progress and retention of learning	SLT
	<ul style="list-style-type: none"> <li>Teachers planning clearly shows the identification of previous learning and the integration of prior knowledge</li> </ul>	Ongoing Subject Leads	supply		Clear evidence of progress and retention of learning	SLT
	<ul style="list-style-type: none"> <li>SLT and subject leaders conduct pupil voice regularly and with books to capture what pupils have learned and retained</li> </ul>	Ongoing SLT / Subject Leads	supply		Clear evidence of progress and retention of learning	SLT
Ensure that the Curriculum Statement clearly states the intent that our teachers create an	<ul style="list-style-type: none"> <li>Monitor that our textbooks and other teaching materials that teachers select – in a way that doesn't create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study.</li> </ul>	Ongoing SLT / Subject Leads	supply		Clear evidence of progress and retention of learning	SLT

environment that focuses on pupils, and that this is monitored.	<ul style="list-style-type: none"> <li>Monitor that these materials clearly support the intent of a coherently planned curriculum</li> </ul>	Ongoing SLT / Subject Leads	supply		Clear evidence of progress and retention of learning	SLT
	<ul style="list-style-type: none"> <li>Monitor that all learning is sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</li> </ul>	Ongoing SLT / Subject Leads	supply		Clear evidence of progress and retention of learning	SLT
Our pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study.	<ul style="list-style-type: none"> <li>Develop robust transition processes that involve children and parents in the next stage of their education and ensures they are fully informed</li> </ul>	Ongoing SLT / Phase Leads	supply		Clear evidence of successful transition	SLT
	<ul style="list-style-type: none"> <li>Ensure all subject policies include opportunities to incorporate PSHE and to build resilience so that children are prepared for the next stage of their education</li> </ul>	Ongoing PSHE Lead	NA		Clear evidence of impact on children	SLT
	<ul style="list-style-type: none"> <li>PSHE curriculum is designed to promote self-esteem and confidence and develop self-image</li> </ul>	Ongoing PSHE Lead	NA		Clear evidence of impact on children	SLT
	<ul style="list-style-type: none"> <li>All children have access to a variety of extracurricular activities which are designed to enable them to build confidence and thrive at their individual talents</li> </ul>	Ongoing SLT / Phase Leads	NA		Clear evidence of impact on children	SLT
	<ul style="list-style-type: none"> <li>Curriculum and enrichment activities are designed and developed to encourage individuals interests and promote aspirations</li> </ul>	Ongoing SLT / Phase Leads	NA		Clear evidence of impact on children	SLT

## QUALITY OF EDUCATION

### Develop phonics and reading through the school

TASK	MILESTONES	TIMESCALE /RESOURCES /LEAD	COST	IMPACT/COMMENTS/ EVALUATION	SUCCESS CRITERIA	MONITOR
Ensure that we have a sharp focus on ensuring that younger children gain: Phonics knowledge and language comprehension necessary to read.	<ul style="list-style-type: none"> <li>Review EYFS Teaching and Learning Policy</li> </ul>	Autumn Term EYFS Lead	N/A		Policy produced	EYFS Lead
	<ul style="list-style-type: none"> <li>Review Phonics Policy</li> </ul>	Autumn Term 2019 Phonics Lead	N/A		Policy reviewed in place and being used by all staff	HT/Govs
	<ul style="list-style-type: none"> <li>Review Reading Policy</li> </ul>	Autumn Term 2019 Reading Lead	N/A		Policy reviewed in place and being used by all staff	HT/Govs
	<ul style="list-style-type: none"> <li>Establish a more robust system of tracking phonics from Nursery to Year 3</li> </ul>	Autumn Term 2019 Phonics Lead	N/A		Tracking system in place having an impact upon phonics attainment	SLT
	<ul style="list-style-type: none"> <li>Monitor the development of language comprehension, analyse data and apply appropriate interventions in good time</li> </ul>	Autumn Term EYFS Lead	N/A		Children with delayed SP& L will be identified and interventions in place	SLT
Ensure that we have a sharp focus on ensuring that	<ul style="list-style-type: none"> <li>Develop a Speech, Language and Communication Policy</li> </ul>	Spring Term 2020 Reading Lead	N/A		Speech, Language and Communication Policy in place	SLT

<p>younger children gain: The skills to communicate which gives them the foundations for future learning.</p>					and being sued by all staff	
	<ul style="list-style-type: none"> <li>Place a cross curricular emphasis on speech, language and communication</li> </ul>	Ongoing All staff	N/A		Children given plenty of opportunities to develop speech and language across the curriculum	SLT
	<ul style="list-style-type: none"> <li>Collate and analyse data so that timely interventions can be provided</li> </ul>	Ongoing SENDCo	N/A		SENDCo distributed data having an impact upon planning	SLT
	<ul style="list-style-type: none"> <li>Develop communication between EY and KS1 to ensure identified individuals continue to receive support and challenge</li> </ul>	Phase Leads Summer Term	N/A		SENDCo ensures that all staff in Y1 are familiar with any needs to be met, parents informed and children happy to transferring	SLT
<p>Ensure that our pupils read widely and often, with fluency and comprehension appropriate to their age.</p>	<ul style="list-style-type: none"> <li>Develop formative and summative assessment to ensure robust monitoring of individuals and interventions</li> </ul>	Phase Leads /Assessment Lead Termly	N/A		Assessment procedures in place being used for future planning	SLT
	<ul style="list-style-type: none"> <li>Continue daily guided reading throughout the school and monitor its successes – share with whole staff</li> </ul>	Reading Lead Ongoing	£250 Support from SIL		Staff receive feedback and next steps. Guided reading showing	HT/Govs

					progress against reading targets	
Educate parents and carers on the importance of reading and its effectiveness in allowing children to excel	<ul style="list-style-type: none"> <li>Plan reading meetings for the parents of Nursery &amp; Reception children to inform of strategies for reading, reading at home, reading for pleasure and language development</li> </ul>	Reading Lead	N/A		EYFS parents confident how to pronounce phase 2 phonemes and know of reading strategies to use at home	HT/Govs
	<ul style="list-style-type: none"> <li>Organise a reading competition 'Read to me' in Nursery. Competition ensures that children have at least 25 high quality texts read to them by the end of the year.</li> </ul>	Reading Lead	£400 Reading Books		'Read to Me' competition running in nursery. Children will build language and vocabulary	HT / Govs
	<ul style="list-style-type: none"> <li>Stay, Play and Learn sessions with a focus on reading from Years 1-6 that educate</li> </ul>	Reading Lead	N/A		Parents will be aware of reading outcomes for the year and gain strategies to use at home	SLT

## BEHAVIOURS AND ATTITUDES

### Improve attendance and decrease persistent absence

Ensure our pupils have high attendance, come to school on time and are punctual to	<ul style="list-style-type: none"> <li>Collect and analyse attendance data</li> </ul>	Ongoing Inclusion Officer	SLA		Attendance has improved and persistent	Inclusion Officer / HT / Govs
	<ul style="list-style-type: none"> <li>Continue with first day response calls for absence</li> </ul>	Ongoing Administrator	salary			

lessons. When this isn't the case, we take appropriate, swift and effective action.	<ul style="list-style-type: none"> <li>Continue with formal notification in writing to inform parents when their child's attendance is becoming a concern</li> </ul>	Ongoing Inclusion Officer	SLA		absence has decreased.  There are fewer lates.	
	<ul style="list-style-type: none"> <li>Work with LFC to promote attendance during assemblies</li> </ul>	Ongoing Inclusion Officer	SLA			
	<ul style="list-style-type: none"> <li>Fine and /or prosecute persistent absentees or holidays during term time</li> </ul>	Ongoing Inclusion Officer	SLA			
	<ul style="list-style-type: none"> <li>Continue with termly 100% attendance and half term 97%+ attendance certificates</li> </ul>	Ongoing Administrator	salary			
	<ul style="list-style-type: none"> <li>Continue with termly house reward system</li> </ul>	Ongoing HT	NA			
	<ul style="list-style-type: none"> <li>Work with network to develop systems of improving attendance and decreasing PA</li> </ul>	Ongoing Inclusion Officer	SLA			

## LEADERSHIP AND MANAGEMENT

### Develop foundation subject leadership

Improve teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment.	<ul style="list-style-type: none"> <li>Develop CPD Policy</li> </ul>	December 19 HT	NA		Policy in place and evidences clear criteria for CPD	HT / Govs
	<ul style="list-style-type: none"> <li>Develop CPD review and evaluation system which robustly evaluates the impact of CPD on school improvement</li> </ul>	December 19 HT	NA		Impact of quality CPD evident	HT / Govs
	<ul style="list-style-type: none"> <li>Develop school monitoring system to include effective identification of the CPD needs of individuals and uses a variety of CPD, included in house.</li> </ul>	December 19 HT	NA		Impact of quality CPD evident	HT / Govs
Engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services	<ul style="list-style-type: none"> <li>Develop governor committee to support and challenge curriculum development</li> </ul>	December 19 HT	NA		Outstanding curriculum meets the needs of our children	HT / Govs
	<ul style="list-style-type: none"> <li>Create further opportunities to work alongside community groups and enhance</li> </ul>	Ongoing Mentor	salary		Impact of opportunities clear	HT / Govs

	our children's experiences and enrich the curriculum					
	<ul style="list-style-type: none"> <li>Further develop work with parents to enable them to support their children's learning</li> </ul>	Ongoing Mentor	salary		Clear evidence of impact	HT / Govs
	<ul style="list-style-type: none"> <li>Work with local schools to enhance opportunities for our children</li> </ul>	Ongoing HT / DHT	NA		Clear evidence of impact	HT / Govs
	<ul style="list-style-type: none"> <li>Work with Network to support CPD and enhance opportunities for our children</li> </ul>	Ongoing HT / DHT	NA		Clear evidence of impact	HT / Govs