

WONERSH & SHAMLEY GREEN CHURCH OF ENGLAND PRIMARY SCHOOL

School Development Plan 2016 - 2019



The Learning Adventure.....

"In an exciting, challenging, safe and distinctly Christian environment, children and staff feel happy and valued and are encouraged to become independent, confident, creative and enthusiastic learners."

Headteacher Mrs Tess Trewinnard

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Our school vision and values were reviewed at our SDP INSET Day in June 2016.

Children chose our school values which are broadly based on the Olympic and Paralympic values.

The 3 targets for school development over the next 3 years were discussed and agreed by staff and governors together at the INSET day.



Our School Vision

Achieving excellence

Distinctly Christian

Valuing individuals

Embracing challenge

Nurturing community

Thinking creatively

Unique opportunities

Resilient learners

Encouraging citizenship

Our School Values

Personal best

Friendship

Respect

Determination

Encouragement

Inspiration

Teamwork

Resilience

Being Fair

Background

Wonersh and Shamley Green Church of England Primary School (WSG) primarily serves families living in the local parishes of Wonersh (with Blackheath) and Shamley Green. Over the last 4 years we have expanded from infant to primary and now cater for children from 4 –11 years in 7 classes in YR to Y6.

In 2014 WSG was graded outstanding by Ofsted and SIAMS and results continue to be excellent. However the cohorts of children have changed and the number of children with special educational needs has expanded from 5% to 16%. Over the last 4 years we have lost some children in Y3 to independent schools and some new children joining Y3 class have special needs. We are gaining a reputation as a school that caters for SEND, and whilst we are an inclusive school this has presented staff and the governing body with significant challenges not least to our school budget.

We can also celebrate gaining the International School Award (Gold) in 2015 for our work with partner schools in China, Nepal and Ghana and gaining the Silver Sports Mark in 2016, which recognises the significant improvement in sporting opportunities for children at our school since our expansion.

Over the last 3 years we have worked hard to improve writing skills of children and made significant progress; we have improved the computing resources and expertise on offer at our school; the Governing Body (along with a staff team) is reviewing our Christian distinctiveness and have embarked on a research project to improve questioning in Religious Education (Prince's Teaching Institute). We are applying for the Arts Mark at Gold level.

Over the last 6 years we have built a new hall, a new KS2 building (including 4 classes, Arts, DT and SEN rooms), have renewed our playground equipment and are now in the middle of a 3 year project to refurbish and upgrade our infant building and facilities.

We have support from a strong Governing Body and an active PTA who raise significant funds for the school. We continue to be oversubscribed and parent surveys show that 95%+ of parents say their children are happy in school and making progress.

In September 2016 we will have a new Leadership Team in place as well as a new Family Support Team.

Over the last two years teachers have explored the research of Guy Claxton and Bill Lucas (“Educating Ruby”* and “Building Learning Power”), and the work of the “Creating Learning without Limits” team including Alison Peacock (Wroxham School) We encourage children to understand how they learn best. We promote the 5Rs of lifelong learning*: readiness, resourcefulness, resilience, responsibility, and reflectiveness; and encourage a broad and rich education that develops the 8Cs * of confidence, curiosity, collaboration, communication, creativity, commitment, craftsmanship and community. Our vision is that our community will continue to strive to ensure there are no barriers to learning and that all children achieve their personal best and become independent, confident, creative and enthusiastic learners on a learning adventure in an exciting, challenging, safe and distinctly Christian environment.

Leadership and Management of the School.

Looking to the future and communicating the strong Christian ethos of our outstanding school in the local, national and wider global community.

TARGET 1

To develop a leadership team structure that is appropriate and effective for a one form entry primary school.

To develop a leadership team that (in close cooperation with the Governing Body) provides

- Vision for all members of the school community
- Ambitious goals to give every child, regardless of ability or background, the best possible education
- An open partnership with parents and carers
- Support to staff to consistently deliver outstanding lessons through a creative curriculum that ensures stimulating and enthusiastic teaching which interests, excites and motivates pupils and accelerates their learning and provides for the differing needs of the children.
- High expectations of what pupils can do and consistency in the quality of teaching across the school
- Highly structured approaches to reading, writing and mathematics
- Support to children to develop good learning habits with many opportunities for pupils to find things out for themselves using a frequent praise and reward system and monitoring lessons to ensure effective learning and feedback.
- Well-trained and deployed teaching assistants

ACTIONS Costs* See subject action plans	Lead	Costs *	EXPECTED OUTCOMES	Monitoring
<ol style="list-style-type: none"> 1. Leadership Team (LT) to attend Diocesan Training tailored for new leadership teams 2016 -17 2. LT to meet twice each half term for a morning to plan strategically, analyse data and consider further school improvement - Roles and responsibilities to be allocated to each member 2016 -17 3. Joint lesson observations and learning walks to be carried out termly and feedback given to staff in relation to their appraisal targets. 2016 -17 4. LT to meet with Grayshott Primary for Leadership collaboration (autumn 2016) 5. LT to plan for Supported Peer Review by Cobwebs schools (autumn 2016) and Cranfold schools (summer 2016) and ongoing through a bi annual cycle. 	<p>TT Diocese LT</p> <p>LT</p>	<p>£1500</p>	<p>a) By 2018 the LT will have become confident and effective with good liaison between staff and parents, staff and governors</p> <p>b) LT to gain confidence in lesson observations, data analysis, school review through working with other school leaders</p> <p>c) Improved support to children and families in need</p>	<p>Parent and Child surveys Report to Governing Body through C&L committee</p>

6. LT data analysis training with Pupil Asset Key Stage Leaders and SENDCo to take a lead in monitoring the primary curriculum and tracking children's progress.	LT LT	PA £250 +	d) Improved confidence in data analysis shared with teachers. e) Data presentations given by class teachers to LT and in staff meetings termly.	Notes from data review meetings shared with C&L
7. Develop newly formed Family Support Team – training as needed (autumn 2016) for JP, JK, SC, DF and TT 8. SENDco JK to lead training for Teaching Assistants. 2016-2017	LT KM JA JK	Staff training	f) Cohesive approach to supporting families, staff to supervise each other g) Improved confidence of TAs	Record no of ch and families using FST and comments
9. Governing Body to begin succession planning ahead of retirement of HT 10. Governing Body to continue to plan for new Chair of Governors and to ensure coverage of GB skills and expertise 2016 - 2017	GB GB		By 2018-2019 staff will have a plan in place for future leadership of the school.	Governing Body
11. Ongoing refurbishment of the infant building funded by DFE grant and school fundraising. 2016 -2018 12. Organise a planned programme of decorating and maintenance works 2018 onwards	GM TT GM Resources TT		During 2017 -2018 final plans will be agreed with The Diocese and DFE to improve the administration and staff facilities and to refurbish the interior of the infant building. Building works to be completed by Jan 2018 and a rolling programme of maintenance and redecoration will be in place for future years.	Governing Body

Pupil Learning and Achievement Quality of Teaching and Learning

Developing independent and creative learners through the delivery of consistently good and outstanding teaching and learning (action plans for RE, Maths and Science)

TARGET 2

For children to confidently tackle problem solving in RE and the STEM subjects (Science, Technology, Engineering and Maths) in order to ensure excellent levels of attainment and progress; increasing challenge for the most able learners; improving questioning skills and engagement in learning for all children.

ACTIONS Costs* See subject action plans	Lead	Costs*	EXPECTED OUTCOMES	Monitoring
1. Work in partnership with Beijing school on STEM project . 2016 - 2019 Y2 and Y6 correspond with Beijing and Shanghai schools – incorporate ideas into cross curricular learning 2. Staff training in STEM subjects in cooperation with local Maths Hub and Glebelands Secondary school 206 - 2018 3. Set up after school STEM related clubs eg Science Club, Photography, Computing (rolling programme on offer) Autumn 2016	JA TT JR JR JA	Apply BC grant for visit 2017 and/or 2018)	a) Increased integration of STEM subjects across the Primary Curriculum b) Increased cooperation between Chinese schools and WSG – correspondence email wechat or skype fortnightly c) 10% of children taking part in extracurricular activities related to STEM by July 2017 20% by 2018 (currently < 2%)	Planning Correspondence Office records show uptake of new clubs LT analyse data
4. ICT blogs in years 5 and 6 to be extended to all the school led by teachers by start of Sep 2017 5. ICT workshops and Internet safety workshops for parents to encourage safe use for home learning e.g bug club, purple mash espresso. Consider using home learning maths through Pearson active learning (budget £1000+) 2016 - 2017 6. ICT Training – INSET day Oct 16 and staff meetings £200	MW JA TT LT	Training c.£500 Pearson Maths (c.£1000)	d) Home learning on school paid for web sites increased to 50% 2016-17, 60% 2017-2018, 75% 2018-2019	Online records Parent and Child surveys
7. RE - continue to use RE as a driver for encouraging children's questioning (PTI project) 2016 - 17	JR	Release time	e) In RE At least 50% of ch asking questions in lessons	Audits Lesson obs tally charts
8. SCIENCE - Find ways to develop the Science curriculum to make links to RE using “What if?” materials Training for staff – staff meeting 2016 - 2017	JR TT	Release time	f) Science curriculum reviewed to include links to RE	Staff meetings
9. MATHS 2016 - 2018 Ongoing focus on raising attainment in Maths through increased problem solving, review of Maths teaching and consideration of adopting Singapore Maths - Training for staff - Resources	RF JA	Possible training needs & resources for Maths and Science	g) Maths - Maths target - 80% + (non-SEN) to end year on expected or exceeded h) 90% SEND to demonstrate effective progress related to last year's end results eg. 2 dev to 3 dev over the year but not necessarily related to year group expectations i) All non-SEND ch to demonstrate expected or better progress which will be clearly seen through work sampling, termly reviews and learning walks and support peer reviews by local partner schools.	Data analysis Termly and annually Data analysis Supported Peer Reviews

BEHAVIOUR and SAFETY - Making sure that the children's "voice" influences the behaviour and safety of all pupils. (See action plans for SEND, PSHEC)

TARGET 3

To effectively support children in our school, with a wide range of special needs, emotional difficulties and mental health issues; supporting them to develop their own personal strategies and improve their resilience in order to have positive attitudes to learning, develop self-confidence, improve self-esteem and better engage with their learning.

ACTIONS Costs* See subject action plans	Lead	Costs*	EXPECTED OUTCOMES	Monitoring
1. Use pupil premium and LAC funding to provide support in class for children. 2016 - 2019 2. Plan for any training that staff need to support children with anxiety, ASD, attachment issues, behavioural issues 2016 – 2019 ongoing 3. Organise workshops for parents termly rotation as needs arise- for 2016-2017 - ASD - Dyslexia (SW Surrey Dyslexia Association funding) - Supporting Looked after and adopted children - Allergy support group (meet termly) - Reading and Bug Club - Internet Safety	GM TT JK TT	Training costs £500 Workshop costs £50	a) Reduced stress levels for children and staff b) Improved staff confidence and effective support in place for children c) Improved support to parents	Observation notes Anecdotal comments And feedback from training Feedback from parents (annual parent survey)
4. Review and update PSHEC scheme of work to provide clarification for teaching staff and to focus on ways to help children develop resilience and gain an understanding of themselves as global citizens.	JK teachers		d) Improved clarity in delivery of PSHEC	Feedback from teachers
5. Mindfulness training for children and staff 6. Provide access to anger management support e.g. Volcano clubs, social groups, Lego play, storytelling therapy, art therapy	SC JK TAs JA JK SC All staff		e) Improved support to ch with emotional and mental health needs f) Ch confident to share ideas, show visitors around school, represent school lead assemblies etc	Feedback from children and parents
7. Improve pupil voice through School Council, House Teams, Head Boy and Head Girl 8. Organise responsibilities for children to lead throughout the school – Head Boy, Head Girl, House Tam Leaders, children to lead assemblies, buddying younger children, playground buddies, library etc 9. Involve children in ways to assess, how they learn best, peer and self-assessment, cross years learning, buddying, etc			g) All ch to demonstrate expected or better progress which will be clearly seen through work sampling, termly reviews and learning walks and support peer reviews by local partner schools.	Data analysis Supported Peer Reviews Staff Appraisal

3 year Subject Review Programme

Subject leaders will continue to take opportunities for learning walks, work sampling and lesson observations on a rotating cycle of staff.

SUBJECT	LEAD	2016 - 2017	2017- 2018	2018-2019
SAFEGUARDING	Tess Trewinnard	Annual training and policy review	Annual training and policy review	Annual training and policy review
SEND	Jennifer Korda	Annual review of EHCPs and SEND register. Annual policy review – autumn term Induction of new staff Training for staff in Mental Health Issues Training for staff in ASD	Annual review of EHCPs and SEND register Annual policy review Induction of new staff Training as appropriate	Annual review of EHCPs and SEND register Annual policy review Induction of new staff Training as appropriate
PSHEC	Jennifer Korda	Review of scheme of work and policy Review of SRE in KS2	Monitor – low focus	Monitor – low focus
RE	Jackie Roberts	Annual policy review - summer term 2017 Complete Christian distinctiveness review PTI research into RE questioning ongoing Continue to provide resources and INSET training for KS2	Annual policy review - summer term 2018 PTI research into RE questioning final report and extended to incorporate questioning in other subjects such as Maths and Science	Annual policy review - summer term 2019 Review resources
MATHS	Rachael Fuller	Policy review including Maths Calculation Policy – autumn term 2016 Investigate additional resources and Maths Mastery NCETM	Monitor – high focus	Monitor – high focus
SCIENCE / DT	Jackie Roberts	Policy review – spring term Review of Science curriculum Monitor progress of STEM project	Review of Science curriculum Links to PTI Project Monitor progress of STEM project	Monitor progress of STEM project
ENGLISH	Kitty McKenzie	Reading in focus – monitor bug club Set up reading buddies between KS2 and KS1 Review handwriting policy and assess progress autumn 2017 Online cataloguing system for library	Monitor – low focus Review Policy spring 2018	Monitor – low focus
ICT	Tess Trewinnard	Policy review (Computing and Internet Safety) summer 2017 Resources to support STEM activities Collect case studies of good practice Introduce class blogs	Monitor – handover to another member of staff? FOCUS on STEM project Review resources – teacher laptops?	Monitor – handover to another member of staff when possible?
PE	Mark Wiselka	Build on PE and Sporting opportunities Apply for Gold Sports Mark	Monitor – low focus	Review Policy summer 2019
MUSIC	Chris Godwin	Monitor Arts mark application by December 2016 Review Arts Policy (all staff)	Monitor – low focus	Monitor – low focus

GEOGRAPHY	Chris Godwin	Monitor – low focus	Monitor – low focus	Review policy and resources
HISTORY	Emma White	Monitor – low focus	Monitor – low focus	Review policy and resources
ART / DT	Rachael Fuller	Review DT Policy summer 2017 Review Arts Policy (all staff)	Monitor – low focus	Monitor – low focus
MFL	Racheal Fuller Jenny Amy	Monitor consolidation of French in KS2 and other languages through school clubs Policy review	Monitor – low focus	Monitor – low focus
EYFS / KS1 Leader	Kitty McKenzie	Induction of new staff Staff appraisals Monitoring infant curriculum EYFS Profile Phonics testing end KS1 SAT's, data trends and tracking Christmas and End of Year performances Class Trips YR Y1 Y2 INFANT REFURBISHMENT PLANS	Induction of new staff Staff appraisals Monitoring infant curriculum EYFS Profile Phonics testing end KS1 SAT's Christmas and End of Year performances Class Trips YR Y1 Y2	Induction of new staff Staff appraisals Monitoring infant curriculum EYFS Profile Phonics testing end KS1 SAT's Christmas and End of Year performances Class Trips YR Y1 Y2
KS2 Leader	Jenny Amy	Induction of new staff Staff appraisals Monitoring KS2 curriculum Data tracking and end KS2 SAT's Christmas and End of Year performances Class Trips Years 3,4 5and 6	Induction of new staff Staff appraisals Monitoring KS2 curriculum Data tracking and end KS2 SAT's Christmas and End of Year performances Class Trips Years 3,4 5and 6	Induction of new staff Staff appraisals Monitoring KS2 curriculum Data tracking and end KS2 SAT's Christmas and End of Year performances Class Trips Years 3,4 5and 6
Leadership Team Curriculum Policy Reviews	Leadership Team	AUTUMN Behaviour Anti-Bullying Safeguarding	AUTUMN Behaviour Anti-Bullying Safeguarding Handwriting	AUTUMN Behaviour Anti-Bullying Safeguarding
		SPRING Home Learning More able gifted and talented	SPRING International Links	SPRING Outdoor Education and Off site Visits Parents as Partners
		SUMMER Collective Worship RE SMSC	SUMMER Collective Worship RE	SUMMER Collective Worship RE Assessment Curriculum