

# WONERSH & SHAMLEY GREEN CHURCH OF ENGLAND PRIMARY SCHOOL

School Development Plan 2016 – 2019 Year 3



## 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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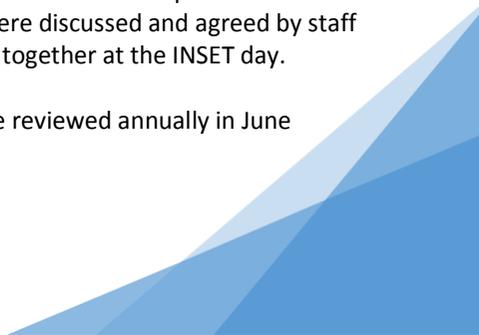


Our school vision and values were reviewed at our SDP INSET Day in June 2016.

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.

The SDP will be reviewed annually in June



## Our School Vision

**A**chieving excellence

**D**istinctly Christian

**V**aluing individuals

**E**mbracing challenge

**N**urturing community

**T**hinking creatively

**U**nique opportunities

**R**esilient learners

**E**ncouraging citizenship

## Our School Values

**P**ersonal best

**F**riendship

**R**espect

**D**etermination

**E**ncouragement

**I**nspiration

**T**eamwork

**R**esilience

**B**eing Fair

## Background and School Self Evaluation Autumn 2018

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. We have good community links with both parishes and the two vicars play an active part in our Governing Body.

Over the last 4 years we have expanded from infant to primary and we now cater for children from 4 –11 years in 7 classes in YR to Y6. Our first Year 6 class left in July 2017. Since 2010, we have built a new hall, a new KS2 building (including 4 classes, Arts, DT and a SEN room), have renewed our playground equipment and in 2015 we undertook a 3 year project to refurbish and upgrade our infant building and office and staff facilities. This winter the YR toilet and staff room refurbishment will complete the project.

In 2014 WSG was graded outstanding by Ofsted and SIAMS and our academic results continue to be excellent. In November 2017 Ofsted undertook a 2 day inspection. This was a totally unexpected inspection with the reason given being our expansion to primary status. Unlike the previous inspection which was extremely constructive, we had to challenge many aspects of this inspection and afterwards put in a formal complaint about the way the inspection was carried out. Our complaints were upheld on 3 counts, rejected on 3 counts and could not be confirmed through the inspector's notes on 3 more. Although the final report reads well and we were graded as good with outstanding for personal development, behaviour and welfare, staff and governors were left demoralised and disappointed by the result which did not recognise the significant journey our school had been on through the expansion to primary and our excellent academic results and creative curriculum.

As we have grown the cohorts of children attending our school have changed and the number of children with special educational needs has expanded from 5% to over 18%. Over the last 4 years we have lost some children in Y3 to independent schools and some new children joining our Y3 classes have had special needs. We have gained a reputation as a school that caters well for SEND children, and whilst we are an inclusive school this has presented staff and the governing body with significant challenges, not least to our school budget. An inclusion project in 2017-2018 raised the understanding of SEND in our school for staff, governors, parents and children. Our Family Support Team approach which includes the involvement of the Headteacher, SENDco, a counsellor and Emotional Literacy Support Assistant and the school office is proving effective in providing counselling and support to children and their families. This is only possible with the support of local charities and is not funded from our delegated budget. I am proud that our school was chosen as a DfE case study for engaging parents and carers in supporting children's mental health ([Supporting mental health in schools and colleges Pen portraits of provision May 2018](#))

We can also celebrate the reaccreditation of the International School Award (Gold) in September 2018 for our work with partner schools in China, Nepal, India, Australia and Uganda. Gaining the Gold Active Sports Mark in 2018, also 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 the children's writing skills 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) has reviewed our Christian distinctiveness and we have taken part in an action research project with The Prince's Teaching Institute to improve questioning in Religious Education. In 2017 -2018 this was expanded to develop questioning in Science and the Humanities subjects whilst continuing to develop problem solving and reasoning in Maths. We gained the 2018 PTI Leadership Award. Another area that has grown over the last two years has been the integration of STEM in the curriculum with some considerable success in entering the Primary Engineer Award which includes engineers working with the children who design useful products. We have a vibrant and enriching curriculum, which is in the process of being thoroughly reviewed; Science is strong as are the performing arts with regular engagement with scientists, artists, actors and musicians For example the Royal Shakespeare Company work with us once a year and Earthsong visit different classes for special music days. We are hoping to gain the Arts Mark at Gold level.

Teachers engage in action research whether through staff INSET, personal professional development or whole school projects such as the PTI research project or Maths intervention trials. Staff 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.

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. In summer 2017 and 2018 our end of KS2 results were excellent. (See data sheet)

#### Ofsted November 2017 Quotes

"Leaders have successfully established an effective primary school. Pupils benefit from a rich and engaging curriculum that helps them develop into well-rounded young citizens, suitably equipped for secondary school.

The school is a hive of industry where pupils thrive in a highly nurturing and caring community.

Pupils' behaviour is exemplary. They commit to learning unhindered by distractions. Pupils' conduct is thoughtful and considerate throughout the school day."

**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.**



<p>1. LT to plan for Supported Peer Review by Cranfold schools in January 2019. HT and SEND lead to take part in SEND audit by local schools in January 2019 (This is following a successful review by Cobwebs schools in autumn 2016 LT and RE subject leader along with governors to plan for SIAMS inspection in summer 2019</p>	LT	Time needed	<p>d) Rigorous evaluation of progress since last Ofsted and SIMs inspections e) Improved leadership skills of analysis and reflection</p>	Reports as evidence to LT and Governing Body
<p>2. LT data analysis training was undertaken in October 2018 Subject Leaders and SENDCo to take a lead in monitoring the primary curriculum and tracking children's progress. (ongoing 2018-2019)</p>	LT LT	Staff training	<p>f) Improved confidence in data analysis shared with teachers. g) Data presentations given by class teachers to LT and in staff meetings termly.</p>	Notes from data review meetings shared with C&L
<p>3. Subject leaders to become more accountable for the delivery of their subject and to keep critical records and evidence of lesson observations and special events in a subject leaders portfolio</p>	Subject leaders see target 2	Staff training	h) Increased evidence of subject development in the Foundation subjects	Subject Leader Portfolios
<p>4. SENDco JK to continue to lead training for Teaching Assistants.</p>	LT	Staff training	<p>i) Cohesive approach to supporting families, staff to supervise each other j) Improved confidence of TAs</p>	Audit of staff CPD needs
<p>5. Governing Body to continue succession planning and consider a new LT structure given changes to schools budgets 6. Governing Body to continue to plan for new Chair of Governors and to ensure coverage of GB skills and expertise 2018 - 2019</p>	GB GB		By 2019-2020 staff will have a plan in place for future leadership of the school.	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.**

**Year 3 Embed creative thinking and independent learning for all members of the school community in all subjects across the curriculum. Ensure coverage of the national primary curriculum especially in the Foundation Subjects.**

ACTIONS Costs* See subject action plans	Lead	Costs*	EXPECTED OUTCOMES	Monitoring
Previous work with international partner schools and through the PTI project have/ raised the profile of RE, questioning across the curriculum, and the integration of STEM/ STEAM throughout the school.				
1. <b>To complete a review of the curriculum in all subjects with a focus on ensuring effective progression through each key stage in the Foundation subjects and creative thinking embedded throughout. This is the main area of focus following our Ofsted inspection.</b>	TT	£2000	a) Clear planning that shows progression of knowledge and key skills and engages and motivates children in their learning, with opportunities for cross curricular learning	LT and subject leaders
2. <b>RE</b> - continue to use RE as a driver for encouraging children's questioning	JR		b) In RE At least 50% of ch asking questions in lessons	Staff meetings Learning Walks Lesson obs
3. <b>PSHEC</b> – ensure that the new scheme of work becomes embedded in the curriculum and focus on ways to help children develop resilience and gain an understanding of themselves as global citizens.	M W	Release time Resources	c) The new PSHEC curriculum will be reviewed and monitored over 2018-2019 to ensure effectiveness d) Improved clarity in delivery of PSHEC	Staff meetings Learning Walks Lesson obs Staff Feedback
4. <b>SCIENCE</b> – Review and develop the Science curriculum to include practical STEM and STEAM projects to ensure that children understand practical applications of Science and have the opportunity to explore Science in a creative way.	LG	Release time Resources	e) A new science curriculum will be in place which will incorporate the integration of STEM activities	Staff meetings Learning Walks Lesson obs
5. <b>ICT / Computing</b> – To increase staff confidence to use and deliver computing lessons and to integrate ICT across the curriculum Staff to attend training as needed	TT DS	Release time Resources	f) Greater integration of ICT across the curriculum and skills of computing taught in all year groups	Staff meetings Learning Walks Lesson obs
6. <b>French</b> - To increase staff confidence to use and deliver computing lessons	TT	New scheme of work	g) A new scheme of work with weekly lesson plans and resources will be in place and used effectively by July 2019	Staff meetings Learning Walks Lesson obs

<p>7. <b>MATHS</b> 2018 - 2019</p> <p>Ongoing focus on raising attainment in Maths through increased problem solving, review of Maths teaching and continue to attend the Surrey Maths Hub training and local networking possibilities</p> <ul style="list-style-type: none"> <li>- Training for staff including TAs</li> <li>- Resources</li> </ul>	<p><b>LT</b> <b>RF</b></p>	<p>Ongoing training Release time Resources</p>	<p>h) Maths - Maths target - 80% + (non-SEN) to end year on expected or greater depth standard</p> <p>i) Improved progress measure for KS1 – 2 in maths will be +1 by 2019</p> <p>j) 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</p> <p>k) 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.</p>	<p>Data analysis Termly and annually</p> <p>Supported Peer Review data analysis</p>
<p>8. <b>ENGLISH (see English action plan)</b></p> <ul style="list-style-type: none"> <li>• Continue to focus on writing for a purpose alongside rigorously teaching punctuation, grammar and spelling.</li> <li>• Promote a love of reading for all children</li> <li>• Staff training especially for KS2 reading and writing</li> <li>• Increased collaboration between different classes for reading support.</li> </ul>	<p><b>DS</b></p>	<p>Ongoing training Release time Resources</p>	<p>l) Ongoing data analysis will show improved results for reading and writing</p> <p>m) English target - 90% + (non-SEN) to end year on expected or greater depth standard</p> <p>n) Improved progress measure for KS1 – 2 in English will be +1 by 2019</p> <p>o) 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</p> <p>p) 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</p>	<p>Staff meetings Learning Walks Lesson obs</p> <p>Data analysis Termly and annually</p> <p>Supported Peer Review data analysis</p>

**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.

**Year 3 - To ensure effective communication and engagement with parents**

ACTIONS Costs* See subject action plans	Lead	Costs*	EXPECTED OUTCOMES	Monitoring
<ol style="list-style-type: none"> <li>1. Use pupil premium and LAC funding to provide support in class for children. 2016 - 2019</li> <li>2. Plan for any training that staff need to support children with anxiety, ASD, attachment issues, behavioural issues 2016 – 2019 ongoing</li> <li>3. Organise workshops for parents termly rotation as needs arise- for 2016-2018               <ul style="list-style-type: none"> <li>- ASD</li> <li>- Dyslexia (SW Surrey Dyslexia Association funding)</li> <li>- Supporting Looked after and adopted children</li> <li>- Allergy support group (meet termly)</li> <li>- Reading Workshop</li> <li>- Maths</li> <li>- Internet Safety</li> </ul>               For 2018-2019               <ul style="list-style-type: none"> <li>- Internet safety</li> <li>- Reading Workshop</li> <li>- Support your child with Maths</li> <li>- Other SEND</li> </ul> </li> <li>4. Provide access to anger management support e.g. Volcano clubs, social groups, Lego play, storytelling therapy, art therapy</li> </ol>	GM TT JK TT  JK TT	Training costs £500  Workshop costs £50	<ol style="list-style-type: none"> <li>a) Reduced stress levels for children and staff</li> <li>b) Improved staff confidence and effective support in place for children</li> <li>c) Improved support to parents</li> <li>d) Increased engagement of parents with children with special needs.</li> <li>e) Improved understanding of the children with special needs so that they feel fully valued and supported within our school community.</li> <li>f) Better knowledge about SEND children, staff, governors and parents.</li> <li>g) Community cohesion in our approach to SEND.</li> </ol>	Observation notes Anecdotal comments And feedback from training Feedback from parents (annual parent survey) As part of the Inclusion Project surveys at the start and end of the year 2017-18  Parent surveys 2018-2019

<p>5. Work closely with class representatives and the wider PTA to ensure effective communication with parents</p> <p>6. Review reporting to parents to ensure staff work-life balance but continue to provide detailed information to parents regarding their children’s learning.</p> <p>7. Review Home School Agreement</p> <p>8. Increase engagement with YR parents through stay and Play, coffee mornings etc</p>	LT	Surveys	h) Parents well informed about how teachers teach and what to expect from school.	Notes from PTA meetings Governor Reports
<p>9. Work closely with the local parishes and wider community in order to improve outcomes for children (e.g. funding for school counselling, volunteers in school) Mission Partner with Womersley Parish Church</p>	LT	NA	i) Closer partnerships with the local community for school projects, support and volunteers in school	Governor reports
<p>10. Improve pupil voice through School Council, House Teams, Head Boy and Head Girl</p> <p>11. Organise responsibilities for children to lead throughout the school – Head Boy, Head Girl, House Team Leaders, children to lead assemblies, buddying younger children, playground buddies, library etc</p> <p>12. Involve children in ways to assess, how they learn best, peer and self-assessment, cross years learning, buddying, etc</p>	TT MW CD SCW		j) 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 Review Jan2019 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 Jennifer Korda	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	Mark Wiselka		Review of scheme of work and policy Review of SRE in KS2	Monitor implementation of new scheme of work
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 Prepare for SIAMS inspection
MATHS	Rachael Fuller	Policy review including Maths Calculation Policy – autumn term 2016 Investigate additional resources and Maths Mastery NCETM	Monitor – high focus Continue to Investigate additional resources and Maths Mastery NCETM and training for teachers and TAs	Monitor – high focus
SCIENCE / DT	Jackie Roberts Louise Green	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	Jenny Hansen Daisy Smith	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 Daisy Smith	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	Review Policy summer 2019	Monitor – low focus
MUSIC	Chris Godwin	Monitor Review Arts Policy (all staff)	Monitor – low focus	Arts mark application by December 2018
GEOGRAPHY	Carolyn Bellak	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	Rachael Fuller Jenny Hansen	Monitor consolidation of French in KS2 and other languages through school clubs Policy review	Monitor – low focus	Monitor – low focus
EYFS / KS1 Leader	Daisy Smith	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
Leader for Teaching and Learning	Jenny Hansen Mark Wiselka	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 Handwriting	AUTUMN Behaviour Anti-Bullying Safeguarding	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