

West Ewell Primary School



Strategic plan 2020- 2023

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Vision and Values

To provide exceptional standards of teaching and care for our pupils, which fosters ambition, self-belief, and a love of learning that stays with them for life.

The children's promise

- I will always try my best and never give up.
- I will treat my friends and teachers with kindness and respect.
- I will have the confidence to try new things and find the answers for myself.

The teachers' promise:

- I will inspire, motivate and challenge.
- I will always aim for excellence.
- I will seek the best for every child.

Respect – Resilience- Resourcefulness- Reflection- Responsibility

Long term aims 2020-2023

- To create an exceptional school community with the highest aspiration and dedication to achieving the best outcomes for all
- To create an ambitious culture in which we refuse to accept barriers to achievement
- To sustain, develop and support a distributed leadership structure which meets the changing needs of the school
- To design and implement an ambitious curriculum and provide a wide range of opportunities to support pupils to be confident, resilient and independent and to develop strength of character
- To provide a safe challenging and creative environment that meets the needs of every child to prepare them to thrive in our rapidly changing world
- To prioritise professional development and collaboration which focusses on improvement, well-being and the development of future leaders

School Development Plan objectives 2020-2021

1. Quality of Education

- Our curriculum intent and design is clear and embedded securely and consistently across the school.
- High quality teaching allows children to reach their full potential and provides them with the knowledge and skills to succeed in life
- Reading is prioritised to allow pupils to access the full curriculum offer.

Objective	Baseline	Milestones	Success / Impact	RAG May 21
<p>Intent: Our curriculum intent is clear and understood by all members of the school community</p> <p>Reading is prioritised to allow pupils to access the full curriculum offer.</p>	<p>Whole school curriculum intent written.</p> <p>Schemes of work in place.</p> <p>New Reading lead and KS2 lead in place</p> <p>Audit and review has provided actions to improve our approach to</p>	<p>CPD - Termly</p> <p>Collaboration with other leaders within the Trust</p>	<ul style="list-style-type: none"> ▪ Embed the school's curriculum to ensure it is coherently planned and sequenced towards cumulatively sufficient knowledge and skills. ▪ Curriculum coverage allows all pupils to access the content and make progress through the curriculum ▪ Each area of the curriculum has an intent statement and clear progression model ▪ Middle leaders participate in curriculum decision making 	<p>Each curriculum area has an intent statement. Yearly overviews are written and, on the website.</p> <p>A Programme of Study document has been written for each subject area - These clearly outline progression within subjects. Subject leaders to monitor impact summer term</p> <p>Middle leaders are well supported by T&L leads.</p>

	the teaching of reading		<ul style="list-style-type: none"> ▪ The structure and teaching of reading is consistent across the school (within Key stages) 	<p>Staff meeting time dedicated to subject CPD planned for the summer term.</p> <p>Reading structure is more consistent. VIPERS introduced and evident in all classrooms from year 2 onwards.</p>
<p>Implementation: Teaching and learning leaders drive curriculum intent and implementation</p> <p>A clear whole school rationale for reading is understood by all.</p>	<p>New leaders of curriculum areas</p> <p>New T&L lead</p> <p>Recovery curriculum</p> <p>Gaps</p> <p>EHWB</p> <p>5 NQTs this year</p>	<p>Curriculum team meetings</p> <p>QoE review</p> <p>Analysis of 2019-20 progress and attainment</p>	<ul style="list-style-type: none"> ▪ Leaders have the knowledge and skills to design and drive the curriculum ▪ All teachers are using skills – based and knowledge rich learning objectives which are coherently planned and sequenced to enable progression over time – As a result children achieve excellent outcomes (attainment and progress) ▪ Feedback in lessons challenges children’s thinking, addresses misconceptions and leads to pupils identifying the next steps in their learning ▪ Teachers are able to talk confidently about the intent 	<p>T&L leaders have inspired and supported teachers – as a result motivation is high and a culture of personal professional development is again evident.</p> <p>Subject leaders are well supported</p> <p>New planning format (skills and knowledge focused) is in place and being used consistently.</p> <p>T&L leaders to develop visuals to support consistency</p>

			<p>and implementation of the curriculum, how it builds on previous learning and the outcomes for all learners towards clearly defined end points</p> <ul style="list-style-type: none"> ▪ Curriculum teams give shared ownership and accountability for standards and progress ▪ Regular assessment drives curriculum changes ▪ Data forms the basis of interventions with impact measured rigorously. ▪ The teaching of phonics and reading is sequential and this develops pupils' fluency, confidence and enjoyment in reading. 	<p>Some excellent practice in this area to be shared more widely across the school.</p> <p>A planned programme of deep dives is in place for the summer term. Feedback and evaluation is driving CPD and will continue to do so in the autumn term</p> <p>New NFER assessments - analysis to follow</p> <p>Pupil progress meetings have shown that children have settled back into school well. the recovery curriculum has been effective. Baseline assessments have enabled teachers to identify gaps in skills and knowledge following lock down.</p> <p>Intervention needs are established.</p> <p>Catch up funding premium plan in place and on website</p>
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				<p>Teaching support staff have been appointed to start in January</p>
<p>Impact Curriculum impact is evident in outcomes (broken down into groups)</p>	<p>2020 teacher assessments/ results</p>	<p>2020-21 targets Attendance and PA data SEND learning walks and termly target setting/outcomes</p>	<ul style="list-style-type: none"> ▪ Attainment and progress is in line with targets ▪ High quality teaching is evident across the school ▪ Teaching allows for children to recap basic skills and develop sustained knowledge ▪ Explicit reading and writing skills form the basis of all lessons. ▪ Pupils understand what they are doing well what they need to improve on. ▪ The teaching of reading and phonics supports all children to become confident fluent readers ▪ The curriculum is successfully adapted to ensure the most disadvantaged and those with SEND develop their knowledge and skills to apply what they know and can do with independence. Narrowing the gap with their non-disadvantaged /SEND peers ▪ PP plan updated to reflect the new landscape 	<p>Planning reviews show that planning is mostly consistent with focus on skills and knowledge.</p> <p>T& L leads to provide CPD /strategies for recall</p> <p>Purposeful learning walls and more skills focused Learning objectives have resulted in children having a clearer understanding of what they are learning and their next steps. Needs to be embedded.</p> <p>Not yet consistent across the school. NQTs to be supported to develop a wider set of strategies to personalize learning for children with SEND /disadvantaged.</p> <p>Leaders are aware of strengths and weaknesses across the curriculum and</p>

				designing cpd and coaching in response
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2. Behaviour and attitudes

- Leaders create a school environment which is safe, orderly, respectful and positive. Our five values underpin all aspects of school life.

Objective	Baseline	Milestones	Success / Impact	RAG May 21
All staff have high expectations for pupils' learning and behaviour	Not consistent Compassionate schools program and self-evaluation toolkit Alternative Provision working party established with cluster schools	INSET training /CPD Drop in sessions	<ul style="list-style-type: none"> A clear and effective behaviour policy is in place with clearly defined consequences which are applied consistently and fairly by all staff Challenging behaviour is tackled swiftly and effectively Clear routines and expectations for the behaviour of pupils is consistent across all aspects of school life Staff are confident to tackle difficult situations and SLT are relied upon less to 'deal with behaviour issues' 	<p>ICA led whole staff INSET September 2020. SLT vision and expectations for behaviour shared with all staff.</p> <p>Support staff have a better understanding of our procedures (WEPS codes) and these are being applied more consistently.</p> <p>Greater confidence amongst all staff has meant SLT are being asked to resolve disputes less often</p> <p>Need to improve methods of communication between</p>

				teaching and lunchtime staff.
Pupils' motivation is high and attitude to learning is positive.	Some children lack resilience in the face of challenge New SCARF PSHE Curriculum introduced		<ul style="list-style-type: none"> ▪ Relationships are positive and respectful ▪ Our whole school commitment to wellbeing supports pupils to overcome barriers to learning and SEMH needs. ▪ Pupils demonstrate increased resilience and are able to apply appropriate skills and strategies independently. ▪ Less time lost due to disruptive behaviour 	<p>Relationships are positive and attitudes to learning are good.</p> <p>ELSA capacity has been increased to support higher numbers of children with anxiety and separation difficulties. (Catch up funding)</p> <p>Recovery plan and PSHE has been effective. Pupil voice tells us that most children feel safe and happy. Children know who to go to for help.</p>

				Engagement in lessons is high Behaviour policy reviewed
Our five school values underpin all aspects of school life	Playground buddies Gold board/Code system Anti-Bullying award		<ul style="list-style-type: none"> A positive culture of respect between children and staff is embedded. The school community works together to achieve the Mental Health award. 	Well embedded in all aspects of school life. Some challenge in UKS2

3. Personal Development

- Embed a culture of self-assured learning and a whole school approach to mental health and wellbeing which has a strong, positive impact on achievement.
- Pupils are well prepared for future stages in their education

Objective	Baseline	Milestones	Success / Impact	RAG May21
Support and improve the mental health and well-being of the school community	Mental health first aider (MHFA) for staff and children in place F/T ELSA Open culture	Train 2 additional MHFAs	<ul style="list-style-type: none"> A culture of support for positive mental health is embedded within the school for all. A purposeful learning environment promotes and supports openness and positive relationships for all. 	Recovery plan and time given at the beginning of term allowed for relationships to be rebuilt. Routines and expectations re - established in September.

		<p>Strengths and difficulties questionnaires</p>	<ul style="list-style-type: none"> ▪ Targeted children show progress from baseline against well-being and mental health targets. ▪ Curriculum and assemblies promote mental health and well-being. 	<p>Children in KS1 and early years are finding the pace of teaching challenging. Stamina is slowly improving. Children require a lot of adult support and there is a marked difference in their confidence and ability to work independently.</p> <p>ELSA support, PSHE and circle time give children strategies to manage their emotions.</p> <p>Employee assist (for staff)</p> <p>ELSA is using a published benchmarking tool Spence 'Childrens Anxiety Scale' aims to measure the cause and severity of anxiety which enables staff to tailor support.</p>
<p>Establish a PSHE curriculum that will support pupils broader development</p>	<p>PSHE/Mental health group established SCARF introduced</p>	<p>Continue collaboration with PSHE lead at Broadmere</p>	<ul style="list-style-type: none"> ▪ All children will receive well planned and appropriately resourced core PSHE mental health and well-being provision. ▪ Pupils' spiritual, moral, social and cultural development is enhanced. 	<p>Planning review has shown increased time for PSHE this term.</p> <p>SCARF scheme supporting teachers planning</p>

<p>Enrichment opportunities support the curriculum</p>			<ul style="list-style-type: none"> ▪ The school curriculum extends beyond the academic and provides a wide range of enrichment opportunities which nurture, develop and stretch pupils' talents. ▪ School ensures that enrichment opportunities support the curriculum in giving disadvantaged pupils the knowledge, experiences and cultural capital to succeed. 	<p>Whole school curriculum map to be developed summer term</p>
<p>Pupils are confident and well prepared for the next stage in their education.</p>	<p>Clear transition from EYFS- KS1 and KS1-2 First year for transition from KS2-3</p>	<p>KS2 transition plan developed with support from Primary lead</p>	<ul style="list-style-type: none"> ▪ Parents are effectively communicated with regarding KS3 transition processes ▪ A clear plan in place for year 6 pupils going into KS3. ▪ Links with high schools established ▪ Transition days and activities in place 	<p>Children are supported to manage their feelings towards change positively through story and PSHE</p> <p>DHT and year 6 leader to work with local secondary schools. Summer term</p>

4. Leadership and Management

- Robust challenge and self-evaluation leads to sustained improvement and a culture of high expectation at all levels

Objective	Baseline	Milestones	Success / Impact	RAG May 21
Develop middle leaders	Experienced leaders recruited to support 5 NQTs New core subject leaders Reading CA Writing GG Maths MJ	CPD QoE review provides opportunities to develop skills Work with Primary lead	<ul style="list-style-type: none"> ▪ Leaders have the knowledge and skills to articulate and drive the curriculum ▪ Leaders at all levels develop their curriculum area so that intent is clear and implemented and standards are raised. ▪ Leaders sustain a positive culture with high levels of support for the wellbeing of all. ▪ All leaders are prepared for Ofsted/ external review 	<p>Re organisation of staff - year and subject leaders has allowed middle leaders to develop their pedagogy.</p> <p>Working collaboratively with experienced leaders has led to increased confidence and development of leadership skills</p> <p>Following a review of the effectiveness of teams subject leaders to take back sole responsibility for their subject including budget from Sept.</p>
CPD provides all staff with the skills to raise standards further	7 new teachers this academic year Responsibility/ profile for CPD	Termly planned programme in place Review of impact	<ul style="list-style-type: none"> ▪ Professional development programme equips staff with the skills and support to deliver quality first teaching and disseminate best practice. 	Whole staff training in Sept ensured that my vision and school aims are understood and shared by the whole staff team.

			<ul style="list-style-type: none"> CPD leader has a clear understanding of the impact of CPD and plans for future needs. 	<p>Carefully structured year group teams allow for ongoing coaching and mentoring. As a result pedagogy and quality of teaching strategies are more consistent.</p> <p>Use of TEAMS has allowed for cross school meetings and support</p>
<p>Establish new leadership structure</p> <p>Strategic leadership group (HT, DHT,AH,SBM)</p> <p>Leadership Team (T&L lead KS2, T&L lead KS1, EYFS lead, COIN lead)</p>	<p>Leadership team too big last academic year.</p> <p>New team has a clear structure</p>	<p>Regular communication and meetings</p>	<ul style="list-style-type: none"> The Leadership Team has clear lines of accountability. All staff are clear on roles and responsibilities. Effective school to school support, drives continual improvement. Teaching by leadership team is consistently excellent and provides a model of excellence for others. 	<p>Clarity of roles has meant the team are working efficiently.</p> <p>Make up of the SLT ensures support and visibility in all key stages.</p> <p>Senior leaders are coaching/supporting their year groups and report back to the SLG</p>

5. Effectiveness of the Early Years Education

- Leaders create an enabling environment that nurtures and develops the whole child.

Objective	Baseline	Milestones	Success / Impact	RAG May 21
<p>Teaching and learning remains outstanding; as a result, outcomes for children are at the highest level</p>	<p>One very experienced teacher and 1 NQT (YrR)</p> <p>Strong leadership</p> <p>Transition including home visits has been limited due to CV-19 Transition and settling activities moved to Sep 2020</p>	<p>CPD</p> <p>Coaching and support for NQT</p> <p>Review of topics</p> <p>Moderation BET and school</p>	<ul style="list-style-type: none"> Develop independence creativity and social skills ensuring self-confidence, resilience, and emotional intelligence so that children have readiness to learn and the desire to achieve their very best All children engage in child led continuous provision. All learning opportunities are maximised both inside and out. Assessment is accurate based on high quality evidence and includes all involved in the child's development 	<p>The missed nursery experience has had a predicted negative impact on the year R children's independence and stamina. As a result progress is slower than a typical year.</p> <p>Teachers are planning less content to build the children's resilience, confidence, and school routines etc.</p> <p>Reading remains a priority</p>
<p>A language rich environment promotes children's spoken language and understanding of key vocabulary</p>	<p>Excellent practice to be shared with NQT</p>	<p>QoE review</p>	<ul style="list-style-type: none"> Pupils develop a love of language, books and reading The language of learning runs throughout the curriculum. Key vocabulary is promoted. Children can confidently articulate their thinking 	<p>Learning environments are stimulating and purposeful examples collected and shared on TEAMS</p> <p>Key vocabulary is on display and shared with parents.</p>

				<p>Word aware programme introduced and now implemented consistently</p> <p>TAS and teachers trained in the NELI programme (Spring term) (Nufield Early Language Programme) introduced in year R Summer term onwards Increased LA support facilitates this.</p>
Increase the percentage of children reaching expected / above ELG in writing		Focus on handwriting	<ul style="list-style-type: none"> ▪ Attainment and progress in line with targets. ▪ 'Must do' activities ensure all children access daily writing opportunities 	<p>COVID Catch up plan written</p> <p>Teachers to focus on the well being resilience and independence of the children in the first instance</p>
Continue to reduce gap between all children and the lowest 20% of attaining children	Gap is 32.4% EYFS lead to support	Quality first teaching and in the moment intervention.	<ul style="list-style-type: none"> ▪ The gap between all children and the lowest 20% continues to narrow. ▪ Relationships with parents are strong and supported by workshops and online materials including shared learning journals on Tapestry ▪ PPG funding supports ▪ Enrichment opportunities are exploited 	<p>Feedback from parents is that Tapestry and virtual meetings have enabled them to remain involved in their child's school experience.</p> <p>Consider continuing virtual parent consultations.</p>

6. Recovery plan

- We will fulfil the expectations required of us, ensuring the safety of everyone is paramount in all our decisions and actions
- We will continue to provide a high quality well balanced curriculum with the mental health and well-being of the school community at the forefront
- To regain a sense of belonging, to ensure all children feel emotionally safe and able to re-engage in learning

Objective	Baseline	Milestones	Success / Impact	RAG May 21
<p>Ensure the mental and physical well-being of pupils, staff and families following a long period of lockdown and uncertainty</p>	<p>Children have not had any transition time</p> <p>Recovery curriculum overview written as guidance and sent to all teachers</p> <p>Books for each class purchased to share on INSET day</p>	<p>Pupil surveys</p>	<ul style="list-style-type: none"> ▪ Children have time to re-establish relationships and review the structure of the school day, routines, expectations etc. ▪ 2.2 week timetable of transition, PSHE and wellbeing activities ▪ SENCO retains phone contact with vulnerable families and those children with a social worker ▪ Key families identified and strategies put in place – attendance is good ▪ ELSA to work closely with identified children – children feel supported and are able to access learning 	<p>Recovery plan and time given at the beginning of term allowed for relationships to be rebuilt. Routines and expectations re-established in September – more challenging for the younger children.</p> <p>Pupil voice tells us that most children are very happy to be back at school and know who to go to seek help.</p> <p>High levels of anxiety seen in some children- increased capacity of ELSA to support</p>

				<p>children to separate from parents coming into school</p> <p>Families remain anxious and staff are supporting.</p> <p>We have 2 families (5 children) who are not sending their children into school due to fears about COVID.</p> <p>bubble closures /lockdown – interrupted learning. The switch to remote teaching was seamless and engagement was high.</p> <p>Telephone calls made weekly to ensure contact was made with all families</p> <p>Individual risk assessments for staff who are concerned and/or high risk.</p> <p>Challenge of staff having to isolate (some multiple times)</p> <p>A few staff have long term side affects from COVID.</p>
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<p>Ensure all protective measures are in place</p>	<p>Risk assessment is complete Full return to school plan written and sent to all staff Full return letter sent to all families</p>	<p>Regular review and submission of risk assessment</p>	<ul style="list-style-type: none"> ▪ SLG ensures school policies and procedures reflect ongoing government guidance and advice from the Trust and professional organisations. ▪ Whole school risk assessment is updated and reviewed regularly and submitted to the Trust – Staff and children feel safe. ▪ Breaches are reported and changes made where appropriate ▪ All systems are in place to allow learning to take place ▪ SLG walk the school to ensure all protective measures in place ▪ Revised home school agreement ensures shared responsibility, and a consistent approach between home/school. ▪ Attendance targets are met 	<p>COVID Risk assessment is regularly reviewed and updated</p> <p>All relevant policies updated with COVID addendum</p> <p>Additional sinks installed to support hand washing</p> <p>Breaches are reported</p> <p>Regular reminders to staff regarding DFE and PHE updates and guidance.</p> <p>Following several positive tests amongst staff (8) We have taken the decision to reduce the crossing of bubbles by staff as much as possible. There has been reduced contact between the SLT. Additional perspex screens in offices and PPA room.</p> <p>Attendance 96.1% 11.05.2021</p>
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<p>Ensure "lost learning" is retrieved</p>	<p>Hand over documents completed by current teacher</p>		<ul style="list-style-type: none"> ▪ Time to talk to pupils and transition activities give teachers a good understanding of pupils' lockdown experiences. ▪ Teachers have a good understanding of levels of engagement in home learning ▪ All teachers are aware of the likely gaps in skills and knowledge ▪ INSET, CPD and year leaders will focus on how teaching pedagogy will support catch up ▪ Year leaders to review the school day /timetable to look for additional teaching time ▪ PIRA PUMA and GAPS assessments take place establishes an academic baseline 	<p>Teachers are well informed and gaps identified.</p> <p>Planned interventions to begin in January.</p> <p>Teaching support staff recruited to begin in January</p> <p>COVID catch up funding plan written and on the website.</p> <p>Quality of remote learning is very good, and engagement was high during bubble closures.</p> <p>Trust review of the quality of remote learning identified excellent delivery of online learning.</p>
<p>Ensure pupils are able to meet their expected progress/ attainment targets</p>	<p>Progression maps and all handover documents complete</p>	<p>Curriculum team meetings to review and adapt the curriculum</p>	<ul style="list-style-type: none"> ▪ Curriculum leads work with year groups /leaders to identify skills and knowledge missed. ▪ The curriculum is flexible to cope with periods of self-isolation, absence and local lockdown ▪ All teaching can be adapted to remote online learning platforms and becomes an integral part of teaching. 	<p>SLT and subject leaders have had release time to develop their programme's of study and support teachers planning.</p> <p>Teachers have had to quickly adapt to new ways of working and have all developed their confidence</p>

		<p>Review of technology – fit for purpose?</p>	<ul style="list-style-type: none"> ▪ The school day is adjusted to build in time for review and the recap of basic skills. Times tables, spellings, SPAG etc. ▪ Regular retrieval, quizzes in lessons encourages recall and helps to build confidence ▪ Booster groups established 	<p>and skills in using technology to support remote learning.</p> <p>Review of timings at the start and end of the day to try to add more teaching time for Year R/Rowan. (Jan 21)</p> <p>Investment in additional resources.</p> <p>White Rose Maths, Spelling shed. Pobble 365WAGOLL, wordshark</p> <p>Year 6 combined data is a cause for concern.</p>
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