



## Winterbourne Earls CE (VC) Primary School School Development Plan 2022 - 2023

Winterbourne Earls Primary School is a rural village school located two miles north of Salisbury and founded in 1872, so 2022 has been our 150th birthday. There is an even split of boys and girls. With 188 on roll, children are taught in single age classes, with lower than average pupils eligible for Pupil Premium (3%) and those with English as an additional language (1%). There is a larger than average number of SEN pupils (10%) with 2% having EHCPs. The school attracts around 60% from out of catchment and 20% are Service families. Absence is below national at 3.4% (National 3.9%).

### **Mission Statement**

At Winterbourne Earls CE Primary School, we aim to encourage a culture of excellence, the highest quality teaching and learning and memorable inclusive experiences. Pupils are inspired to reach their full potential in an environment where relationships reflect the values of the school.

### **Vision Statement**

**'As each one does their part, we grow in love' Ephesians 4 v 16**

In our school community we nurture strong relationships forming a secure foundation from which our children can flourish. We promote positive mental health and emotional well-being for all, and grow as a family recognising our unique contributions so that we are stronger together than we are apart.

### **Ofsted areas of improvement (from March 2018)**

- Teaching assists pupils in Key Stage 1 to use and apply their phonics skills well to spell accurately
- Pupils use and apply their spelling, punctuation and grammar skills to write with the sophistication and accuracy that are expected for their age, and a greater proportion of pupils make rapid progress so that they exceed the standards that are expected for their age
- Children in early years make swift and secure progress in their writing and speaking skills by better use of assessment
- Governors hold leaders to account stringently for ensuring that their checks on teaching and learning enable all groups of pupils to make consistently strong progress.

### SCHOOL DEVELOPMENT PLAN 2022-2023

These areas for improvement are the key priorities for the School:		Rationale:
<b>(1) Quality of Education</b>	Leaders construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is based on the national curriculum and has breadth and ambition.	The school's curriculum intent and implementation is not yet embedded securely and consistently across school
<b>(2) Behaviour and attitudes</b>	Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.	Expectations need to be commonly understood and applied consistently and fairly. A behaviour handbook/relevant teaching and learning policies need to be implemented to

		help embed consistency. Children’s contribution to the life of the community is a focus.
<b>(3) Personal development</b>	The curriculum extends beyond the academic, vocational or technical and provides for pupils’ broader development. The school’s work to enhance pupils’ spiritual, moral, social and cultural development is of a high quality.	A values-based approach and access to wide rich set of experiences will provide meaningful opportunities for development of pupils’ characters.
<b>(4) Leadership and Management</b>	Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.	Leaders need to ensure that teachers receive focused and highly effective professional development. Teachers’ subject, pedagogical content knowledge will then consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.
<b>(5) Early Years</b>	The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.	Assessment systems for tracking progress and informing planning in EY are not yet in place. A curriculum that builds and prepares children for Y1 is the aim.

### (1) Quality of Education

Area for development/ Target	Desired impact/success criteria	Actions	Who is responsible/ Timescale	Monitoring Who/when/ what	Evaluation
(1.1) The school’s curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.	<p>Term 1 Intent, implementation and impact statements written first for whole school then for Geography and History</p> <p>Term 2 Review how our PSHE curriculum is covered/linked using the values-based model Term 2: Science and Art progression mapped out</p>	<p>Intent statement created. Implementation and perceived impact statements discussed Concept of values-based planning led by PC (prompted by Jonathan Lear’s concept-based vision of curriculum creation) Enquiry questions for each project posed Planning for sequencing of values/concepts across year groups leading to tracking of skills and building of knowledge</p> <p>Future learning/employment- ensure authentic outcomes and engage with critical audiences from the world of work</p> <p>CH (and possibly LW) to look at the areas covered in PHSE and map the philosophical questions/debate/real life outcomes with the objectives from PSHE</p> <p>Plan outcomes across school that engage children in Science and high quality art</p>	<p>PC Sep PC Sep  PC Sep  All teachers Term 1 tracking Geography and History  All teachers</p>	Curriculum Governors	

	Term 3/ 4 DT/ICT? Term 5/6 Children develop an understanding of what is possible and a belief that they can make a difference.				
(1.2) Reading is prioritised to allow pupils to access the full curriculum offer.	Understanding of comprehension is improved Parents know which books to select for home reading Children have a love of reading The new library is well stocked and used Book club started	Iconography for guided reading is displayed and used to ensure consistency across classes Guided reading methods are consistent across KS1 and KS2 Home reading is monitored closely and the method of monitoring is consistent Parents are sent out book lists New books ordered ready for Library opening Class reading books to be reviewed to ensure they are engaging, promote equality and diversity and a love of reading School to engage with Wiltshire Year of Reading Awards	Tom A		
(1.3) A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge that pupils are taught when they are learning to read.	Pupils read widely and often, with fluency and comprehension appropriate to their age  Teachers create an environment that focuses on pupils. The texts and other teaching materials that teachers select reflect the school's ambitious intentions.	Library is opened  TAs trained on effective phonics intervention  TAs trained on effective reading and spelling intervention  Reading assessment papers standardized and intervention put in place once question analysis indicates which area of reading comprehension needs addressing  Teachers review the level of texts/ standard of guided reading materials to ensure they are ambitious.	All staff  LW- phonics lead LW  Tom A	PC	
(1.4) Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct	Feedback is effective in moving learning on  Pupils can articulate how the feedback they receive helps moves their learning on	Questioning and Feedback: Review marking and feedback policy. Use the marking codes to develop a consistent school wide approach to marking and feedback, ensuring workload is manageable  Staff training on Walk Thrus section focusing on this area of teaching  Conduct pupil interviews to evaluate feedback from children's perspective.	All staff  PC/ TA to lead with all staff		

<p>feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.</p>	<p>Children are able to show or articulate their individual targets within their learning</p>	<p>Feedback – focusing on Ron Berger’s Ethic of Excellence- is given a priority. Children accept the concept of positive critique and adapt and redraft work to ensure work of the highest quality</p> <p>To focus on/monitor the quality and effectiveness of questioning, marking and feedback to ensure that it has a direct impact upon pupil outcomes</p>			
<p>(1.5) Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of the COVID-19 pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.</p>	<p>Teachers ensure they track back to concepts that children understand at the start of a topic to ensure any gaps in learning are filled</p>	<p>Tracking of children including target setting is implemented at set times with set assessment tools/papers creating a consistent approach.</p> <p>Progress meetings ensure all groups are highlighted and staff act on outcomes from these discussions and are held accountable</p> <p>PC to look at methods of target setting with HT from St Nicholas’</p> <p>All assessment procedures including those online such as Times Tables Rockstars/Professor Assessor/Phonics Tracker/ Twinkl etc reviewed and prioritized to ensure consistency and best value for money</p> <p>Leaders to review the frequency of assessment/data drops so staff workload is a factor</p>	<p>SLT</p> <p>SLT KA- Data</p> <p>SLT KA/KW</p>	<p>Monitoring schedule for Autumn 2 PC TA KA</p> <p>TA/KA/SH- finance Governors</p>	
<p>(1.6) Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas</p>	<p>Children can link ideas from prior learning</p>	<p>Children understand the use of time lines for history to show key events Children link geographical concepts from year to year</p> <p>Through the focus on new enquiry-based planning PDMs SL can track what is being taught when Staff can track other foundation subjects from year to year</p> <p>Through whole school planning, class teachers are better aware of objectives from year above and below, thereby helping children link learning and expand learning</p> <p>Assessment of Foundation subjects to be reviewed</p> <p>New enquiry-based curriculum reviewed at end of Term 1 to see how the children have developed ‘larger ideas’</p>	<p>LW and EB</p> <p>All teachers</p>	<p>Aut 1</p> <p>Staff PDMs Aut 1 and 2</p> <p>PDMs Aut 2 Spr 1</p> <p>Beg of Spr 1 Governors to review</p>	

(1.7) Pupils use and apply their spelling, punctuation and grammar skills to write with the sophistication and accuracy that are expected for their age	Spelling of key words from KS1 are secure by the end of KS1 and are addressed in KS2 Read Write Inc helps secure improvements in spelling	Feedback ensures that key 100 high frequency words are embedded across every KS2 class- Tom A to ensure lists of these are displayed and used in class as prompts to ensure accuracy  New spelling processes assessed to examine whether spelling strategies are becoming embedded  Assess and review progress of spelling acquisition with RWI termly	Tom A  All teachers PDM Aut 2	PC	
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## (2) Behaviour and attitudes

Area for development/ Target	Desired impact/success criteria	Actions	Who is responsible/ Timescale	Monitoring Who/when/ what	Evaluation
(2.1) The school has high expectations for pupils' behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupils' behaviour. Staff make sure that pupils follow appropriate routines.	Attitudes to learning are exemplary across school  Routines are embedded  Routines are consistent across school  Fantastic walking  Lunchtimes are more calm and orderly	Focus on term 1 on high expectations TD Day led by PC to explain focus on behaviour, relationships and expectations (see Chapter in Walk Thrus) Focus on consistency of routines. Monitoring in term 1 on behaviour, routines and expectations Creation of a behavior/relationships handbook to ensure consistency across classes and in all shared areas and reviewed by all staff including TA meetings  Concept of ethic of excellence applied to behaviour Focus on removing any slack time by creating consistent class routines  Staff to review Paul Dix' s book on 'When the adult changes, everything changes' to consider wider implementation of restorative practice and how this can be cascaded across whole school  MDSAs empowered to make decisions to ensure lunches are calm and orderly. Routines and practices are put in place to support	All staff Aut 1  PC  All staff  PC/KA/LW Restorative Practice committee?  MDSA	Pupil voice end of Aut 2 Parents end of Aut 2      PC	
(2.2) Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.	UKS2 pupils taught how to study effectively and independence is developed  Ethic of excellence ensures standards raised	Resilience taught by staff and discretely by AMcE School value of 'Stretching our Learning' explained to children through worship and used to instill positive attitudes to learning  Modelling by teaching of learning to deal with mistakes/things that go wrong/setbacks ensures children see how to deal positively with setbacks, learning from them	A McE PC  All staff  Teachers	PC/SIA GK-chaplain	

	Publication of high quality writing on 'Wow Walls'	Resilience is focused on through values/concepts studied, enquiry questions posed by the children and learning about individuals' success in worship/project work Authentic outcomes and critical audiences mapped in new curriculum planning			
(2.3) Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community.		The Chaplain works alongside the Church/Faith Committee/ EB and the School Council to consider how the children can contribute positively to the community/local charities  Charity Reps take a positive lead in highlighting and running events	GK- Chaplain GT RE lead Faith Committee EB school Council lead Charity Reps	Foundation Governors	

<b>(3) Personal development</b>					
<b>Area for development/ Target</b>	<b>Desired impact/success criteria</b>	<b>Actions</b>	<b>Who is responsible/ Timescale</b>	<b>Monitoring Who/when/ what</b>	<b>Evaluation</b>
(3.1) The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.	Children can voice how discussion about the enquiry question has encouraged confidence and developing opinion and strength of character	Resilience support as above  School actively seeks opportunities to develop confidence through performance and Learning Outside the Classroom <b>Music:</b> -Y4 Choir at The Bridge Commissioning Service Choir at St Thomas' Christmas Tree Festival, Young Voices, School Fete -Nativity -All children in church services <b>Sport:</b> -Figsbury Challenge- school running event -School prioritises attendance in all local sports tournaments <b>All children access residential trips:</b> -Y6 Braeside Residential Week in October -Possible Y4 Jurassic Coast Residential in April <b>Gifted and Talented Courses</b> -Braeside G&T courses -Godolphin and Chafyn Grove Private schools' courses -Eligible pupils from Service families to be supported by the creation of a Bourne Forces programme group.	AMcE  HR  EB/LW  LC/Sports Leaders  HR/PC	PC  Governors      Chaplain/A McE	

(3.2) There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.	School provides opportunities and rich experiences to nurture, develop and stretch pupils' talents and interests.	Breadth and offer of clubs increased.  All staff to discuss how they can provide a short term club to engage disadvantaged learners- lunch/break/afterschool. All staff approached  Review charging policy for DL	PC  HR/PC Aut 1  SH/Office		
(3.3) The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.	Staff model and all children celebrate difference and have a good understanding of respectful appreciation of other cultures	Equality and diversity statement and policy reviewed  GT to review RE curriculum across the years and map out visitors/ trips to ensure children have a wider experience of different cultures/ backgrounds/communities and religions  All staff to review their curriculum and their enquiry question to see if they can plan opportunities to develop understanding Head to invite members of Trussell Trust/Alabare/Shelter/Women's Refuge to speak in worship	PC GT as RE lead Faith Committee  Teachers PC	Governors – equality and diversity statement and policy  Foundation Governors	
(3.5) The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.		Focus on enquiry-based, values-focused curriculum develops children's ability to discuss, offer opinions, debate and disagree respectfully. Charitable work led by Y6 Charity Reps  Community engagement and church projects led by the Chaplain  Philosophy for Children techniques revisited, promoting listening and debating skills  Younger children watch a formal debate in Y6 PSHE curriculum coverage fully supports the development of citizenship alongside the philosophical questioning	All staff  Y6 staff  Chaplain  CH-PSHE lead  HR/DHead	PC Foundation Governors	

#### (4) Leadership and Management

Area for development/ Target	Desired impact/success criteria	Actions	Who is responsible/ Timescale	Monitoring Who/when/ what	Evaluation
(4.1) Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This	Creation of an 'ethic of excellence' which is talked about and celebrated	Senior teachers model good practice bringing consistency across every class. Through a focus on high expectations and an ownership of the vision, the concept of high expectations becomes embedded.	PC	SIA  Governors	

is realised through strong, shared values, policies and practice.	Children demonstrate pride in their work	Monitoring of high expectations of behaviour/ presentation/ feedback/ redrafting encourages a pride in children's work  Programme of training for TAs and support staff  Key policies implemented- teaching and learning policy and relationships and behaviour policy- discussed among staff and systems embedded	All teachers to lead on TA training All staff contribute to key policies related to practice		
(4.2) Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.		Governors and teachers make links with employers, local services and groups from the community to speak at school.  Through a new viewpoint of the curriculum, teachers seek out critical audiences, inviting partners in to work alongside the children and inspire them	PC/ Governors  All teachers	Governors	
(4.3) Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.	SLT support staff and actively demonstrate that wellbeing is a priority	Workload discussed openly at meetings with ideas generated and shared Review of marking and feedback policy with the aim to reduce workload PDM with planning time embedded set as the norm. Key communication/dates sent via email enabling PDM to be for training/development thereby more efficient use of time  HT open door policy. Office staff open door policy  AMcE's timetabled staff support time on Monday afternoons Chaplain available to support staff	DH  All teachers  PC/All  AMcE Chaplain	PC  Governors Curriculum Committee	
(4.4) Those responsible for governance understand their role and carry this out effectively. Governors ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education		Governors weigh all decisions in the light of our agreed vision.  Governors' meetings timetabled according to the monitoring schedule  Regular committee meetings timetabled with governors fully involved in strategic decision making  Governors booked on training relevant to their role. Finance committee meets termly with SBM to discuss the financial situation and at length with Head and SBM once the budget has been set	SIA  PC/Clerk  Chair  Clerk/chair Finance Governor		

(4.5) The school has a culture of safeguarding	Children flourish because they feel happy and safe	<p>Safeguarding Updates provided by Sarah McCann on TD Day</p> <p>Following Safeguarding audit in May, Sarah McCann will return in October to check actions arisen have been completed</p> <p>CPOMS becomes embedded as an efficient and effective means of tracking safeguarding and behavior with all staff familiar how to use it</p> <p>Regular fortnightly safeguarding meetings ensure all safeguarding leads and SH know which children may be vulnerable at specific times</p> <p>Regular links with safeguarding team and pastoral team timetabled</p> <p>Timetabled meetings with Safeguarding Governor</p>	<p>All staff attended</p> <p>DSL and DDSL</p>	<p>Safeguarding Governor</p>	
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<b>(5) Early Years</b>					
<b>Area for development/ Target</b>	<b>Desired impact/success criteria</b>	<b>Actions</b>	<b>Who is responsible/ Timescale</b>	<b>Monitoring Who/when/ what</b>	<b>Evaluation</b>
(5.1) Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.	The curriculum is engaging, exciting and ambitious	<p>Reception environment is a focus for investment- new resources and better provision both indoors and out.</p> <p>Curriculum planning needs to be a focus- text rich, challenging, ambitious, coherently planned and sequenced.</p> <p>New individualised tracking programme for each child is set up so that progress is noted, planned for and any concerns discussed with SLT with interventions put in place to support</p> <p>SEN support staff used creatively to work alongside all vulnerable children with specific targets and timetabled support put in place to give children the best start. LAC given extra support.</p>	<p>PC</p> <p>KW/JT With support from consultant KA- data lead/SLT</p> <p>PC</p>	<p>Governors- finance</p> <p>Governors- finance</p>	
(5.2) There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the	Speech and language and communication is supported through staff actively engaging in play and providing language rich opportunities	<p>Activities set up to encourage and develop communication</p> <p>Challenging vocabulary discussed during guided reading sessions</p> <p>Phonics tracking embedded-system embedded of Song of Sounds assessment and Phonics tracker so that progress can be closely monitored</p>	<p>Phonics lead to monitor books and texts used for projects</p>		

<p>foundations for future learning, especially in preparation for them to become confident and fluent readers.</p>		<p>Reading activities set out in class ensure that books are inviting The topic/project studied is supported by a wide range of engaging texts- fiction and non-fiction Library is used Displays and working walls support the development of reading</p>			
<p>(5.3) Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children’s understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary.</p>	<p>A culture of aiming to meet individual needs is developed, where assessment informs planning and next steps</p>	<p>Staff use the results of Baseline Assessment to group children and aim to meet individual needs by encouraging children to reach their potential.</p> <p>Children ready for the next steps in formal learning are encouraged by having access to the right reading books to take home and the right level of activities to encourage recording with a focus on writing</p> <p>Early writing skills are focused on, with opportunities to record within lots of areas of continuous provision</p> <p>The idea of ‘enhancing’ the provision is developed so that the continuous provision stations are continually being extended/expanded</p>	<p>KA as data lead/PC</p> <p>Phonics lead</p> <p>Phonics /English lead</p>	<p>PC</p>	
<p>(5.4) Children are ready for the next stage of education, especially for Year 1. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children achieve well, particularly those children with lower starting points.</p>	<p>Children’s progress is well documented with those with lower starting points tracked carefully and given access to appropriate intervention programmes so that progress is accelerated</p>	<p>The curriculum builds on what the children know and can do towards cumulatively sufficient knowledge and skills for future learning.</p> <p>Secure individual tracking ensures that children are ready for Y1. YR staff are included in progress meetings to ensure children are reaching their potential and appropriate interventions are put in place for those who need it</p> <p>Those with lower starting points are a focus for all staff with specific areas of need supported</p>	<p>PC</p> <p>KA as data lead/PC</p> <p>KW as SENDCo</p>		