Wimbledon Park Primary School

Opportunity, Excellence. Success

School Development Plan

2018-19
Introduction

The School Development Plan is primarily a working document for use by the school. It is based on the school’s analysis of current levels of performance, its assessment of how current trends and future factors may impact on the school and sets out priorities and targets for improvement for the period ahead.

Five Year Development Vision

Wimbledon Park Primary School is now firmly established as one of the highest performing primary schools in the local area, recognised as outstanding by Ofsted across all aspects of the school’s work. The school’s vision for how it will develop over the next 3-5 years is now well established and is illustrated on the diagram below:

THE CORE – Providing an excellent education at Wimbledon Park Primary School.

SCHOOL SUPPORT HUB – A resource base providing school and teaching development services to other local primary schools.

EDUCATION SERVICES CENTRE – Providing a range of education and childcare services to the community, generating sustainable income for the school.

THE CORE (Providing an excellent education at Wimbledon Park Primary School).

For several years, the academic profile of the school has remained consistently strong, with an embedded culture of continuous incremental improvement driven from the leadership team.

There are a number of key areas that we are implementing this year to enhance core performance

1. Evolving our ‘teaching for remembering’ approaches
2. Developing a ‘knowledge rich’ curriculum
3. Induction, training and support of new staff to ensure consistent implementation of our teaching, learning and assessment approaches
4. Continued development of the wider leadership team
5. Maintaining a focus on accelerating progress for disadvantaged pupils
6. Continuing development of maths teaching for mastery and growing the role of the maths leaders
SCHOOL SUPPORT HUB (A resource base providing school and teaching development services to other local primary schools).

Our school improvement journey over the past years has been enabled and supported through learning from other schools. Our continuing journey of school improvement will continue to be founded on partnership working, both to learn from benchmark practice at other schools, but increasingly to share our practice in support of other schools and the wider school-led system.

In the past year, we have considerably expanded the number of schools that we are working in partnership with through: SW London maths hub, Local Authority Moderation teams, Merton Schools pilot guided peer review network, our local cluster of Merton primary schools, ad-hoc projects with local schools and the Belleville Teaching School alliance.

Our core action areas this year will be about narrowing the focus but deepening the impact of our partnership work:
- Executive headship of West Wimbledon Primary School, and wider school-school partnership
- Leading the expanded network of Merton Primary Schools for Guided Peer Reviews
- Maths Mastery Specialist support through the SW London Maths hub to a network of schools, and host the England-China maths exchange programme for SW London
- Widening partnership for teacher training with Belleville Teaching Alliance

EDUCATION SERVICES CENTRE (Providing a range of education and childcare services to the community, generating sustainable income for the school).

Our school faces a significant financial squeeze over the next few years, with overall income per pupil at best flat, while costs are rising (faster than anticipated). We will continue to leverage our facilities, resources and community position/reputation to build and grow income from selling educational services.

Areas for development of school support services this year include:
- Continue to grow Kids Club
- Consolidate the wider provision of chargeable extra-curricular clubs with a revenue share model
- Investigate/develop further larger opportunities around music hub and academic tuition

SCHOOL SUPPORT HUB
Objective: To widen and deepen the range of school-to-school and school system projects and partnerships.
Success criteria:
- West Wimbledon Partnership fulfilled, with wider involvement from EY, English and maths leaders
- Peer review network with 9 Merton schools successfully carried out
- Seven schools supported with maths TRGs, including West Wimbledon
- Five teachers leading courses at Belleville Teaching Alliance

EDUCATION SERVICES CENTRE
Objective: Provide an increasing range of education and childcare services to the community, generating sustainable income for the school.
Success criteria:
- Revenues from Kids Club increased by 10%
- School income from extra-curricular clubs increased by 25%
- 90% of school income from extra-curricular clubs generated through revenue share
Music hub and academic tuition development plans completed

ENHANCE CORE SCHOOL PERFORMANCE - TEACHING AND LEARNING
Objective: To maintain our position as one of the highest performing primary school in the local area by continuing to improve the quality of teaching and learning (supported by maths/English/EYFS/SEND development plans).
Success criteria:
- 90% or more of children in all classes meet the end of year attainment targets set
- Good level of development at the end of Reception 90% or higher
- Year 1 Phonics outcomes at 98% or higher, 99% of children reach phonics expected score by the end of year 2.
- Year 2 Reading/Writing/Maths combined at expected standard at or above 90%, and 45% or more working at greater depth
- Year 6 Reading/Writing/Maths combined at expected standard at or above 90%, and 40% or more at the higher standard
- School outcomes for disadvantaged pupils in all statutory assessments at or above the outcomes for national non-disadvantaged pupils
- KS1 to KS2 progress scores above 3.5 in all three subjects
- Spelling test results against the key word lists for each year group show at least 90% of children achieving 80% or more
- All teachers engaged with process of improving their teaching systematically through a range of methods
- Consistent implementation of teaching and learning approaches across classes
- Mastery approaches adopted in maths are implemented across the curriculum (where appropriate)
- All support staff are deployed in an effective manner
- Key learning defined through the use of knowledge organisers for at least the spring and summer topics
- The ‘teaching and learning’ framework is updated to reflect new practice linked to ‘teaching for remembering’

EARLY EDUCATION STAGE PLAN
Objective: Maintain/raise standards of pupil attainment and progress in the Early Education stage, particularly for those who are below ARE on entry and/or disadvantaged.
Success criteria:
- Children across the year groups make good or better progress
- 75% of Nursery at ARE in specific areas, 85% in prime areas
- 90% GLD
- 98% to pass Y1 phonics check
- Lesson visits observe excellent support for all children including those below ARE and/or disadvantaged

INCLUSION
Objective: Continue to improve the effectiveness of SEND/EAL teaching and raise the achievement of pupils with SEND/EAL.
Success criteria:
- Develop strategies to improve teaching, learning and assessing for the different areas of need
- Development of a ‘specialist class’ to cater for increasing learning needs within the school
- Further development of support for children learning English as an additional language
• 20% of children with SEND to make accelerated progress in reading
• 10% of children with SEND to make accelerated progress in writing
• 25% of children with SEND to make accelerated progress in maths

MATHS
Objective: Continue raising standards in maths through embedding and developing further teaching for mastery and fluency.
Success criteria:
• Standards in maths remain high/increase further across the school
• Teaching for mastery approaches deepened across the school
• Succession planning for maths leadership secure

ENGLISH
Objective: Maintain high attainment and progress of children in English from Early Years to Y6.
Success criteria:
• Close the gap in progress towards targets in writing between SEN and Non-SEN children from 59% on track to 65% on track (in line with reading progress towards targets).
• Greater support for SEN children in accessing whole class guided reading.
• Support PP children to become Greater Depth in reading and writing.
• Expose children to a range of higher level vocabulary with children learning synonyms for known words.
• 90% of children (working within year group curriculum targets) to correctly spell 80% of the year group’s key words correctly.