

Wildmoor Heath School Development Plan 2019/2020: Second Impact Summary Report at 20th March 2020 (LGB 6, Wednesday, 6th May 2020)

This report is written using the evidence and data up to Friday, 20th March 2020 when the national school closure was enforced. All the spring term data and evidence had been collated by that time so the report provides a reliable over view of school performance. Since then, the school has provided daily home learning for all its pupils via the Edmodo platform and around 5 children are in school daily. We provide skeletal staffing – one administrative staff member, one senior leader, one teacher and one LSA each day. All other staff are protected working from home. The school remained open during the Easter holidays for emergency cover – one of our pupils was supervised in a holiday club at Crowthorne C of E school.

STRATEGIC PRIORITY 1: QUALITY OF EDUCATION (SDP priorities have been re-ordered in line with the Ofsted judgement areas)

Curriculum, Teaching, Learning and Assessment: To develop and implement an engaging curriculum which is taught progressively, allowing pupils to receive rapid formative feedback then gain and remember knowledge and skills at every stage to make good progress. The quality of teaching and learning is good throughout the school with some outstanding.

Mathematics Skills Progression: To strengthen systematic arithmetic skills for all learners and develop stronger reasoning skills across the school. To increase the number of children who achieve GDS in Mathematics at KS2 and ensure that the whole cohort exceeds national progress in mathematics.

English Skills Progression: To build whole school programmes which allow pupils to read well from an early age and develop their writing skills progressively throughout the primary phase. Reading Skills To maintain a whole school focus on reading from Phonics through to Year 6, to ensure that all pupils read by age 7 and, that by age 11, pupils read fluently and can interpret lengthy texts, retrieving, inferring and deducing information, comparing and contrasting texts. Writing Skills To implement a progressive writing programme to develop pupils' wider writing skills, grammar, spelling and handwriting.

KEY ACTIONS TAKEN

- **Curriculum Teaching , Learning and Assessment**

The school leadership has drawn up a Curriculum Schema which details for staff and parents the Intent, Implementation and Impact of our curriculum offering, stemming from our five curriculum drivers which are Community, Communication, Creativity, Environment and Well-Being. Subject leaders have been trained to lead, monitor and evaluate the teaching and learning of the subject in a consistent way across the school. Subject leaders maintain subject folders, which document their evidence gathered from lesson visits, book looks etc. Teachers receive release time to develop, monitor and evaluate the teaching and learning of their subject.

- **Mathematics Skills Progression**

Teaching has focused on the consolidation of core skills with daily recital and recall of core skills and times tables to ensure pupils retain this knowledge. Teachers give pupils regular opportunities to apply their skills to real life problems. The White Rose and Deepening Understanding resources provide high quality resources, which are used effectively across all year groups. Maths is highly celebrated in the school with weekly 'Mathematician of the Week' and Times Tables Rockstars champions. In Years 2 and 6, regular In Year 6, we have maintained a focus on checking answers for accuracy, notably for the most able (context: 10 pupils in KS2 2019 SATs missed Higher Standard level by 1 or 2 marks due to careless errors). Since the national lockdown, pupils have engaged well with their mathematics home learning. Teachers have continued to use White Rose and Times Tables Rockstars to promote learning.

IMPACT AT 20th MARCH 2020

- ★ **Curriculum Teaching, Learning and Assessment:**

The Curriculum Schema is unique to Wildmoor Heath and has helped us to communicate our philosophy behind learning plus our curriculum Intent, Implementation and Impact effectively to staff, governors and parents (on the website). A pupil friendly oak tree model is used with pupils in the school hall. Following training and modelling, subject leaders are now more confident and there is a consistent curriculum coverage for all subjects using the National Curriculum content plus a progressive development of subject skills (Chris Quigley). Lesson planning and delivery are contributing well to delivering our curriculum Intent in a focused way. For example, teachers use the recall and recap model: '#what we learned yesterday, last week, last month and last year' across all subjects.

- ★ **Mathematics:** Maths lesson DDIs and book looks have shown a good quality of teaching, with strong arithmetic skill development and appropriate challenge for the most able. Year 6 mock SATs results for February 2020 show clear progress in mathematics, reading and writing, at both Expected and GDS. Maths GDS already exceeds 2019 KS2 outcomes and matches 2019 national GDS. These excellent results show that Year 6 pupils were well on track to achieve the targets set and these will become our teacher assessments.

KS2 SATs	SEPTEMBER 2019 MOCKS		MARCH 2020 MOCKS		JULY 2020 SDP TARGET		JULY 2019 ACTUAL WHS		JULY 2019 NATIONAL	
	EXS	GDS	EXS	GDS	GDS	EXS	GDS	EXS	GDS	EXS
R	69%	13%	81%	41%	85%	32%	87%	30%	73%	27%
W	38%	0%	56%	6%	81%	29%	80%	27%	78%	20%
M	56%	9%	81%	28%	85%	32%	83%	17%	79%	27%
RWM	28%	0%	56%	6%	81%	16%	77%	10%	65%	10%

- **English Skills Progression**

The Reading/Phonics leaders have led training for all staff on Phonics and reading progression. All teachers have worked together to ensure consistency of approach in reading progression, priority reader programme, etc. All LSAs teach Phonics groups daily across the school, targeted pupils from Years 2/3/4 receive daily Phonics interventions to improve their reading skills. All year groups have consistent reading folders and the lowest 20% of pupils are red with daily.

- **Greenshaw Learning Trust Leader Collaboration:** Following the HT/DHT Triad visit to CW/WHS schools in November, there are no further Triad visits due to the CV19 closure. All the primary schools have stayed in very close contact throughout the closure period, with daily teleconferencing initially, now reduced to twice weekly.
- **GLT/Wider Teacher Collaboration:** All WHS teachers have made visits to GLT primary schools for specialism areas e.g. EYFS/ KS1 and have worked with local hub schools on moderation. The two NQTs have visited several GLT and local schools.

- ✦ **English Reading:**

1. The KS1 and KS2 results in the two charts above showing excellent progression in both year groups on Reading comprehension skills this year. 2. The Phonics Y1 results below show the impact of our strategies to develop high Phonics knowledge leading to reading skills.

	2019 PAC	Mock 1 Sept'19	Mock 2 Oct' 19	Mock 3 Dec' 19	Mock 4 Feb' 20	Mock 5 Mar' 20	June 2020
SDP Tgt	N/A	5%	15%	35%	65%	80%	85% Target
WHS National	96% 82%	10%	30%	50%	70%	No March mock and no June PAC test. Teacher Assessment is a confident 85%	

- **GLT and Wider Collaboration:** this collaboration is formative for us all, sharing best practice and new ideas. Teachers value opportunities to work with GLT and other schools and are frequently given release time for professional collaboration. Teachers cross-school moderation work with local hub schools provides a useful validation beyond a single form primary. During CV-19, the close working partnerships have allowed us to share ideas, support materials, planning and other documentation. The Edmodo learning platform is shared across most GLT primary schools and collaborative work was done to facilitate the roll out of this new way of teaching.

STRATEGIC PRIORITY 2: BEHAVIOUR AND ATTITUDES

- To ensure that pupils' behaviour is at all times calm, orderly and respectful, both in class and around school, creating a conducive environment for learning.
- To maintain pupil attendance which exceeds the national of 96% and sub-groups show improved attendance and punctuality (attendance to 20 March 2020 is **96.8%**)
- To further develop positive pupil attitudes towards learning, whereby they are resilient to setbacks and take pride in their achievements

KEY ACTIONS

- **Culture and Attitudes:** all leaders and staff continue to promote a positive culture focusing on high expectations and aspirations for pupils and staff, appropriate challenge for pupils, full engagement in all lessons and the need for pupils to move quietly around school. This has been exemplified during the CV-19 closure period when staff have truly stepped up to the challenge of providing quality home learning.
- **School Values:** the simplified five values were introduced from summer 2019, following work with the Pupil Council: REACH for the Stars! (Respect, Empathy, Aspirations, Courage, Honesty). During Cv-19 closure, high quality on-line HT assemblies focus on values and ways to demonstrate them.
- **PHSE:** introduction of the new PSHE Jigsaw Curriculum December 2019 covering all aspects of Relationship and Sexual Education National Curriculum.
- **School and Wider Community:** pupils play significant roles in school life and in the wider community. Throughout the spring term, pupils participated in weekly activities at Wellington College and we welcomed Wellington students in for their work service. Our pupils conducted litter picks and collected food parcels for vulnerable families leading up to the CV19 closure. Children in school have made scrubs uniforms for the NHS. Wildmoor produced a huge packet of Easter activities and distributed throughout the local area for others to use.

IMPACT AT 20TH MARCH 2020

- **Culture and Attitudes:** Pupils know the school values well, can explain them to visitors and are keen to demonstrate them at all times. The values form an integral part of school life whereby we promote resilience and courage in the face of adversity and challenge. Pupils have demonstrated their respect of the school values through the CV-19 closure with 97% registering on the Edmodo home learning and 83% engaging ion an average day.
- **PHSE:** The Jigsaw curriculum has led to more consistent PHSE teaching and dialogue across the school. Whole school assemblies introduce each new Jigsaw topic, giving a whole school focus and progression for each theme.
- **School and Wider Community:** the force of the community spirit has been highly evident during CV-19. The community has rallied around the school and our teachers in support of own work to provide learning.

- **Fixed-term, Internal and Permanent Exclusions:** none since October 2018. Governors receive a full Behaviour Report in LGB meetings, detailing behavioural incidents and trends.

- **Pupil Attendance:** leaders stress the importance of strong, punctual attendance in regular newsletters and have worked closely with the families of Disadvantaged and SEND pupils to promote improved attendance. Leaders continue to work with key families to address rare issues of punctuality and persistent absence. Attendance can no longer be monitored due to school closure CV-19.

During the CV-19 closure, leaders have worked closely with vulnerable families, including one CIN, PP and EHCP families. We have children in school where this is in the child's best interests, with the parents' consent. We are also supervising children in school from key workers' families.

- **Exclusions:** nothing to report.

- **Pupil Attendance** remained strong at 96.8% to the point of closure on Friday, 20th March 2020.

Pupil Group	2017-2018	2018-2019	YTD 20 March 2020
All	96.8%	96.8%	96.8%
Disadvantaged (PP)	95.2%	93.7%	95.2%
SEND All	96.4%	95.9%	95.3%
SEND EHCP	95.1%	94.5%	92.6%
Persistent Absence	5.2%	2.0%	3.9%
Unauthorised	0.5%	0.7%	0.4%

STRATEGIC PRIORITY 3: PERSONAL DEVELOPMENT

- To provide our pupils with a strong foundation and a wealth of opportunities which steadily increases cultural capital and nurtures their broader development as successful learners, healthy individuals and responsible citizens.
- To continue to develop the visibility and role of pupil voice and pupil ambassadors to raise their profile and enrich the curriculum.
- To update the PSHCE and SRE curriculum to reflect the new relationships and health changes to the curriculum 2020.

KEY ACTIONS

- **Personal Development, SMSC:** leaders and teachers collaborate to ensure that we enhance pupils' broader personal development. The school provides a wealth of rich experiences and opportunities to develop learners spiritual, moral, social and cultural development. We. Maintain our status as a UNICEF Rights Respecting School. Leaders are fostering personal development through the CV-19 pandemic closure through regular school assemblies and daily teacher messages/dialogue on Edmodo. The HT has established a writing competition to stretch children's imaginations using an award winning film prompt and is researching ways to compile a whole school remote film /dance to our motto song Reach for the Stars.
- **Opportunities to be active, responsible citizens:** During CV-19 closure, we gave sought active ways for the children in school to help others e.g. making NHS scrubs and supplying them to critical workers.
- **Supporting Individual Pupils:** This has become a major focus of our work during closure and we have supported families closely, bringing children into school where it is in their best interests.
- **High Quality Pastoral Care and New Jigsaw PSHE Curriculum** – the school provides many opportunities for pupils to understand the importance of a healthy diet, regular exercise, mental well-being, and the importance of healthy, appropriate relationships. The new Jigsaw PSHE scheme helps to promote this and was introduced December 2019; it fully supports the new Relationships and Sex Education and Health Education Curriculum.
- **British Values, Equality of Opportunity and Diversity:** permanent school displays and work in assemblies promote pupils' understanding of the five British values, equality of opportunity and diversity effectively. Leaders seek many experiences and partnerships to nurture these values in all our pupils.
- **Safeguarding:** this remains the core priority of each member of staff who are trained formally and informally to be ever vigilant to any safeguarding concerns. Three DSLs are responsible for this work in the school. There is a prevalent culture of safeguarding and staff readily come forward to share any concerns. The school has put in place extra monitoring measures and an amended policy during the CV-19 closure. Extra calls are made to vulnerable families, one CIN child is now in school, etc.
NB: DSL biennial training postponed due to CV-19 and will be rescheduled ASAP>

IMPACT AT 20TH JANUARY 2020

- **Personal Development and SMSC:**
The Cv-19 closure and the community response to support school staff and the wider community (e.g. food parcels and donations for the needy) has demonstrated our core values and the personal development strengths of our provision.
- **Opportunities to be active, responsible citizens and Pupil Voice:**
Prior to closure, the new library was reaching completion, designed by our pupil taskforce. We have further promoted this through our work on producing scrubs in school.
- **Supporting Individual Pupils:** the school now has a fully trained ELSA (Emotional Literacy Support Assistant) who works with key pupils to support their mental health and to develop coping strategies. Leaders are working closely with vulnerable families who report that they feel well supported.
- **High Quality Pastoral Care:** Well-Being was chosen by staff as a curriculum driver as we place it at the core of our curriculum and all the work we do. Pupils respond positively to the many opportunities offered to support their health including the two day Roots to Food cooking experience for all, the regular Outdoor Learning lessons, dancing and sports tuition. The new Jigsaw PSHE scheme is much enjoyed by our learners.
- **British Values, Equality of Opportunity and Diversity:** close work with local schools (e.g. Wellington College), churches, Jewish and other faith groups allow pupils to develop a deep understanding of different religious, cultural, ethnic and socio-economic groups.
- **Safeguarding:** Leaders are confident that during school term and during closure we provide the best possible care, safeguarding and vigilance of all our pupils. All staff have gained extra training during the CV-19 closure using the Educare resource.

STRATEGIC PRIORITY 4: LEADERSHIP AND MANAGEMENT

To build an effective team culture whereby all staff collaborate and support each other, maintain the highest professional standards and enjoy professional learning, confident that leaders adopt a realistic and constructive approach towards teacher workload and promote staff well-being.

KEY ACTIONS	IMPACT AT 20 TH MARCH 2020
<ul style="list-style-type: none"> ▪ Vision for Our Learners: 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 and shared with all staff regularly through presentations, the SDP and SDP Impact Summaries (this document) displayed in the staffroom. ▪ Staff Culture of Collaboration: Leaders aim to create a cohesive culture where staff support each other willingly and come forward with ideas/opportunities/issues. In response to staff feedback, we have tried to improve communication further – weekly events list, leaders disseminate messages, all newsletters shared with staff and governors, etc. Senior leaders value the role of LSAs and meet with them regularly. ▪ Continuing Professional Development: Leaders have put in place a robust programme to build teachers' subject, pedagogical and content knowledge over time in order to enhance the teaching of the curriculum and the use of assessment. Training programmes extend to the LSAs (e.g. MITA training with GLT Central. September 2019). ▪ Inclusion of all Pupils in the Full Curriculum: Leaders ensure that all pupils have access to the full curriculum and all the subjects on offer. ▪ Engagement with Pupils, Parents and The Wider Community: Pupils are actively encouraged to share their ideas with senior leaders, including the HT. 	<ul style="list-style-type: none"> ▪ Vision for our Learners: <i>Our vision is to provide all our young learners with a solid foundation of values, knowledge and skills so that they feel valued and supported, inspired to achieve their full potential, and fully prepared for secondary school and the wider world.</i> The vision, school performance data and development priorities are shared with all staff in INSETs and updated throughout the year through informal sessions, staffroom displays, etc. Leaders are confident that the whole team is working to support the vision of the school and to deliver the best possible provision to all pupils. ▪ Staff Culture: There is growing evidence that staff work well together to support each other and to ensure that the teaching and learning provision is the best there is. This has been especially evident throughout the school closure, when staff have rallied around to support families, accept rotas, etc. ▪ Continuing Professional Development: The CPD programme (see CPD programme issued as an updated document for every LGB meeting) this year to date has focused on the development of the curriculum, Middle Leaders' subject knowledge, skills and evaluation, and share CPD with other schools on moderation, reading progression, etc. Leader have conducted a GLT HT/DHT appraisal of both Crown Wood and Wildmoor Heath schools (see document detailing findings dated 26 November 2019, issued to LGB for 29/1/ 2020). ▪ Inclusion of all Pupils in the Full Curriculum: all staff are confident that no pupil misses out on any of the rich learning opportunities on offer. This academic year, the programme includes Forest Schools outdoor learning, Scottish Country dancing, many sports programmes, a range of outdoor experiences at Wellington College, French lessons in KS2, etc. Those who require additional learning or emotional support have timetabled sessions with the appropriate adult, and do not miss regular foundation subject lessons. ▪ Engagement with Pupils: Leaders engage with pupils in a positive and warm way and this helps to build a collaborative, open culture across the school - pupils will often be seen conferencing with the HT around the school participate actively in school initiatives. For example, pupils designed and named 'The Haven', new Outdoor Learning Area. This week a Pupil Library Taskforce was

- **Leadership Coaching and Mentoring:** the HT/DHT provide coaching and mentoring input to widen the professional knowledge of senior and middle leaders, identifying support needs and working closely with all teachers, including NQTs. The two NQTs are mentored by senior staff and are taking part in the local Teaching School ITT Hub.
- **Leadership:** All SLT members attend Pupil Progress Meetings with class teachers to review progress against targets for the year, and provide resources where needed. Performance Management is driven by the SDP objectives.
- **Staff Workload and Well-Being:** Leaders take active measures to ensure a high level of staff well-being.

established, following the flood, to plan the relocation and redesign of the school library.
 Leaders maintain excellent professional partnerships with community leaders, external specialists and parents to ensure the school offers the best provision possible.

- **Leadership and Support:** the school's SLT has a close working relationship and is quick to react to new opportunities or to put in place additional resources identified as necessary during PPMs (e.g. extra adult interventions from a senior LSA/ autumn 2019: ELSA training completed to meet mental health issues and a dedicated SENDCo role created).

Leaders' work with teachers has a significant impact on the leadership capacity and outcomes of the pupils e.g. Y3 teacher secondment to the SLT, Phonics Leader role development, etc. Leaders have ensured that the two NQTs have had a thorough induction, excellent mentoring, and have felt welcomed and valued by the school community.

During the CV-19 epidemic, calm, decisive leadership has helped to maintain positivity and clarity of direction.

- **Staff Workload and Well-Being:** Please see the separate Appendix entitled 'Staff Well-Being and Work Life Balance' dated 20 January 2020. This year measures have included a revised Feedback Policy (less book marking focus on Class Feedback Sheets), release time for subject leaders/senior leaders, staff social events and regular catch-ups with staff in briefing/staff meetings. The creation of a dedicated SENDCo role and provision of an ELSA have also helped to ease pressure on teachers. Leaders aim to end any staff/SLT meetings by 5pm and to set a good example on leaving the building.

STRATEGIC PRIORITY 5: EARLY YEARS FOUNDATION STAGE	
To develop the EYFS environment and teaching provision to enable pupils of all abilities to achieve their full potential, notably those who are most able or those who struggle due to SEND/disadvantage.	
ACTION	IMPACT AT 20TH MARCH 2020
<ul style="list-style-type: none"> • BASELINE ASSESSMENTS: NFER (Nielsen for Educational Research) completed October 2019 as part of a national pilot. • CLASS INTEGRATION: staggered start over two weeks. • ON-LINE ASSESSMENT TOOL (TAPESTRY) was newly introduced in September, allowing teachers and parents to upload and share comments/ photos and child progress. • PHONICS PROGRESS: Phonics taught to all Reception pupils since the beginning of the year and is taught at the same time as Y1/Y2 so that pupils have the opportunity to work in their appropriate skill group. • COLLABORATION WITH GLT SCHOOLS: the EYFS Leader observed teaching of cursive handwriting in October 2019 at Woodlands Primary, Bristol, and visited both Victor Seymour and Green Wrythe in Sutton. The HT also met with the Victor Seymour HT and team to review their autumn 2019 Ofsted visit under the new framework (Outstanding grading). 	<ul style="list-style-type: none"> • BASELINE ASSESSMENTS: No feedback or comparisons from this pilot. New National assessments will be in place September 2020. • INTEGRATION: the staggered start helped pupils to settle quickly to their learning and was highly supported by parents. • TAPESTRY: this resource has been very valuable for staff as a dynamic assessment tool, providing in the moment reviews. All families use Tapestry regularly and have fed back how they feel well-informed and involved in their child's learning, both prior to, and during, closure. • PHONICS PROGRESS The EYFS Leader set targets of 84% of pupils to attain age-related expectations in Phonics and in the EYFS National Profile at the end of the year. We were on track to achieve both of these measures at the point of closure on 20th March 2020. With all families engaging well with home learning, we are confident that targets will be achieved. • COLLABORATION WITH GLT SCHOOLS: use of the strategies seen has helped some more able writers. Other pupils are still working on mark making and early letter formation. Visits to three GLT schools have helped to broaden knowledge and heighten teacher expectations, notably in writing. This work will be particularly useful as we move our own EYFS provision towards outstanding. Work with local network of schools and nurseries is ongoing to help with transition, moderate work and compare learning strategies.

- **SUB-GROUPS:** to ensure that SEND, PP and most able pupils receive the full provision they need to help optimise their progress.

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- **OUTDOOR LEARNING AREA**

Close work with Claire Hardie, GLT EYFS Leader, has helped to identify the areas to work on.

- **SUB-GROUPS:**

SEND PUPILS: early work with external agencies, through the SENDCO, has led to rapid identification of the SEND needs, focused IEPs and one EHCP. **Additional** adult resources have been put in place to support the learning in the class to support pupils' needs.

DISADVANTAGED PUPILS: additional adult resource deployed to enable children to learn Phonics quickly, read daily and achieve maths objectives.

MOST ABLE: pupils receive their daily Phonics lessons with Year 1 pupils at a higher level and are given writing/maths work at an appropriate level of challenge.

EDMODO: during closure and as at 24th April, 2020, 85% of SEND pupils and 83% of PP pupils are engaging with the home learning platform.

- **OUTDOOR LEARNING AREA:**

New climbing frame to develop gross motor skills is enabling all pupils to gain strength and confidence.

New Reading Mathematics external 'huts' will be constructed during this spring term to enable pupils to discover and deepen their learning in these core areas outdoors.