

**Westfield Primary School
Summer 2021**



SCHOOL DEVELOPMENT PLAN SUMMER 2021+

Our vision at Westfield is...

We want all Westfield children to foster a 'Love of Learning and a Love of Life', enabling them to excel, be the best they can and achieve the necessary life skills for their future.



"Love of Learning, Love of Life"

Our Mission at Westfield is:

We believe in the importance of children engaging, enriching and excelling at school. This allows them to make the very best progress they can in their learning, both academic learning and in learning about themselves, their relationships, making a positive difference in their community and the world in which they live.

The school will build on the qualities and skills which parents have fostered in the child at home. From the beginning, staff and governors will aim to create a caring, respectful and disciplined environment in which each child's well-being is valued and they are viewed as an individual.

We aim to provide the highest quality of education for all our children, in an environment that is challenging, motivating, caring and moral, where children can acquire the skills and knowledge appropriate to their individual needs through the delivery of a creative curriculum. Through our pledge we strive to provide a range of exciting learning and life experiences.

We help all children to grow emotionally and to learn that courtesy, excellent manners, first class behaviour, kindness, consideration and respect for others are very important qualities. We hope all our children will become happy, responsible, kind and independent young people.

"Love of Learning Love of Life"

Westfield Primary's PRIDE

Positivity

Respect

Independence

Diversity

Excellence



The targets for this academic year are as follows:

	Summer Result 2019 (Last official results)	National Average 2019	Target for Summer 2022
EYFS Good Level of Development	75%	72%	72%
Phonics - Year 1	81%	82%	82%
Phonics- Year 1 and 2 combined	90%	91%	92%
KS1 Combined - Expected Standard	53%	65%	65%
KS1 Reading - Expected Standard	67%	76%	70%
KS1 Writing - Expected Standard	59%	70%	65%
KS1 Maths - Expected Standard	70%	76%	70%
KS2 Combined - Expected Standard	60%	65%	65%
KS2 Reading - Expected Standard	67%	73%	72%
KS2 Writing - Expected Standard	78%	78%	65%
KS2 Maths - Expected Standard	78%	79%	70%

EYFS target is based on on-entry assessment made at the start of Reception 2021 and results from the last few years.

KS1 target is based on % children that achieved Expected or Greater Depth by the end of the summer term of Year 1, with some consideration of EYFS outcomes for current key marginal children. This is based on Autumn 2020 data due to COVID. There are 56 children, 5 of which we do not have EYFS data for.

KS2 target is based on combination of KS1 results, Year 5 Summer data and previous progress measures in Year 6. This is based on Autumn 2020 data due to COVID. There are 74 children, 6 of which we do not have KS1 data for.

In addition, to be at least previous national floor of 65%. (The national floor measure has been removed).

Key targets for Improvement

Updated May 2021

1. **To review and update Quality First Teaching provision (Curriculum Development) in the core area of maths in light of DfE Mathematic guidance and priority areas, using teacher assessments (ScholarPack) and standardised scores to be accountable for pupil outcomes; and EYFS curriculum. Central to our progress judgement is our quality assurance system.**
2. **To raise the profile and culture of writing (whilst also continuing to embed a positive reading culture), so that it impacts on pupil outcomes being raised across the school and at least matching 2018/2019 outcomes (78%/-0.8), there was no external data for the academic year 2019/20 or 2020/21) and to continue to accelerate writing progress across the school. Also taking into account the amount of time the school was closed due to the Corona Virus, therefore, any gaps in learning will need to be addressed.** A TLR 3 (with responsibility for this Writing SDP priority) will lead this area working alongside an AHTs (responsible for Assessment & Quality Assurance) to track outcomes and progress, ensuring the English action plan reflects Writing priorities and development & appraisal process provides accountability at all staff levels. Work in books illustrates this.
3. **To review the Curriculum design to ensure that it is fit for purpose and continue to diminish the difference for disadvantaged pupils (DAP) so that they make better than expected progress to enable them to reach expected outcomes. Due to school closure during the Corona Virus crisis, all staff will need to ensure gaps in learning are assessed and addressed as necessary as part of the COVID catch up plan. No external data was produced for the 2019/20 or 2020/2021 academic year.** An AHT (with responsibility for DAP & Assessment) will lead this area to track outcomes and progress, alongside a Curriculum Lead (TLR 3 to lead this SDP Priority focusing on participating in a Curriculum project and using this as a spring board to review our curriculum). We have greater than the national average eligible for FSM and our Ever 6 numbers illustrate a high level of need across the school, we therefore have made this group of children central to all of our work. Every member of staff is responsible for these children and all monitoring will focus on their progress, outcomes and opportunities. As a group, they need to make at least expected progress from their starting points. The progress of disadvantaged pupils and the most able disadvantaged pupils is a key priority for us this year and all elements of our school will be tailored to ensuring they make better than expected progress.
4. **To continue to deliver outstanding personal development, behaviour and welfare (PDBW). So that all staff and pupils' well-being and mental health is promoted and this is demonstrated through feedback in questionnaires from all stakeholders (staff, pupils and parents). This is of vital importance following the extended school closures (x2) due to the Corona Virus.** PDBW at our school is outstanding, but as cohorts change and the local community changes we need to now, more than ever, promote a culture of outstanding personal development, promoting well-being and mental health for both staff and pupils. Central to our success is the development of a rounded child, a child that can be resilient and ask the right questions when faced with challenges. Equality and inclusion are strengths of our school and we aim to provide our children with a broad curriculum to enable them to develop as individuals to be the best they can. Promoting the protected characteristics of the Equality Act 2010 is a core part of our business for all members of our community. By continually evaluating the impact of our safeguarding practices we will always ensure we provide a safe and secure environment for both staff and pupils.

WESTFIELD PRIMARY SCHOOL

