



School Context		LA Review Action Points / Annual Objectives	
<ul style="list-style-type: none"> Expanded in Sept 2018 to include Wickford Infant School and become Wickford Primary School. Large primary with 18 classes: two-form entry in Lower School (EYFS and KS1) and three-form entry in Upper School (KS2). Currently have 553 pupils on role: admit 60 children in EYFS and an additional 36 in Y3 (majority of whom transfer from Wickford Church of England Infant School). 94% of children from across the town and 6% (34) from neighbouring areas such as Basildon, Pitsea and Billericay We are situated in the centre of Wickford town, close to amenities such as the swimming pool and library. The number of high income social households is broadly average but the percentage of adults who complete higher education is below - 12% (compared with 19% nationally). 16% pupils premium (90), 11% SEN (60) of whom 16 have an EHCP (3% of school). Vulnerable 4% (school definition) Relationships and communication between parents and school are strong: weekly newsletter, school website and school texting / email service, monthly parent support group for parents of children with additional needs. Strong links with other schools across the town: termly joint staff meetings, termly HT, DHT, SENCo meetings, joint CPD, collaborative climate walks and curriculum reviews, annual creative dance show, sports fixtures... 		<p>Teaching Review (Jan 20)</p> <ul style="list-style-type: none"> Ensure quality of teaching is consistently good to meet needs of all learners and enable active, independent learning to take place: planning intent to ensure that every pupil is appropriately challenged and supported; teaching (implementation) to be at an effective pace, provide appropriate sequence of lessons with adequate challenge and support for all learners; Outcomes (impact) for all groups of learners to be at least in line with national averages, with particular focus on English and boys. <p>Safeguarding Review (Feb 20)</p> <ul style="list-style-type: none"> Governors to monitor trends in attendance, behaviour and safeguarding issues and ensure all safeguarding procedures are robust. Ensure school environment promotes safeguarding and reflects strong, positive pastoral systems in place. <p>SEND Review (Feb 20)</p> <ul style="list-style-type: none"> Complete SEND Self Evaluation to clearly identify strengths and areas for development and work with Inclusion Partner / SEP to implement recommendations effectively. Termly reports to governors and regular discussion at SMT to evaluate provision and pupil progress. <p>Governance Review (March 20)</p> <ul style="list-style-type: none"> Governors to gain greater understanding of their strategic role and ensure all members undertake training to support their development. Develop effective governor visit policy and monitoring schedule, so that strategic role has impact on outcomes for pupils. <p>Leadership (Deferred to Autumn 20)</p> <ul style="list-style-type: none"> Implement new leadership strategy and re-organise office roles to streamline administrative tasks. <p>Recovery Curriculum (Sept 20)</p> <ul style="list-style-type: none"> Pupils to settle happily and safely back into school. Ensure needs of learners are quickly identified and pupils catch-up swiftly. 	
Previous Ofsted Action Points		Self-Evaluation – Strengths	
<p>Lower School (Infants Nov 2016)</p> <ul style="list-style-type: none"> Further improve the quality of teaching, learning and assessment and raise standards in mathematics by: Ensuring that pupils misconceptions in mathematics are identified and corrected Checking that pupils thoroughly understand the concept being taught before they move on to harder work More regularly check the quality of teaching and pupils' progress in mathematics Measuring the impact of any changes made and, if necessary, making further changes to secure improved outcomes for pupils <p>Upper School (Juniors Dec 2017)</p> <ul style="list-style-type: none"> Improve the impact of teaching on higher attaining pupils' reading Improve monitoring to focus on learning as well as teaching 		<p>Self-Evaluation – Areas being developed</p> <ul style="list-style-type: none"> Teachers to precisely identify the learning intention for every lesson and clearly communicate this to pupils. Ensure clear sequence to learning and secure understanding of the links between reading and writing. Establish and communicate a clear curriculum intent for reading, writing and maths, that shows clear progression of learning sequences and details the learning approaches that are expected. Ensure feedback is effective to impact on pupils' learning. Ensure LSAs are deployed purposefully to have a significant impact on pupils' learning and to support a wider range of pupil needs. Teachers to modify lessons so that all pupils have a variety of ways to meet the lesson objective. Review and communicate assessment processes; sharing best practice and providing CPD to those staff who are not assessing accurately. Ensure that the tools used, are sharply focussed to underpin next steps in learning and effectively measure and evaluate impact. Ensure Support Plans for pupils with SEND are effective. <i>Activities planned to enable all pupils to learn as independently as possible.*</i> <i>Lessons planned to enable pupils to be actively engaged and ensure pace matches pupils' learning needs.*</i> 	
<p>Quality of Education Judgement: 3</p> <ul style="list-style-type: none"> In some classes, teachers use planning effectively and deliver well-paced lessons to help pupils learn well. Teachers provide clear, direct feedback to pupils and some pupils use this well. The teaching of phonics is effective in years 1 & 2. Teachers expect and encourage all pupils to work with positive attitudes. Relationships with parents/carers is good and they are kept well informed about how well their child is performing in relation to expected standards expected and what their child needs to do to improve. Teachers generally have good knowledge and promote pupil discussion. Some teachers use questioning well to challenge pupils' thinking and engage them in their learning. LSAs manage the learning well of groups of pupils they are supporting and they are held to account for pupil progress. Learning environments are generally attractive and well-organised with working walls to encourage independent learning. 		<ul style="list-style-type: none"> * Engage pupils more effectively so they are more aware of, and take responsibility for, their own learning. 	
<p>Behaviour and Attitudes Judgement: 2</p> <ul style="list-style-type: none"> Behaviour is generally good - pupils are respectful and follow routines well. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread. Pupils have a strong voice in this. High attendance and pupils arrive in school on time. Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe. 		<ul style="list-style-type: none"> Ensure opportunities are maximised across the whole curriculum and are progressive from Y1 – Y6. 	
<p>Personal Development Judgement: 2</p> <ul style="list-style-type: none"> Good pastoral support through houses and year teams as well as school counsellor, learning mentor and groups of pupils such as anti-bullying ambassadors and play leaders. Pupils can articulate clearly how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. A variety of extra-curricular activities provide a range of opportunities to develop and stretch pupils' talents and interests. Pupils know how to discuss and debate issues and ideas considerately and have a good understanding of British Values. 		<ul style="list-style-type: none"> Leadership to sharpen action planning to improve the quality of teaching and learning across the school. Leaders to improve the clarity of key priorities and impact statements in the SEF and improvement documents. Ensure that the learning environment reflects the positive pastoral support which exists within school. Leaders to have a good understanding of how SEND pupils achieve and quality of provision. Governors to gain greater understanding of their strategic role and ensure all members undertake training to support their development. Develop effective governor visit policy and monitoring schedule, and ensure governor minutes reflect key questioning and challenge. To achieve 97% attendance and to narrow gap between pupils in receipt of pupil premium and others to 0.5%. Governors to monitor trends over time in attendance, behaviour and safeguarding issues and ensure all safeguarding procedures are robust. 	
<p>Leadership and Management Judgement: 3</p> <ul style="list-style-type: none"> HT new to post January 2020 and has good understanding of necessary improvements. Several Governors have shown a long-standing commitment to the school. They recognise the need to improve the GB's strategic impact. Leaders communicate a strong, inclusive ethos. Leaders have a good understanding of the needs of pupils with SEND. Children have a good understanding of safeguarding and understand what to do if they have concerns. Staff are vigilant in monitoring pupil well-being and act swiftly. 		<ul style="list-style-type: none"> For all adults to have high expectations of children based on accurate assessment of children's skills, knowledge and understanding and plan activities that are suitably challenging for all children. Ensure quality of teaching is consistently good. Ensure all children, including those who have special educational needs and/or disabilities, make consistently strong progress from their starting points. Ensure gaps in attainment of groups of pupils is at least in line with national averages. 	
<p>EYFS Judgement:3</p> <ul style="list-style-type: none"> Children's needs are identified early through partnerships with external agencies and other providers. Safeguarding is effective. The curriculum provides a broad range of interesting experiences that meet children's needs and help them make progress towards the early learning goals. Parents contribute to initial assessments of children's starting points and are kept well informed about their children's progress. Parents are encouraged to support their children's learning and development at home. Children are motivated and interested in a broad range of activities and are keen learners. They listen carefully to adults and each other. Children's behaviour is good and shows that they feel safe. They gain an understanding of risk through activities that encourage them to explore their environment. 			

Key Performance Data				Data analysis/areas being developed				Impact summary																																																																																										
EYFS				<ul style="list-style-type: none"> To achieve GLD in line with national average. 				Due to COVID-19 school closure, statutory end-of-year data is unavailable, but end of Spring term data shows good outcomes for EYFS and KS1 and English for Y6. Pupils progress meetings had taken place and interventions were underway to drive on the Maths attainment in Y6. This was the focus of learning and grouping of pupils when Y6 returned to school in June in order to prepare them for Secondary school.																																																																																										
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SIB in place due to 2-year downward trend in attainment across all key stages. SIB focusing support on leadership & management and improving the quality of teaching & learning. Headteacher retired in December 2019 after long period of illness between July 2018 and January 2019, during infant school closure and junior school expansion. Deputy Headteacher has not yet been recruited due to SIB, restructuring and then COVID-19 enforced school closure – deferred to January 2021. Two interim assistant heads in place.																																																																																																		
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Subject	Strength	Next Step	Subject	Strength	Next Step	Subject	Strength	Next Step	Subject	Strength	Next Step																																																																																							
Spoken Language	Children communicate confidently across a range of situations.	Widen depth of vocabulary.	Art	Creative and broad art curriculum.	Develop statement of intent.	DT	DT projects are linked to topics, building children's enthusiasm for these and developing skills in designing, making and evaluating.	Ensure progression of skills from EYFS to Yr6.	Music	Promoting music across the school through assemblies, after school clubs, productions, and cross-curricular activities.	Creating a statement of intent.																																																																																							
Computing	Comprehensive NC coverage.	Ensure progression from EYFS to Y6. Particularly how Computing is taught in EYFS to meet the ELGs; how iCompute is used in KS2; assessment and online safety.	History	Curriculum coverage enables children to focus on historical skills (chronological understanding, enquiry and historical concepts) which allow children to develop an understanding of the 'bigger picture'.	Ensure progression from EYFS to Year 6.	Geography	Curriculum coverage across all year groups has enabled children to communicate geographical information in a variety of ways; through maps, numerical and quantitative skills and writing at some length.	Ensure progression from EYFS to Yr6.	PE	Variety and inclusion of all areas of PE - Gymnastics, Dance, Athletics, Games, Swimming, extra-curricular and the competitive element of the School Sports Partnership.	Ensure that progression from EYFS to Y6 and identify talented pupils within each area of the PE curriculum.																																																																																							
Science	Opportunities for scientific investigations planned within topics.	Develop clear statement of intent to ensure clear progression across school.	French KS2	Scheme of work and online learning platform is engaging and encourages independent language learning skills both at school and at home. (In April, Wickford Primary School was ranked 613 in the world for our scores and progress on Languagenut, during the COVID19 school closure!)	Ensure high quality implementation across KS2.																																																																																													