

School Development Plan 2018



School context:

- Waldringfield is a smaller than average size primary school, we are currently oversubscribed with 108 on roll.
- 19% of children are on the SEND register and 6% are entitled to free school meals.
- Pupils are taught in four classes. Three are mixed-age classes, but Year 6 are taught as a single year group.
- OFSTED January 2018 concluded: “safeguarding is effective. Leaders have ensured that all safeguarding arrangements are fit for purpose. Records of concern are well organised and enable leaders to monitor pupils closely. There is a culture of safeguarding pupils where staff are vigilant and know what they should do if they have concerns about a pupil.” Through lesson observations the teachers are creating a climate where children are motivated to take risks (through chilli challenges) and the learning environments reflect the children’s current work and high expectations. OFSTED noticed that “pupils are enthusiastically involved in their learning and are thinking about how they can achieve better”
- All teaching is at least good. Governor visits and formal lesson observations indicate that children are on task and enjoying their learning. Children are motivated to do well. There is a school ethos of collaboration and support, for children and adults. Teachers like to help each other and marking parties and shared PPA has helped to create a culture of mutual respect and support. OFSTED noticed that our children have very high levels of engagement and that the children able to apply their skills to more complex texts and make cross curricular links. This has had a marked impact of the quality of writing throughout the curriculum. “pupils showed me examples of high quality writing which had been completed in other subjects” OFSTED January 2018
- A very large proportion of pupils come from outside the school’s catchment area, nearly all through parental choice. In the last academic year, 20 pupils joined the school other than at the usual time. This represents a high proportion.
- Parents are very supportive. Many choose the school, even though it is not their nearest, because they like what it does and how it does it. In a recent survey 71 parents responded and 86% of the families have at least a 5 minute car journey to school. 48% travel at least 15 minutes to school with 4% of the families needing to travel at least 30 minutes to attend our school.
- September 2017 OFSTED Parental questionnaire data (71 responses) shows that 96% think that their child is making good progress at our school, 100% consider their child is taught well at this school. 100% think that this school is well led and managed and 94% believe that they receive valuable information about their child’s progress.
- Almost all pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium (the extra government funding for children looked after by the local authority, known to be eligible for free school meals and other groups) is well below average.

Aims of the School Development Plan

The aim of this plan is to secure pupils' academic achievement and personal development.

The School Development Plan sets out the school's development planning for the next financial year 2017 - 2018.

School Self-evaluation and review of the budget may lead to amendment of the plan during the year.

The plan is closely linked to the school's Performance Management structure.

The Plan will be reviewed termly.

School Vision: We care, we share, we learn together

We believe that our school:

- Creates an atmosphere where children are valued and become caring members of the school and community.
- Teaches and encourages each child to value education giving them the opportunity to succeed in all areas, academic, creative, physical, social and spiritual.
- Includes all children
- Has high expectations of good behaviour.
- Provides activities to be completed at home.
- Gives information to parents about their child's progress and conduct.
- Deals with any complaints in accordance with the School's procedures.
- Enables children to become increasingly independent.
- Strives to fulfil all of the current aims of the School, in ensuring that children are given the skills to be: Responsible, Ready, Resilient, Resourceful, Reflective and Respectful (our 6 Rs)
- Safeguards the children in its care.
- Encourages the children to look after their surroundings and each other.

	EYFS data											
	Expected + (national)				GLD (national)				Average			
	2017	2016	2015	2014	2017	2016	2015	2014	2017	2016	2015	2014
Listening, Attention	100%	86% (86)	100%	82%	81% (71%)	79% (69%)	80% (66%)	53% (61%)	37/2.2	36/2.1	36/2.1	31/1.8
Understanding	100%	86% (86)	100%	73%								
Reading	100%	86% (77)	93%	64%								
Writing	88%	79% (73)	86%	45%								
Number	88%	86% (79)	93%	64%								
Shape and Space	94%	86% (82)	100%	64%								

Year 1	Year 1 % of pupils who achieved WA in the phonics check (national % in brackets)			
	2017: 15 children	2016: 14 children	2015: 15 children	2014: 15 children
All	93% (81%)	86% (81%)	60% (77%)	73% (74%)
Boys	83% (77%)	75% (77%)	38% (73%)	63% (70%)
Girls	100% (84%)	90% (84%)	86% (81%)	86% (78%)
PP	0% (70%)	0% (70%)	33% (65%)	n/a (61%)
Non PP	100% (83%)	92% (83%)	75% (79%)	73% (77%)
SEND	66% (46%)	0% (46%)	0% (42%)	50% (40%)
Non SEND	100% (86%)	92% (86%)	82% (83%)	77% (81%)
EAL	n/a (80%)	n/a (80%)	100% (76%)	n/a (74%)
Non EAL	93% (81%)	86% (81%)	57% (77%)	73% (75%)

Year 2	Year 2 % of pupils who were working at the expected level/ or 2b+ prior to 2016 (national % in brackets)														
	2017: 15 children				2016: 15 children				2015: 16 children			2014: 16 children			
	Reading	Writing	Maths	RWM	Reading	Writing	Maths	RWM	Reading	Writing	Maths	Reading	Writing	Maths	
All	85% (76%)	85% (68%)	100% (75%)	85% (64%)	73% (74%)	60% (66%)	87% (73%)	60%	94% (82%)	69% (72%)	94% (82%)	56% (81%)	44% (70%)	75% (80%)	
Boys	67% (71%)	67% (62%)	100% (74%)	67% (58%)	62% (70%)	38% (59%)	87% (72%)	38%	89% (88%)	56% (83%)	89% (91%)	43%	43%	86%	
Girls	90% (80%)	90% (75%)	100% (76%)	90% (69%)	86% (78%)	86% (73%)	86% (74%)	86%	100% (93%)	86% (92%)	100% (94%)	67%	44%	66%	
PP	0% (63%)	0% (54%)	100% (62%)	0% (49%)	66% (78%)	33% (37%)	66% (77%)	33%	n/a (84%)	n/a (79%)	n/a (87%)	0%	0%	0%	
Non PP	92% (78%)	92% (71%)	100% (78%)	92% (67%)	75% (78%)	66% (70%)	92% (77%)	75%	94% (93%)	69% (91%)	94% (95%)	60%	47%	80%	
SEND	0% (30%)	0% (21%)	100% (32%)	0% (17%)	0% (74%)	0% (65%)	50% (73%)	0%	50% (64%)	50% (55%)	50% (73%)	0%	0%	0%	
Non SEND	92% (84%)	92% (77%)	100% (83%)	92% (72%)	100% (82%)	82% (73%)	100% (80%)	82%	100% (96%)	71% (95%)	100% (98%)	64%	50%	86%	
EAL	n/a	n/a	n/a	n/a	100% (74%)	100% (65%)	100% (73%)	100%	n/a (98%)	n/a (85%)	n/a (91%)	n/a	n/a	n/a	
Non EAL	85% (76%)	85% (68%)	100% (75%)	85% (64%)	71% (74%)	57% (65%)	86% (73%)	57%	94% (91%)	69% (88%)	94% (93%)	56%	44%	75%	

Year 6	Year 6 % of pupils who were working at the expected level/ or 4b+ prior to 2016 (national % in brackets)														
	2017: 14 children				2016: 12 children				2015: 15 children				2014: 14 children		
	Reading	Writing	Maths	RWM	Reading	Writing	Maths	RWM	Reading	Writing	Maths	RWM	Reading	Writing	Maths
All	86% (72%)	79% (77%)	86% (75%)	71% (61%)	58% (66%)	83% (74%)	42% (70%)	33% (53%)	100% (89%)	100% (87%)	100% (87%)	100% (69%)	100% (89%)	86% (85%)	100% (86%)
Boys	89% (69%)	89% (71%)	100% (75%)	89% (58%)	60% (62%)	80% (68%)	60% (70%)	40% (50%)	100% (78%)	100%	100% (78%)	100% (67%)	100%	50%	100%
Girls	80% (76%)	60% (83%)	60% (76%)	40% (66%)	57% (70%)	86% (81%)	29% (70%)	29% (57%)	100% (83%)	100%	100% (76%)	100% (71%)	100%	92%	100%
PP	n/a (60%)	n/a (66%)	n/a (63%)	n/a (48%)	50% (71%)	50% (79%)	0% (75%)	0% (60%)	100% (71%)	100%	100% (66%)	100% (56%)	100%	100%	100%
Non PP	86% (72%)	79% (77%)	86% (75%)	71% (61%)	60% (71%)	90% (79%)	50% (75%)	40% (60%)	100% (85%)	100%	100% (82%)	100% (75%)	100%	83%	100%
SEND	0% (34%)	0% (30%)	0% (36%)	0% (18%)	0% (66%)	100% (74%)	100% (70%)	0% (53%)	100% (51%)	100%	100% (46%)	100% (30%)	100%	33%	100%
Non SEND	92% (80%)	85% (86%)	92% (83%)	77% (71%)	64% (74%)	82% (84%)	36% (78%)	36% (62%)	100% (88%)	100%	100% (85%)	100% (79%)	100%	100%	100%
EAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100% (74%)	100%	100% (76%)	100% (65%)	n/a	n/a	n/a
Non EAL	86% (72%)	79% (77%)	86% (75%)	71% (61%)	58% (66%)	83% (74%)	42% (70%)	33% (53%)	100% (82%)	100%	100% (77%)	100% (70%)	100%	86%	100%

	Year 6 Average Scaled Scores			
	Reading	Writing	Maths	SPAG
All	106.7 (106.0)	101.1	104.1 (104.2)	104.1 (104.0)
Boys	108.1 (103.4)	101.7	105.7 (104.4)	104.2
Girls	104.2 (104.9)	100.2	101.2 (104.0)	103.8
PP	n/a (105.3)	n/a	n/a (105.3)	n/a
Non PP	106.7	101.1	104.1	104.1
SEND	85.0 (104.1)	91.0	90.0 (104.2)	94.0
Non SEND	108.4 (105.4)	101.9	105.2	104.8
EAL	n/a (104.1)	n/a	n/a (104.2)	n/a
Non EAL	106.7 (104.1)	101.1	104.1 (104.2)	104.1

Targets for Summer 2018

	Reading	Writing	Maths
Year 6	71%	67%	71%
Year 5	Children who were in the low/middle prior attainment group at KS1 to be expected at the end of the year in Reading, Writing and Maths		
Year 4	77%+	60%+	87%+
Year 2	80%	73%	86%
GDS	26%	33%	33%
Year 1	Phonics: 75%	Year 2	Phonics retake: 100%
Reception	GLD: 87%		

Headlines of the SDP 2017-2018

Leadership and Management	Teaching and Learning	Behaviour, personal development and welfare	Outcomes for pupils
<ul style="list-style-type: none"> • For subject leaders to use assessment information more insightfully to identify whole school priorities for improvement in writing and mathematics (OFSTED Priority) • For governors to have a clear knowledge of data and target setting • To ensure the school is GDPR compliant • To further develop the attainment and progress of learners in receipt of the Pupil Premium (PP) funding 	<ul style="list-style-type: none"> • To continue to develop systems for monitoring pupils' progress in subjects other than English and mathematics so that subject leaders can identify where pupils make good progress and where it needs to be improved. (OFSTED Priority) • To develop a coaching ethos in our school for all teachers to reflect on their own practise. • To evaluate and develop the school assessment policy, providing the children the maximum opportunity to progress and reach their potential • To improve the consistency of marking and feedback across the school • To raise teacher confidence with teacher assessment in maths 	<ul style="list-style-type: none"> • Raise awareness of safeguarding and Keeping Children Safe in Education (KCSiE) through a developed wider curriculum (PSHE, SRE, SEAL, British Values and SMSSC) • To fully embed the THRIVE approach to support development of all staff's professional understanding of children's developmental phase • To build children's resilience with their work and interactions with peers • To provide half termly Speech and Language therapy sessions • To provide children with the knowledge, understanding, skills and attitudes to enable them to make informed decisions about their lives • For the Eco Team to help develop and monitor strategies for saving energy and reducing waste, encouraging recycling and composting as much waste as possible and to think of new ideas the school can be more sustainable • For playtimes and lunchtimes are happy & safe times for children to relax and engage well with physical activity 	<ul style="list-style-type: none"> • To ensure that school targets are at least met and that the school is at least at national for GLD, KS1 and KS2 • Ensure all pupils are making the expected levels of progress in reading, writing and maths • Provide additional support for pupil premium and SEN pupils to ensure they make at least expected progress for their year group.

Priority 1: Effectiveness of leadership and management: leaders and governors have created a culture of high expectations

Priority one will be achieved by:

- a) For subject leaders to use assessment information more insightfully to identify whole school priorities for improvement in writing and mathematics (OFSTED Priority)
- b) For governors to have a clear knowledge of data and target setting
- c) To ensure the school is GDPR compliant
- d) To further develop the attainment and progress of learners in receipt of the Pupil Premium (PP) funding

Success Criteria

- Quality of teaching is highly effective across the school with precise professional development that encourages, challenges and supports
- Leaders knowledge of data is improved and they can explain how the data reflects school performance
- Subject leaders will have a clear understanding of their role and how this impacts on pupil performance
- Subject leaders are more confident in using assessment data to identify school priorities
- The school is GDPR compliant
- Vulnerable learners will make substantial improvement in their progress and in their attainment

Leadership and Management

Objective	Action and by who	Timescales	Resources	Monitoring	Success Criteria
a) For subject leaders to use assessment information more insightfully to identify whole school priorities for improvement in writing and mathematics (OFSTED Priority)	Key subject leaders (KH and KS) to analyse English and Maths data termly and present at staff meeting. KH, KS and SW to meet at least half termly to discuss priorities regarding interventions and action necessary to raise attainment and progress KH and KS to observe lessons and to carry out regular work scrutinies to inform their analysis of the data and to set further action points	Every term	Release time for subject leaders (during FAF) Time spent on training for interventions and facilitating the interventions Staff meeting time	SW and the C&A cmt	<ul style="list-style-type: none"> • Subject leaders will have a clear understanding of their role and how this impacts on pupil performance • Subject leaders are more confident in using assessment data to identify school priorities
b) For governors to have a clear knowledge of data and target setting	Governors to attend ASP training and to gain further understanding about the data which explains schools performance	Summer Term 2018	Governor Training budget	SW and SCC	<ul style="list-style-type: none"> • Leaders knowledge of data is improved and they can explain how the data reflects school performance

c) To ensure the school is GDPR compliant	In his role as Data Protection Officer, KS will carry out an audit to ensure we are compliant and will provide an action plan	KS to carry out the audit by the end of April Our privacy notices and data policy needs to be reviewed and circulated	Cost of training (KS/SW) DHT release time to carry out the audit	SW and P&F cmt	<ul style="list-style-type: none"> The school is GDPR compliant
d) To further develop the attainment and progress of learners in receipt of the Pupil Premium (PP) funding *Equality duty	SW to further develop and implement systems to identify and track disadvantaged pupils. Ensure all staff can identify and understand provision for PP pupils. SW to ensure the funding is used to effectively narrow any gaps in attainment and progress.	Termly C&A meetings	Staff meeting time in preparation for a report to be presented at C&A meetings	SW and C&A cmt	<ul style="list-style-type: none"> Vulnerable learners will make substantial improvement in their progress and in their attainment

Priority 2: Quality of teaching, learning and assessment: The quality of teaching will ensure that no child is under challenged or overlooked	
<p>Priority two will be achieved by:</p> <ol style="list-style-type: none"> To continue to develop systems for monitoring pupils' progress in subjects other than English and mathematics so that subject leaders can identify where pupils make good progress and where it needs to be improved. (OFSTED Priority) To develop a coaching ethos in our school for all teachers to reflect on their own practise. To evaluate and develop the school assessment policy, providing the children the maximum opportunity to progress and reach their potential To improve the consistency of marking and feedback across the school To raise teacher confidence with teacher assessment in maths 	<p>Success Criteria</p> <ul style="list-style-type: none"> ➤ Teachers plan lessons very effectively and the content is progressive and expectations are high ➤ The assessment policy has undergone a full review incorporating Foundation Subjects along with Reading, Writing and Maths ➤ Standards files have been completed for Foundation Subjects and Reading, Writing and Maths ➤ Planning and book scrutinies show differentiated learning to meet the needs of all pupils ➤ Our teachers and support staff are consistently outstanding ➤ Progress of pupils demonstrates the impact of timely and effective feedback marking and timely and appropriate interventions ➤ Teachers will feel more confident in their teacher assessment of maths

Quality of teaching, learning and assessment					
Objective	Action and by who	Timescales	Resources	Monitoring	Success Criteria
<p>a) To continue to develop systems for monitoring pupils' progress in subjects other than English and mathematics so that subject leaders can identify where pupils make good progress and where it needs to be improved. (OFSTED Priority)</p>	<p>Staff meetings dedicated to developing high expectations and subject knowledge for Foundation Subjects. Embed an assessment tool for all foundation subjects Displays reflect current learning and high expectations Standards and moderation files are developed by subject leads. Foundation subjects led by KH as Curriculum Lead. SEO, Governors and external support moderate quality of teaching and learning and assessment policy and procedures termly.</p>	<p>Summer Term staff meetings, reviewed termly Standard and moderation files to be completed by Spring Term 2019</p>	<p>Staff meeting time</p>	<p>SW and C&A cmt</p>	<ul style="list-style-type: none"> ➤ The assessment policy has undergone a full review incorporating Foundation Subjects along with Reading, Writing and Maths ➤ Standards files have been completed for Foundation Subjects and Reading, Writing and Maths ➤ Planning and book scrutinies show differentiated learning to meet the needs of all pupils

<p>b) To develop a coaching ethos in our school for all teachers to reflect on their own practise.</p>	<p>SW to provide a programme of non contact time to enable mentoring/peer coaching/professional development to take place To provide clear guidance to staff through professional development opportunities and modelling of what outstanding teaching looks like To maximise the use of teaching assistants in everyday contexts in the classrooms and through the use of interventions.</p>	<p>Programme to be shared during the Summer Term. Teachers to meet and plan opportunities for collaborative planning and lesson studies. Teachers to report to C&A cmt Spring Term 2019</p>	<p>SW to provide supply</p>	<p>SW and C&A cmt</p>	<p>➤ Our teachers and support staff are consistently outstanding</p>
<p>c) To evaluate and develop the school assessment policy, providing the children the maximum opportunity to progress and reach their potential</p>	<p>SW to lead a full assessment policy review Continue to use Pupil Asset as a tracking system to monitor progress Testing arrangements to be carried out termly using the PIRA and PUMA materials KH to continue to develop foundation subject assessments</p>	<p>Policy review during the Summer Term 2018 Teachers to report on PUMA and PIRA termly</p>	<p>Staff meeting time Cost of Pupil Asset Cost of PUMA and PIRA</p>	<p>SW and C&A cmt</p>	<p>➤ The assessment policy has undergone a full review incorporating Foundation Subjects along with Reading, Writing and Maths</p>
<p>d) To ensure pupils attain the best outcome through targeted and individual support</p>	<p>All staff to consistently use the marking and feedback policy to ensure pupils progress. To support and co coach staff as necessary to mark consistently Collect samples of excellent modelling that is gained through a systematic and sequential lesson and marking and feedback which is proven to impact on children's understanding over a period of lessons. All staff to analyse data and select pupils who are off track to plan appropriate, targeted intervention Regularly review, monitor and measure the impact of interventions Termly pupil progress meetings held to identify pupils who are causing concern.</p>	<p>Daily marking parties Termly Pupil Progress Meetings Teachers to make time to chat and plan with Teaching Assistants regarding interventions</p>	<p>Time</p>	<p>SW and C&A cmt</p>	<p>➤ Progress of pupils demonstrates the impact of timely and effective feedback marking and timely and appropriate interventions</p>

e) To raise teacher confidence with teacher assessment in maths	To work with two other schools in analysing PUMA and PIRA results and to evaluate the impact these are having on our termly and end of year data. KS and SW to attend termly meetings at Rendlesham and Cedarwood Primary School to moderate and discuss teacher assessment in maths	Termly meetings	½ day supply for KS each term	SW & C&A cmt	➤ Teachers will feel more confident in their teacher assessment of maths
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Priority 3: Personal development, behaviour and welfare: For all children to reach their full potential because all of their learning, emotional and pastoral needs are met					
Priority three will be achieved by: <ol style="list-style-type: none"> Raise awareness of safeguarding and Keeping Children Safe in Education (KCSiE) through a developed wider curriculum (PSHE, SRE, SEAL, British Values and SMSSC) To fully embed the THRIVE approach to support development of all staff's professional understanding of children's developmental phase To build children's resilience with their work and interactions with peers To provide half termly Speech and Language therapy sessions To provide children with the knowledge, understanding, skills and attitudes to enable them to make informed decisions about their lives For the Eco Team to help develop and monitor strategies for saving energy and reducing waste, encouraging recycling and composting as much waste as possible and to think of new ideas the school can be more sustainable For playtimes and lunchtimes are happy & safe times for children to relax and engage well with physical activity 		Success <ul style="list-style-type: none"> ➤ Safeguarding continues to be effective ➤ Children continue to behave in an exemplary way in lessons and during unstructured times ➤ All vulnerable pupils to be base lined in THRIVE ➤ Teachers use their knowledge to remove barriers to learning with all children accessing quality first teaching in the class. ➤ Staff have improved their knowledge of the range of needs on class and planning shows effective differentiation that meets the needs of all groups of learners ➤ All children are motivated and engaged ➤ Children will have improved their understanding of issues around emotions, health and mental well being ➤ Staff will have used common language around British Values and our 6 Rs, this is embedded throughout our curriculum ➤ Children demonstrate our ^R values in attitudes to learning and to each other ➤ Playtimes/ lunchtimes are happy & safe ➤ •Children are engaged with a range of physical activity 			
Personal development, behaviour and welfare					
Objective	Action and by who	Timescales	Resources	Monitoring	Success Criteria
a) Raise awareness of safeguarding and Keeping Children Safe in Education (KCSiE) through a developed wider curriculum (PSHE, SRE, SEAL, British Values and SMSSC)	Refresh all staff training in E-Safety policy Ensure teachers plan for regular teaching on E safety in line with scheme of work and whole school curriculum Involve pupils directly in feedback relating to E Safety School Disseminate information to parents and communicate regularly with them regarding online safety Governor to have Safer Recruitment training	Whole staff safeguarding training April 2018 Staff meeting to audit linking E safety to PSHE, SRE and other curriculum areas	Cost of Safer Recruitment training Staff meeting time	SW and TM (Safeguarding Governor)	<ul style="list-style-type: none"> ➤ Safeguarding continues to be effective

<p>b) To fully embed the THRIVE approach to support development of all staff's professional understanding of children's developmental phase</p>	<ul style="list-style-type: none"> • Introductory CPD session "What is Thrive" • CPD sessions for all staff to develop understanding of the principles of THRIVE including implementation of Vital Relational Functions (VRFs: over several sessions to cover all development stages) • Implement screening of vulnerable pupils across school • Establish 1:1 sessions between staff and Thrive Practitioners 	<p>SW to liaise with ML to arrange timescales, probably commencing Autumn 2018</p>	<p>£2000 for THRIVE training</p>	<p>SW and FGB</p>	<ul style="list-style-type: none"> ➤ All vulnerable pupils to be base lined in THRIVE All staff to have basic knowledge of THRIVE Nurture to trial intervention analysis
<p>c) To build children's resilience with their work and interactions with peers</p>	<p>Lesson observations, book scrutiny, planning and learning walks demonstrate at least good quality first teaching, which is effectively differentiated to meet the need of all learners. Working walls support and challenge learning in English and maths Each classroom reflects current learning to maximise outcomes, motivate and engage all learners</p>				<ul style="list-style-type: none"> ➤ Teachers use their knowledge to remove barriers to learning with all children accessing quality first teaching in the class. ➤ Staff have improved their knowledge of the range of needs on class and planning shows effective differentiation that meets the needs of all groups of learners ➤ All children are motivated and engaged
<p>d) To provide half termly Speech and Language therapy sessions</p>	<p>SW to sign a contract with Communicate to provide half termly sessions for EHC plan children and other children with significant Speech and Language need</p>	<p>First assessment day on Thursday 26th April</p>	<p>£1500 cost of a SALT for the financial year. Half day visit every half term Cost of specialist TA SALT training</p>	<p>SW</p>	<ul style="list-style-type: none"> ➤ Children will have their Speech and Language needs met

e) To provide children with the knowledge, understanding, skills and attitudes to enable them to make informed decisions about their lives	Staff meeting to develop staff awareness and understanding of British Values in our school. TO embed the principles of our PSHE policy across the curriculum, exploiting all opportunities To refresh our 6 Rs in September to ensure all children understand and see the benefit of them	Staff meeting in the Summer Term Assembly in September and displays around the school highlight 6 Rs	Staff meeting time and teacher planning time	SW	<ul style="list-style-type: none"> ➤ Children will have improved their understanding of issues around emotions, health and mental well being ➤ Staff will have used common language around British Values and our 6 Rs, this is embedded throughout our curriculum ➤ Children demonstrate our ^R values in attitudes to learning and to each other
f) For the Eco Team to help develop and monitor strategies for saving energy and reducing waste, encouraging recycling and composting as much waste as possible and to think of new ideas the school can be more sustainable	The Eco Team hold regular meetings, involving staff members and parents Eco team members to think of new initiative to raise the profile of environmental and sustainable ideas Hold Eco Team projects throughout the year to improve our understanding of recycling, reducing and reusing <i>See list of Eco Team Priorities</i>	Termly Eco Team meetings Betsy to add to the termly calendar Consider reapplying for Green Flag 2018/2019	Eco Team budget Cost of Green Flag application	SW and Premises cmt	<ul style="list-style-type: none"> ➤ To ensure that Waldringfield Primary School sustains it's efforts in being an "eco-friendly" school
g) For playtimes and lunchtimes are happy & safe times for children to relax and engage well with physical activity	Undertake pupil survey [through school council] to establish pupil needs / opinions about play/lunchtime provision •Consider 'themed' days e.g. scooter Friday to encourage physical activity (dependent on pupil feedback) • Establish regular 'supervision style' meetings MDSAs	Pupil feedback to occur during Summer Term 2018 Review of playground equipment/ activity as a result of feedback	Approach WSA for funding? Use of PE premium to further improve our opportunities for physical activity	SW	<ul style="list-style-type: none"> ➤ Playtimes/ lunchtimes are happy & safe ➤ •Children are engaged with a range of physical activity

Priority 4: Outcomes for pupils: ensure that the pupils are making good progress towards meeting or exceeding the expected attainment for their age and starting points					
Priority four will be achieved by:			Success Criteria		
<ul style="list-style-type: none"> a) To ensure that school targets are at least met and that the school is at least at national for GLD, KS1 and KS2 b) Ensure all pupils are making the expected levels of progress in reading, writing and maths c) Provide additional support for pupil premium and SEN pupils to ensure they make at least expected progress for their year group. 			<ul style="list-style-type: none"> ➤ School targets will be met (see pg 7) ➤ Pupils will demonstrate resilience when faced with challenging learning and assessment situations ➤ Pupils will be well prepared for the next stage of their education. ➤ Almost all children make at least expected progress in relation to their age and starting points. ➤ Those at risk of underachievement are accurately identified and the interventions used are effective in accelerating progress as shown through termly Pupil Progress meetings and tracking. ➤ Pupils' work shows high expectations of progress and attainment. 		
Outcomes for pupils					
Objective	Action and by who	Timescales	Resources	Monitoring	Success Criteria
<ul style="list-style-type: none"> a) To ensure that school targets are at least met and that the school is at least at national for GLD, KS1 and KS2 b) Ensure all pupils are making the expected levels of progress in reading, writing and maths 	<p>Termly work and planning scrutinies to ensure necessary pitch and challenge in all year groups to enable progress. Use staff meetings to share good practice and how to use it effectively to plan and assess in each class. All staff trained in data analysis and Pupil Asset reports to look at pupil progress and attainment to target under achieving pupils. Termly summative assessment analysed by class teachers to identify children not making progress. Termly pupil progress meetings for Maths and English with further review of impact. Pupils not making progress or slow progress will be monitored. Teachers to refer children whose progress is causing concern and work with them to determine any barriers to learning through early identification, advice and support</p>	<p>Each term PIRA and PUMA testing weeks to be planned in line with teacher assessment data collection</p>	<p>Cost of PUMA and PIRA and annual Pupil Asset licence Staff meetings and teacher time</p>	<p>SW and C&A cmt</p>	<ul style="list-style-type: none"> ➤ School targets will be met (see pg 7) ➤ Pupils will demonstrate resilience when faced with challenging learning and assessment situations ➤ Pupils will be well prepared for the next stage of their education. ➤ Almost all children make at least expected progress in relation to their age and starting points.

<p>c)Provide additional support for pupil premium and SEN pupils to ensure they make at least expected progress for their year group. *Equality duty</p>	<ul style="list-style-type: none"> ● SPLD diagnostic tests to be used and teachers trained to support early identification of barriers to learning. ● Continued development of effective pupil progress meeting each term. ● Pupil focused observations, work scrutiny and interviews conducted for children identified in PPM meetings and those in vulnerable groups. ● All observations of teachers and support staff to comment on progress of vulnerable pupils in lessons. ● Interventions for Maths and Writing to be investigated and developed. ● Pupils identified as stuck, making slow progress or falling behind in PPM meetings to be the focus of work scrutinies, pupil focused observations 	<p>SW to use SPLD test during Summer Term on all SEND children KH and KS to undertake termly work scrutinies Termly lesson observations as detailed in the termly calendar</p>	<p>Loan of SPLD diagnostic tests Use of FAF release time</p>	<p>SW and C&A cmt</p>	<ul style="list-style-type: none"> ➤ Those at risk of underachievement are accurately identified and the interventions used are effective in accelerating progress as shown through termly Pupil Progress meetings and tracking. ➤ Pupils' work shows high expectations of progress and attainment.
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