

School Development Plan 2017



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.
- Since the last OFSTED inspection in September 2013 the most significant change has been the appointment of a Deputy Headteacher. Including the deputy headteacher 3 out of the 4 full time class teachers are new to the school.
- 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 (Autumn Term 2016) 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.
- 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.
- The school makes use of the expertise of a special school.
- Pupils are taught in four classes. Three are mixed-age classes, but EYFS pupils are taught as a single year group.

	EYFS data											
	Expected + (national)				GLD (national)				Average			
	2016	2015	2014	2013	2016	2015	2014	2013	2016	2015	2014	2013
Listening, Attention Understanding	86% (86)	100%	82%	93%	79% (69%)	80% (66%)	53% (61%)	64% (35%)	36/2.1	36/2.1	31/1.8	35/2.0
Reading	86% (77)	93%	64%	86%								
Writing	79% (73)	86%	45%	86%								
Number	86% (79)	93%	64%	100%								
Shape and Space	86% (82)	100%	64%	100%								

Year 1	Year 1 % of pupils who achieved WA in the phonics check (national % in brackets)			
	2016: 14 children	2015: 15 children	2014: 15 children	2013: 11 children
All	86% (81%)	60% (77%)	73% (74%)	27% (69%)
Boys	75% (77%)	38% (73%)	63% (70%)	20% (65%)
Girls	90% (84%)	86% (81%)	86% (78%)	33% (73%)
PP	0% (70%)	33% (65%)	n/a (61%)	0% (56%)
Non PP	92% (83%)	75% (79%)	73% (77%)	30% (72%)
SEND	0% (46%)	0% (42%)	50% (40%)	0% (34%)
Non SEND	92% (86%)	82% (83%)	77% (81%)	38% (76%)
EAL	n/a (80%)	100% (76%)	n/a (74%)	n/a (69%)
Non EAL	86% (81%)	57% (77%)	73% (75%)	27% (69%)

Year 2	Year 2 % of pupils who were working at the expected level/ or 2b+ prior to 2016 (national % in brackets)												
	2016: 15 children				2015: 16 children			2014: 16 children			2013: 14 children		
	Reading	Writing	Maths	RWM	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
All	73% (74%)	60% (66%)	87% (73%)	60%	94% (82%)	69% (72%)	94% (82%)	56% (81%)	44% (70%)	75% (80%)	93% (79%)	79% (67%)	86% (78%)
Boys	62% (70%)	38% (59%)	87% (72%)	38%	89% (88%)	56% (83%)	89% (91%)	43%	43%	86%	93%	88%	88%
Girls	86% (78%)	86% (73%)	86% (74%)	86%	100% (93%)	86% (92%)	100% (94%)	67%	44%	66%	100%	60%	80%
PP	66% (78%)	33% (37%)	66% (77%)	33%	n/a (84%)	n/a (79%)	n/a (87%)	0%	0%	0%	80%	0%	0%
Non PP	75% (78%)	66% (70%)	92% (77%)	75%	94% (93%)	69% (91%)	94% (95%)	60%	47%	80%	92%	92%	100%
SEND	0% (74%)	0% (65%)	50% (73%)	0%	50% (64%)	50% (55%)	50% (73%)	0%	0%	0%	66%	0%	33%
Non SEND	100% (82%)	82% (73%)	100% (80%)	82%	100% (96%)	71% (95%)	100% (98%)	64%	50%	86%	100%	100%	91%
EAL	100% (74%)	100% (65%)	100% (73%)	100%	n/a (98%)	n/a (85%)	n/a (91%)	n/a	n/a	n/a	n/a	n/a	n/a
Non EAL	71% (74%)	57% (65%)	86% (73%)	57%	94% (91%)	69% (88%)	94% (93%)	56%	44%	75%	93%	79%	86%

Year 6	Year 6 % of pupils who were working at the expected level/ or 4b+ prior to 2016 (national % in brackets)													
	2016: 12 children				2015: 15 children				2014: 14 children			2013: 11 children		
	Reading	Writing	Maths	RWM	Reading	Writing	Maths	RWM	Reading	Writing	Maths	Reading	Writing	Maths
All	58% (66%)	83% (74%)	42% (70%)	33% (53%)	100% (89%)	100% (87%)	100% (87%)	100% (69%)	100% (89%)	86% (85%)	100% (86%)	100%	82%	100%
Boys	60% (62%)	80% (68%)	60% (70%)	40% (50%)	100% (78%)	100%	100% (78%)	100% (67%)	100%	50%	100%	100%	75%	100%
Girls	57% (70%)	86% (81%)	29% (70%)	29% (57%)	100% (83%)	100%	100% (76%)	100% (71%)	100%	92%	100%	100%	100%	100%
PP	50% (71%)	50% (79%)	0% (75%)	0% (60%)	100% (71%)	100%	100% (66%)	100% (56%)	100%	100%	100%	100%	0%	100%
Non PP	60% (71%)	90% (79%)	50% (75%)	40% (60%)	100% (85%)	100%	100% (82%)	100% (75%)	100%	83%	100%	100%	90%	100%
SEND	0% (66%)	100% (74%)	100% (70%)	0% (53%)	100% (51%)	100%	100% (46%)	100% (30%)	100%	33%	100%	100%	0%	100%
Non SEND	64% (74%)	82% (84%)	36% (78%)	36% (62%)	100% (88%)	100%	100% (85%)	100% (79%)	100%	100%	100%	100%	100%	100%
EAL	n/a	n/a	n/a	n/a	100% (74%)	100%	100% (76%)	100% (65%)	n/a	n/a	n/a	n/a	n/a	n/a
Non EAL	58% (66%)	83% (74%)	42% (70%)	33% (53%)	100% (82%)	100%	100% (77%)	100% (70%)	100%	86%	100%	100%	82%	100%

Year 6 2016: 12 children	Year 6 Average Scaled Scores			
	Reading	Writing	Maths	SPAG
All	100.3 (102.6)	102.7	99.0 (103.0)	101.2 (104.0)
Boys	100.8 (101.8)	100.6	100.6 (103.3)	98.4 (103.0)
Girls	99.8 (103.4)	104.1	97.8 (102.8)	103.1 (105.0)
PP	97.5 (103.8)	97	97.5 (104.1)	99.5 (105.0)
Non PP	100.8 (104.8)	103.8	99.3 (104.1)	101.5 (105.0)
SEND	95.0 (102.6)	103.0	100.0 (103.0)	99.0 (104.0)
Non SEND	100.7 (103.8)	102.6	98.9 (104.1)	101.3 (105.3)
EAL	n/a	n/a	n/a	n/a
Non EAL	100.3 (102.6)	102.7	99.0 (103.0)	101.2 (104.0)

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.
- 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.

Priorities

In order to realise the vision we have identified priorities based on the four areas of the Ofsted evaluation schedule:

- 1) **Effectiveness of leadership and management:** leaders and governors have created a culture that enables pupils and staff to excel. To be OFSTED ready. To ensure the school is prepared for the next inspection and to work towards an outstanding judgement
- 2) **Quality of teaching, learning and assessment:** The quality of teaching will ensure that no child is under challenged or overlooked
- 3) **Personal development, behaviour and welfare:** pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- 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 1: **Effectiveness of leadership and management:** leaders and governors have created a culture that enables pupils and staff to excel. To be OFSTED ready. To ensure the school is prepared for the next inspection.

Priority one will be achieved by:

- a) To develop the quality of leadership and management across the school
- b) To embed rigorous systems that are used to inform the school's self-evaluation and identification of future areas of development
- c) To develop distributed leadership to ensure high expectations, high quality leadership and high standards
- d) To continue to develop high levels of governance to provide appropriate support and challenge

Success Criteria

- Leaders are committed to setting high expectations and are unwavering in their commitment to this.
- Staff are reflective about how they teach and feel fully involved in their own professional development. They support other colleagues by sharing expertise.
- Effective deployment of staff and resources ensure excellent outcomes for all groups
- Governors lead their actions on a clear understanding of the school's performance, and of school development. They systematically challenge senior leaders on issues that relate to pupil outcomes.
- Performance management is used to encourage, challenge and support teachers' /leaders' improvement resulting in highly effective teaching and leadership across the school.
- All staff with leadership responsibility and/or subject expertise work collaboratively to secure a broad and balance curriculum that inspires pupils to learn.
- Key leaders and managers, including those responsible for governance, have high ambitions for the pupils and lead by example. They lead their actions on a clear understanding of the school's performance, and of staff and pupils' skills and attributes.
- Policies and procedures are consistently applied, particularly in relation to behaviour, e-safety and the curriculum
- Outcomes for pupils, in all groups, will compare favourably with national information. All make at least expected progress in relation to national. The proportion of children making better than expected progress meets or exceeds national figures.
- Governors have developed a full range of ways to check directly and independently on how well the school is tackling its areas for improvement

Leadership and Management

Objective	Action and by who	Timescales	Resources	Monitoring	Success Criteria
1a) To develop the quality of leadership and	Use annual parent questionnaire during the Summer Term to understand the effectiveness of the school	By July 2017	Time to prepare and circulate questionnaire Time to analyse responses	Summary of responses for governors Autumn Term meeting	School leaders and governors will understand the school's effectiveness and recognise areas for development

management across the school	Use performance management to lead to professional development that encourages, challenges and supports teachers' improvement	Annual cycle of PDRs	Release time for attendance on courses Cost of staff training (NPQH and National SENCo Award)	Review documents relating to PDRs Performance management records Lesson observations	School staff feel supported in developing their professional skills
	Safeguarding is effective	Ongoing Annual audit	Cost of DSL training and ADSL refresher training Supply	Annual safeguarding audit data Termly report to governors Training records	Pupils will be safe Staff will know how to keep pupils safe and how to recognise those at risk
	Create a climate in which teachers are motivated to take risks and innovate to improve learning for their pupils	Ongoing	None	Lesson observations Learning walks Pupil perceptions	Teaching will be more innovative Teachers will feel able to try out new ideas with their classes Pupils' learning will improve
1b) To embed rigorous systems that are used to inform the school's self-evaluation and identification of future areas of development	SW and KS to rigorously monitor teaching and data	At least termly	DHT release time	Monitoring records Performance data Link to Pupil Premium Strategy	School's self-evaluation and future development plan will be based on sound observations and data
	Rigorous monitoring of provision through observation of interventions and data analysis	Termly	None		
	Analysis of pupil progress data	Half termly	None		
1c) To develop distributed leadership to ensure high expectations, high quality leadership and high standards	SW to mentor middle leaders, giving them opportunities to observe and feedback on lessons	Termly	Release for observations	Subject leader observation records Subject development plans and resulting impact statements	Middle leaders will know what the standards of their subject are across the school and will be able to talk with understanding about the progression of their subject
	Middle leaders to audit their subject and review their subject development plan termly	Termly	None	Subject leaders to write summary for inclusion on HT report to governors Subject audit and action plans	
1d) To continue to develop high levels of governance to provide appropriate support and challenge	Governors to work closely with school staff to develop an open professional relationship	Ongoing	None	Governor OFSTED booklet Governor training records Governor visit reports/ monitoring records Minutes from	Governors will feel confident that they have an accurate understanding of the school's work Governors will be able to challenge the school leaders to ensure provision for pupils is at least good Governors will have a good understanding of the school's data and how Pupil Premium

				governor meetings Pupil Premium and Sports Premium Strategy	and Sports Premium are spent
Impact					

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 improve the quality and effectiveness of questioning, marking and feedback to ensure it has a direct impact upon outcomes for children To ensure all teaching is consistently good and both teacher and pupil expectations are high To ensure that assessment is robust To further develop the role of middle leaders. 	<p>Success Criteria</p> <ul style="list-style-type: none"> ➤ Marking will be high quality and will provide constructive next steps for learning in all subjects ➤ EYFS outcomes will compare favourably with national outcomes ➤ All year groups will achieve the termly targets for expected and better than expected ➤ High outcomes for maths and writing are evident in display ➤ Teachers show deep knowledge and understanding of the subjects they teach ➤ Teachers use questioning highly effectively and demonstrate understanding of the ways pupils think. ➤ Teachers embed reading, writing and communication and, where appropriate, mathematics across the curriculum ➤ Teachers provide sufficient time for pupils to embed their knowledge, understanding and skills securely. ➤ Phonics teaching is highly effective, enabling children to tackle unfamiliar words ➤ Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners and thrive in lessons. ➤ Pupils are eager to know how to improve their learning and they make the most of opportunities to use feedback to improve ➤ Pupil take pride in their work and their efforts are valued by teachers.

Quality of teaching, learning and assessment					
Objective	Action and by who	Timescales	Resources	Monitoring	Success Criteria
2a) To improve the quality and effectiveness of questioning, marking and feedback to ensure it has a direct impact upon outcomes for children	Provide opportunities for peer observation and lesson studies SW to factor pairings into the termly planner	One pair a term	Supply cover	Lesson observations Learning walks Monitoring reports Termly tracking data	Teaching will be consistently good
	Moderation of work at staff meetings	One a half term	Staff meeting time	Termly planner	Feedback is effective in improving pupils' outcomes Marking and feedback policy is being adhered to consistently Marking always develops learning successfully with clear "next steps" which are followed up and misconceptions being addressed.
	Feedback from termly planner (monitoring cycle)	Half termly	Staff meeting time	Termly planner	Teachers will understand how to improve pupils attainment
	Target setting (sharing targets from literacy and numeracy books) process with children and PPM	Termly	Staff meeting time	Termly tracking data HT report to governors	Teachers will be more confident in setting and meeting challenging targets for their pupils

2b) To ensure all teaching is consistently good and both teacher and pupil expectations are high	Monitoring of lessons through observations, planning and marking	Termly lesson observations as per termly planner	KS release for him to observe with SW	Feedback forms, HT report to governors	All teaching will be at least good
	Provide opportunities for peer observations and lesson studies	One pair a term	Supply costs	Monitoring reports and feedback from staff	There will be a school ethos of collaboration and support All teaching will be at least good
	Develop active teaching pedagogies that can be used across the curriculum to improve participation and outcomes	At least Termly	£750 (training for 2 teachers) + supply costs	Staff meeting notes and reports to FGB Lesson observations	A transformation in learning attitudes – with very high levels of engagement and children able to apply their skills to more complex texts and make cross curricular links.
	Use of new computing resources to enhance teaching and to motivate and challenge pupils further	Ongoing from when new hardware has been purchased	Cost of hardware *see Computing SDP	Lesson observations Learning Walks Pupil perceptions Impact of computing SDP	The use of the new hardware will improve the quality of teaching Pupils will be more engaged in their learning
	Ensure that differentiation (through the Chilli Challenges and including questioning) provides challenge for all pupils	Ongoing	None	Data analysis End of KS results Lesson observations and work scrutiny	More pupils will make better than expected progress
	Identify barriers to learning for vulnerable pupils and to implement provisions to overcome them	Refer to Pupil Premium Strategy			Pupils in vulnerable groups will make increased progress More able children in vulnerable groups will achieve greater depth
2c) To ensure that assessment is robust	Develop a system for the tracking of achievement for Foundation Subject skills	During Summer Term 2017, ready for Autumn Term 2017	DHT release time	Tracking/ Assessment grids	Teachers will be able to track attainment of foundation subject essential skills across the school.
	Assessment needs to be more robust with clear links between what pupils can do and the level of attainment they have reached, ensuring knowledge/skills 'gaps' are addressed.	Develop during Autumn Term 2017	Staff meeting in the Autumn Term to share a more refined cycle of learning, assessment and review PPM meetings	Foundation Stage Assessment grids and termly data collection	Teachers will be more accurate in summative and formative assessments and use these to address gaps Monitoring of systems, such as assessment, marking and feedback and lesson observations will be more robust and demonstrate clearer links between action and impact.

2d) To further develop the role of middle leaders.	Middle leaders to evaluate their subject development plans termly and write a report which SW can include in her HT report to governors	From Summer Term 2017	Staff meeting time and time with SW	Termly data collection Work scrutiny	Middle leaders to be able to communicate the impact their work is having on pupil outcomes
	English and Maths leads to meet with SW to analyse termly data including PIRA and PUMA				

Impact

Priority 3: **Personal development, behaviour and welfare:** pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.

Priority three will be achieved by:

- To promote self-responsibility, respect and tolerance for others as part of pupils' spiritual, moral, social and cultural development
- To improve whole school attendance
- To develop pupils' attitudes and resilience to learning
- To promote the personal development and well-being of pupils through work in school with individuals, families and outside agencies
- To develop "behaviour for learning" to a consistently high standard to ensure any low level disruption is eradicated

Success Criteria

- The progress of disadvantaged and SEND children matches or is improving towards that of other pupils.
- The number of reported incidents has been reduced
- Pupils are confident in staying safe from abuse and exploitation
- Staff training is up to date
- All individuals that work in the school are equipped with the necessary information to tackle any concerns
- Numbers of reported lunchtime incidents is reduced
- Children can explain accurately and confidently how to keep themselves healthy, they have an age appropriate understanding of healthy relationships
- Absence levels have been reduced
- Learning environments and shared areas remain focussed and tidy

Personal development, behaviour and welfare

Objective	Action and by who	Timescales	Resources	Monitoring	Success Criteria
3a) To promote self-responsibility, respect and tolerance for others as part of pupils' spiritual, moral, social and cultural	PSHE lessons will ensure pupils will understand the social and emotional aspects of learning	Ongoing: weekly	Refer to PSHE SDP	Pupil perceptions Lesson observations Learning Walks Foundation Subject Skills assessment grid to track progress of	Pupils will demonstrate self-responsibility and respect for others

development				PSHE skills	
	School assemblies will promote a sense of community and recognition of British values	Ongoing: daily	None	Assembly termly planner	Pupils will recognise their role as part of the school and wider community
	Pupils will be encouraged to take on responsibilities: Eco team members, school councillors, sports leaders, playtime buddies, monitors etc	Ongoing	Cost of badges	Pupil perceptions Staff feedback	Pupils will be active in taking responsibility for the organisation of their school and their classroom
3b) To improve whole school attendance	Analyse and present data regarding attendance over the last three years so that improvements can be clearly seen and the effectiveness of actions taken reviewed.	Asap	EWO meeting time with SW and parents Late letters and PA letters sent to parents	C&A cmt HT termly report to governors Record of letters sent to parents Record of EWO visits Fortnightly newsletters to continue to report on % attendance and punctuality	Weekly attendance will be greater than 96% By Spring Term 2018 an improvement will be seen in the number of Persistent Absences
	Along with the EWO, vigorous action needs to be taken with a small group of pupils who have long term persistence absence	Termly			
3c) To develop pupils' attitudes and resilience to learning	Create a climate where risk-taking in learning is promoted	Asap	None	Lesson observations Learning walks Pupil perceptions	Pupils will have a go at answering questions and will be more active in lessons Pupils undertake tasks with greater challenge Problem solving and collaborative skills will be improved
	Feedback to pupils (both written and verbal) will recognise the positives and give clear guidance on improvement	Ongoing	None	Work/ marking scrutiny Pupil perceptions Lesson observations	Pupils will feel positive about their achievements Pupils will understand how to improve their work in order to achieve the required standard
3d) To promote the personal development and well-being of pupils through work in school with individuals, families and outside agencies	Work with professional colleagues to identify pupils (and families) at risk	Ongoing	Cost of CISS, Gemstones, ArtWorks and Martin Limb	SEND records/ CAF/ records PP strategy analysis Feedback from parents/ children	Pupils will demonstrate good self-esteem and mental well being
	Support individuals and families through mentoring and counselling	Refer to Pupil Premium Strategy			Pupil and Parent feedback
3e) To develop "behaviour for learning" to a consistently high	SW to carry out an audit of learning behaviours using QCA questionnaire early in the Summer Term	First half of Summer Term	None	Results from audit	Staff will be able to use the audit data to prioritise actions

standard to ensure any low level disruption is eradicated	Checklist on display in all teaching areas to highlight low level disruptive behaviour and the consequence of such behaviour	Audit repeated during the Autumn Term	None	HT termly report to governors Lesson observations	Low level disruptions are eradicated
Impact					

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		
a) Identifying pupils who are not making expected or better progress and intervening effectively to accelerate their learning and resolve underachievement promptly b) To ensure a greater proportion of children achieve greater depth in writing at the end of Y2 c) To improve levels of attainment and progress in reading d) To improve levels of attainment and progress in maths			<ul style="list-style-type: none"> ➤ Pupils will be able to articulate their knowledge and understanding clearly in an age-appropriate way. They will hold thoughtful conversations about them to each other and to adults. ➤ 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
4a) To ensure that children who are not making expected progress are targeted and interventions are effective	Using the half termly assessment system, the headteacher will have at least termly pupil progress (PPM) staff meetings Teachers to provide half termly assessments SW to analyse PPM to be planned on the staff meeting calendar termly	Half termly	Staff meeting time	SW and C&A cmt	The numbers of children who are making slow progress is reduced
4b) To ensure a greater proportion of children achieve greater depth in writing at the end of Y2	KS1 staff to provide pupils with increased opportunities for writing across the curriculum FK to plan for extended writes FK to analyse and assess work appropriately	By data collection Summer 2017	Writing area resources and display	SW during the Summer Term	The % of children achieving GDS in writing at KS1 is in line with national (at least 15%)
	Children in KS1 will be joining up their handwriting	Summer 2017	Pens, handwriting resources	SW	The number of children in KS1 with a pen licence will have increased
	For EYFS and KS1 staff to use accurate Afi to identify the gaps in learning	During the Summer Term 2017 but ongoing throughout	KM and FK to meet to discuss expectations for writing by the end of KS1 and identify gaps in	SW	Gaps will have been identified and children will be making progress in their writing

		Autumn 2017	the children's learning		
4c) To improve levels of attainment and progress in reading	Each class to have books that reflect the age and the learning of their class, in an attractive and inviting reading areas All class teachers to plan more attractive reading areas in their rooms	In readiness for Autumn 2017	Classroom budgets to improve reading areas	SW and C&A cmt Learning walks Pupil perception interviews Lesson observations	Pupils will be reading a wider range of books within the classroom
	Raise the profile of the library to encourage and love of reading	Ongoing	Library laptop software? Library electrical socket? Ongoing cost of books and resources for the library? Advice from the Schools Library Service	Pupil perception Learning walks	During learning walks in the Spring Term 2018 the library areas is being utilised and enjoyed by the whole school
	To improve on last year's reading attainment at KS2 SATS KH to provide opportunities for children to infer/deduce from text and to speed read for skimming and scanning	By June 2017		Lesson observations and guided reading session notes	Most pupils will achieve the expected standard in reading at KS2 (>national)
	PIRA: To see an increase in the aggregate Standardised Score of each year group over three terms Class teachers to mark tests and KM/SW to analyse results	Throughout Summer, Autumn and Spring Term 2017/2018	Cost of PIRA tests	SW and KM SW to report on PIRA SS on her termly HT report	Average SS termly score for each year group has increased
4d)To improve levels of attainment and progress in maths	PUMA: To see an increase in the aggregate Standardised Score of each year group over three terms Class teachers to mark tests and KS/SW to analyse results	Throughout Summer, Autumn and Spring Term 2017/2018	Cost of PUMA tests	SW and KS SW to report on PIRA SS on her termly HT report	Average SS termly score for each year group has increased
	Develop and embed technical vocabulary in mathematics across the school. KS to lead a staff meeting in the Summer Term	Summer term 2017	Staff meeting time/ Maths vocabulary displays in all classrooms	Learning walks Lesson observations and pupil perceptions	When talking to children they are using correct mathematical vocabulary and all staff are confident in the subject specific vocabulary used.
	To improve on last year's maths attainment at KS2 SATS High quality maths teaching is taking place across the school	By June 2017		Lesson observations and guided reading session notes	Most pupils will achieve the expected standard in maths at KS2 (>national)

Subject Development Plan – Maths					
Objectives	Action and by who	Timescales	Resources	Monitoring	Success Criteria
<p>More challenge and higher expectations in Maths lessons.</p> <p><i>Children need to be challenged in their learning through appropriate next step marking and use of chilli challenges.</i></p> <p><i>There needs to be a higher expectation of the amount of work produced and the quality of work.</i></p>	<p>Ensure next step marking provides a greater depth of challenge</p> <p>= All teachers</p>	<p>Spring term 2017 (Maths observations + book scrutiny)</p> <p>6.2.17 - 7.2.17</p>	<p>-KPIs</p> <p>-Use of Mastery/challenge cards (Twinkl)</p>	<p>KS + SW</p> <p>BT (Governor)</p>	<p>-All teachers provide appropriate and focussed feedback to children</p> <p>-Feedback is developmental, showing a greater level of challenge</p> <p>-Children are challenged on simple errors (such as number reversal in KS2)</p>
<p>More pace and timekeeping in assessments.</p> <p><i>Children should reach Year 6 with experience of how to sit a timed test and become more familiar with problem solving and multi-step questions.</i></p>	<p>PUMA tests from Yr1 to Yr6 completed at the end of each term.</p> <p>Reception children to sit test in July.</p>	<p>Summer 2017 (3 PUMA tests completed by this time)</p>	<p>PUMA tests (approx. £500 per year)</p>	<p>KS to analyse the results of each test.</p> <p>Share findings with teachers in staff meetings.</p>	<p>-Most Children achieve a standardised score of 100 or more.</p> <p>-Staff more confident in their end of term assessments.</p> <p>-Children complete assessments within the given time.</p>
<p>Ensure full coverage of Maths curriculum (Number, operations, fractions, measures, geometry, statistics +problem solving)</p> <p><i>Teachers need to give enough coverage of all maths strands and use assessments to inform planning and areas of weakness.</i></p>	<p>KS to do book scrutiny every term.</p> <p>KS to review results of PUMA assessments.</p>	<p>Summer 2017</p>	<p>PUMA tests</p> <p>PUMA curriculum maps</p>	<p>KS + SW</p> <p>BT (Governor)</p>	<p>-Children achieve across all maths strands. Shown through PUMA tests.</p> <p>-Work in books is varied and shows full coverage</p>
<p>Children to become more familiar with proper mathematical vocabulary.</p>	<p>KS to provide teachers with the vocabulary for each year group.</p>	<p>Spring 2017</p>	<p>Mathematical vocabulary cards to display in classrooms</p>	<p>KS</p>	<p>-Every class to have maths vocabulary on display.</p>
<p>Impact</p> <p>6th and 7th February Work scrutiny, more challenging next steps in marking is necessary. Extra Hot is evident throughout the school</p> <p>PUMA last week in June. KS to take sample of test paper (three terms worth) and pace and time keeping.</p> <p>From September 2017 all classes to follow PUMA coverage (medium term plan)</p> <p>Mathematical vocabulary evident in classrooms and in observed lessons.</p> <p>Staff meeting 12th June 2017 review of subject plans</p>					

Resources: new £1 coins,

Subject Development Plan - English					
Objectives	Action and by whom	Timescales	Resources	Monitoring	Success Criteria
To better support pupils in Year 1 who are working at the beginning of phase 3 on consonant digraphs (and those in Year R who are continuing to find imbedding these difficult	Teach Y1 pupils with the reception pupils who are focusing on these sounds – KM SL FK <i>This is underway, though we are currently focusing on sounds at the end of phase 2 because these are not secure.</i>	Begin during Spring 2	No additional resources	Assess sounds known and words children are able to read using resources for EYFS from before the holiday	Pupils increase GPC recognition, word reading and writing
	Workshops for parents to build on initial workshops offered when children first joined the school, and aimed at helping parents to better support their children <i>Begin initially with an information sheet which gives terminology</i>	As above	Time to create resources		Parental responses show increased confidence
To ensure that sentence types continue to be taught consistently and effectively across the school	Introduce, where appropriate into Year R, so that children get used to these and there is not a dip in Year 1 KM Where children are securely writing sentences we need to begin to introduce connective and, then moving onto BOYS sentences	As above	Already made for Year 1 and 2 – select which should be used		To be established after initial research
	Book sample weekly – needs to begin next week, once PE man is settled and I don't need to see him anymore.	As above	Time	Weekly book samples	Work scrutinies show sentence types continue to be referenced in marking, success criteria and are present in children's work
To promote a love of reading	Reading with your child, from R to 6 Find out how frequently reading at home is happening and look for ways to promote – reading workshops, information for parents, incentives, social media – eg Twitter – unusual places to read etc... KM – could do with spending some time just hearing readers	End Summer 1	Time to carry out research and look at reading diaries	Gather in diaries – a class at a time – complete	Cannot be written until we establish how frequently children are reading

	Continue to develop library – expand lending system, look into portable shelving requirements and costings KM and AC	End Summer 2	AC to advise – considerable cost		Children regularly use the library
To improve attainment in writing amongst year 5 children	Carry out pupil perceptions to establish how children feel about their writing and how we might best move them forward	End Summer 2	Time		We have an idea of how to promote writing to children in Year 5 who are not making expected progress and beyond
To ensure that children secure basic punctuation skills – full stops and capital letters	Explore different and imaginative ways for children to self-check and to secure these skills	End Spring 2	Time		Work scrutinies show these skills are secure
	Be uncompromising about ensuring that pupils leave Foundation with two skills secure – a: They know how to form capital letters correctly have started teaching capital letters – could make this a Friday focus instead of cutting? b. They can punctuate simple sentences correctly Have made a display through children can self-evaluate their learning				
	Children in Year 1 who have not yet secured these skills to write with Year R, under guise of helping them? Being carried out as part of phonics session whilst Sophie is here – and intention is to ‘absorb into whichever group is appropriate when she is not here				
To improve handwriting and presentation across the school	Track pupils who have just received their pen license – has it brought about an improvement in presentation?	End Summer 1		As described	Improvements in work of tracked pupils
To increase the number of pupils securing greater depth for writing at end of Year 2	Ensure that pupils are using a cursive or pre-cursive script	End Summer 1			
To upskill teachers, so that their teaching of English is the best that it can be	Drama and English workshops – KM and KH to attend and then to roll out..	End Summer 1			Lesson observations show new techniques are employed

Impact

32+ 14/15 met standard in phonics (93%), 100% retake success rate

Subject Development Plan - EYFS					
Objectives	Action and by whom	Timescales	Resources	Monitoring	Success Criteria
Improve website profile	a. Add EYFS philosophy b. Add information section for parents c. Add a 'what we've been up to' section KM and KS (with SW to approve new content)	By end of Spring 2	Support from Kevin in adding different information and training so that I can add information on a regular basis or else an agreement with Kevin	Website traffic for this part of the site available?	More prospective parents are accessing the website The website more closely reflects what EYFS is like and helps visitors to the website to be better informed
Improving partnerships with 'hard to reach' parents	a. Analyse fully data for current cohort using Tapestry tools to establish which families are accessing Tapestry infrequently. Talk to parents about how I might better support them to look at Tapestry and to post observations or to comment/trial other methods e.g paper wow moments and a post-box b. Analyse reading diaries in the same way – what could be done to encourage reading?	By end Spring 2	Time for analysis and to set up alternatives to Tapestry	Does providing alternative ways in which to engage with learning lead to increased engagement?	Parents who do not use Tapestry regularly are accessing it more/ or engaging in other ways. Measurable success criteria to be written once data has been analysed
Training for TAs	a. Tapestry b. Phonics c. CLL d. Supporting early maths	By end Summer 1	Time to plan and to schedule training sessions for LVR, MS and VS		TAs are more confident to post observations to Tapestry Questionnaire shows increased confidence
Better support for Summer born pupils	To carry out research into how summer born pupils are supported in other schools and to look at current research nationally	By end Summer 1	Time for research		We will always have summer born pupils. We need to write a protocol for them Eg Additional support for parents, an assigned TA?
Support effective transition to new EYFS teacher in September	Shadowing of teaching in EYFS New teacher to visit other settings successfully teaching Year 1/EYFS alongside Create a folder with planning, induction, assessment documents etc	By end Spring 2	Time		KS feels confident in his new role.
Impact KS to improve website profile by September 2017 ? Involvement in shared learning is good ?Tapestry comments FK to offer TA training in phonics (one morning before the end of term) KS September TA training maths KS has visited 9 different nurseries, visited Fairfield and has contacted Earl Soham and Springfield Infants (4 th July) and Clifford Road Resources; new tray units Version 1: Discussed and approved by FGB 30 th March 2017					

Staff meeting 12th June 2017 review of subject plans

Subject Development Plan - Computing					
Objectives	Action and by who	Timescales	Resources	Monitoring	Success Criteria
<p>Provide children with an 'online learning portfolio' as a way of collating evidence and examples of computing work.</p> <p><i>We need to be able to collect a bank of evidence/work from children to demonstrate their computing learning as they move through the school.</i></p>	<p>Children in KS2 to have individual logins to the school network and a place to save their work.</p> <p>KS to train staff on the use of our school network.</p>	<p>Autumn 2017</p> <p>Children to have 2 pieces of computing work in their learning folder (one piece per half term).</p>	<p>New school network</p>	<p>KS</p>	<p>-Children to have individual logins -Teachers know how to use the network -Children know how to use the network -Teachers ensure one piece of computing work is saved on the network each half term</p>
<p>Resource programming across the school to ensure a progression of skills and knowledge.</p> <p><i>There is a need for more physical resources (e.g. Bee-Bots, Crumble bots, etc..) in addition to a bank of online and app resources.</i></p>	<p>KS to carry out an audit of equipment.</p> <p>KS to purchase and train staff in the use of programmable robots.</p>	<p>Spring 2018</p>	<p>Mixed Bee-bot and Blue-bot bundle £299.70 (6 bots and charging station) Crumble-Bot £26.95 each</p>	<p>KS</p>	<p>-Programming is being taught consistently across the school -Children are able to access programming resources -Teachers feel confident in the delivery of computing</p>
<p>Extend and improve the iPad resources in the school</p> <p><i>Introduce management of iPads through Office365 and purchase more iPads to support all subject areas in the classroom.</i></p>	<p>KS to be trained in Office365 management.</p> <p>iPad hardware and software to be extended - KS</p>	<p>Spring 2018</p>	<p>iPad Mini 2 @ 182.99 each (15 iPads = £2744.85) iPad trolley = £800 approx</p>	<p>KS</p>	<p>-iPads are synchronised and updated fully with automation included -New iPads purchased and in regular use in classrooms -Apps purchased which link to our English and Maths development plans</p>
<p>Impact</p> <p>Provide children with an 'online learning portfolio' as a way of collating evidence and examples of computing work: Completed (June 2017) KS2 individual log ins and KS1 class logins.</p> <p>Extend and improve the iPad resources in the school: 16 ipads + 6 (minis) in a trolley</p> <p>Autumn Term 2017: Office 365 (Colin to train Kevin)</p>					

Subject Development Plan - Humanities					
Objectives	Action and by who	Timescales	Resources	Monitoring	Success Criteria
Ensure there is full curriculum coverage across all year groups in history and geography. In light of new class structure (2017-2018), check children will not repeat objectives. <i>Record which cornerstones topics will be taught and when and plan in when gaps can be covered. (Gap analysis)</i>	All teachers to plot coverage and check gaps will be addressed by the end of the academic year by teachers.	End of summer term 2017	Teachers planning for coming year. Staff meeting time to discuss and plan.	KH to review planning.	-curriculum map that covers all humanities objectives. -gaps are identified and accounted for in planning.
Increase cross-curricular links with Maths and English. <i>(Are we still happy to use one book for all subjects with the exception of Maths and creative areas?)</i>	KH support teachers in making links across subjects. KH Book scrutiny.	End of summer term 2017	Teachers planning and books/work for scrutiny.	KH to look at displays/work/planning.	-evidence in books shows increased cross-curricular links.
Increase experiences that excite and motivate pupils in their learning of history and geography. <i>WOW days</i> <i>Invite governors/local residents in.</i> <i>Ask for expertise within topics from within the community.</i>	KH Source trips and visitors that could enhance each topic. Contact with local community.	End of spring term 2017	Class budgets for WOW experiences.	Pupil perception focussing on whether the children enjoyed the topic/found the experience enhanced their learning.	-children report that they have enjoyed the WOW experiences -feedback from teacher on how they feel the experiences have enhanced the teaching and learning within the topic.
Audit resources and review if they are adequate for the teaching of the new cornerstones curriculum.	KH to collate resources and distribute to appropriate classes. KH Order new resources if needed.	By start of autumn term 2017	Boxes/storage for topic resources.	KH	-feedback from teacher on how they feel the resources have enhanced the teaching and learning within the topic.
Impact Staff meeting planned for Monday 26 th June to plan Cornerstones from September Work scrutiny cross-curricular work planned for week beginning 26 th June.					

Subject Development Plan - PE					
Objectives	Action and by who	Timescales	Resources	Monitoring	Success Criteria
<p>Continue to offer extra-curricular sporting opportunities for all children in the school.</p> <p><i>Use of quality sports coaching to deliver sporting opportunities beyond the curriculum sessions. Provide a legacy for sport by getting children active and enthusiastic about physical activity.</i></p>	<p>KS to organise school clubs and sporting events within the pyramid and through Suffolk School Games.</p>	<p>By end of Spring term 2017</p>	<p>Sports Premium spending at a cost of £30 per hour of coaching. (7 hours per week = £210)</p>	<p>KS</p>	<p>-Higher uptake of extra-curricular clubs from EYFS and KS1 -Sports coaching shows quality and appropriately differentiated lessons -Our involvement in at least 6 competitive events run by Suffolk School Games and 5 pyramid events.</p>
<p>Achieve our Gold level School Games Mark.</p> <p><i>Criteria includes children running and leading their own sporting activities, play leaders and our school making more links with local sports clubs.</i></p>	<p>KS and CS to arrange play leader activities for at least 2 lunchtimes per week. School Council to use their Sports representatives in setting up playtime activities.</p>	<p>End of Autumn term 2017</p>	<p>Playtime sports equipment Sainsbury's Active Kids resources</p>	<p>KS</p>	<p>-As above (+ high % of children in KS2 taking part in extra-curricular clubs) -Make and maintain links to local sports groups (e.g. Waldringfield Sailing Club) -Children in Owls class lead their own playtime activities for the younger children.</p>
<p>Use of the P.E Sports premium money to refurbish and extend our Early Years outdoor area.</p> <p><i>Establish and encourage sports and physical education from the very beginning of our children's learning journey at Waldringfield.</i></p>	<p>KS to find out if and how Sports Premium money can be spent on EYFS and Early Learning Goals. ND to contact 'Playforce' to put forward a proposal.</p>	<p>Summer 2017</p>	<p>Sports Premium Spending No money has been allocated (12th June 2017)</p>	<p>SW + KS</p>	<p>-Redevelopment of the Early Years outside area -Children in Reception and Year 1 make better use of the outside area as an extension to the classroom. Defined areas facilitating all areas of EYFS (particularly 'Physical Development'). Opportunities for children to choose accessible resources independently, role-play, phonics/reading dens, etc...</p>
<p>Impact Audit of participation of clubs for School Marks Mark Play Leaders: last week successfully introduced, need to continue. Daily.</p>					

Subject Development Plan – SMSC PSHE SRE RE					
Objectives	Action and by who	Timescales	Resources	Monitoring	Success Criteria
To regularly collate SMSC provision across the school, based/alongside the Schools PSHE Curriculum plan	Teachers to record PSHE objectives FK to record assembly themes	July 2017	SMSC Grid Maker £295+ VAT Half a day to set up Grid Maker and input objectives	FK to cross reference objectives with the curriculum plan and British Values	A map of SMSC throughout the school including assemblies, PSHE and extra-curricular experiences
To collaborate with parents to share best practise and curriculum around SRE	Parents Meeting to share CWP resources SW + FK	April 2017	CWP resources	Evaluation form after event	Positive response on the evaluation forms Opportunities for parents to engage with PSHE/current events throughout the year.
To create an assessment criteria for SMSC and wellbeing	FK to create a one page resource for teachers to fill in half termly with WT, E and GD children	July 2017	Half a day to create assessment criteria for 1-6	SW to take criteria governors at end of Summer term FK to trial with Y3/4 during Summer Term	FK to gather half termly data from each class and identify vulnerable children: Start in September FK priority
To create a bank of SRE resources suitable for SEN children to be used both in PSHE lessons and with 1:1/group TAs	FK to meet with LE/SB/MS/VM to discuss their views FK to gather resources	December 2017	£200 to spend on resources after discussion amongst TAs.	FK	Resources will be available to supplement PSHE lessons and assist SEN children
<p>Impact Assembly grid for next year (September 2017 completed) Parents evening: 20th April 2017, parent evaluation to be completed Following foundation subjects assessment SMSC is covered, cornerstones not being used for PSHE rather our own medium term planning.</p>					

Version 1: Discussed and approved by FGB 30th March 2017

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