

School Development Plan 2021



School context:

Based on January 2021 census data <i>Attainment/Progress data Summer 2019</i>	Waldringfield
Number of pupils on roll	103
Number of pupils eligible for PP	5 (13 E6)
Number of pupils on SEND register	21 (20%)
Number of pupils with an EHC plan	6 (6%)
Low prior attainment	19 (18%)
Most recent OFSTED grade	Good (January 2018)
Number of children with EAL	0 (0%)
EYFS attainment	12 (85.7%) 36.9 (14)
Y1 phonics score	12 (80%)
Y2 phonics	13 (87%)
KS1 Reading	10 (67%)
KS1 Writing	9 (60%)
KS1 Maths	12 (80%)
KS2 Reading	14 (78%) +3.3 (15)
KS2 Writing	11 (61%) -1.3 (15)
KS2 Maths	14 (78%) +0.5 (15)
Overall attendance	96%
Persistent absence	8.7%
Schools Block Funding 2021/22	£507,196

Notes:

Friday, 11 June 2021: **Notes added for Governors**

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 2021-2022

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.

We are two inclusive schools, where individuals are welcome and celebrated.

We have:**Successful Pupils**

- Practical, Social and Emotional
- Confidence, resilience and self-belief
- Inquisitive, Independent with a love of learning

High Standards of education

- Core Academic Knowledge and skills at a high standard
- Learning through investigation, experiments and challenges
- Delivered expertly, with enthusiasm

A Welcoming, Family Atmosphere

- Respectful, Responsible, Resilient, Resourceful, Ready and Reflective
- Friendship
- Achievements celebrated
- care of property, resources and each other

Notes:

Friday, 11 June 2021: **Notes added for Governors**

Headlines of the SDP 2021-2022

Quality of Education	Behaviour and Attitudes Personal development	Leadership and Management
<ul style="list-style-type: none"> • KS1 Reading and Writing • KS2 Writing • Introduction of Accelerated Reader 	<ul style="list-style-type: none"> • To reduce the persistent absence figure • To ensure that relationships among learners and staff reflect a positive and respectful culture • Developing other areas of the curriculum that extend beyond the academic areas (Enrichment Weeks) • Participation in the Suffolk Young Ambassador programme 	<ul style="list-style-type: none"> • Developing subject leaders • Development of the role of Executive SBMs • Introduction of a FSP, developing that role

Actions are written for a school operating under normal conditions and should be altered according to what Covid guidance allows

Notes:

Friday, 11 June 2021: **Notes added for Governors**

Priority 1: Quality of Education: The quality of teaching will ensure that no child is under challenged or overlooked				
Priority one will be achieved by:	Timescale and Responsibility for actions	Actions	Evaluation outcome	Cost/ resources
a) To review the school's assessment practices	<ul style="list-style-type: none"> • Summer term discussions ready for implementation from September 2021 • Maths and English Leads 	<ul style="list-style-type: none"> • Review of formative assessment strategies • New assessment grids introduced which have fewer, more focused criteria based on end of Key Stage expectations. • Staff Meeting time to review assessment • Joint partnership working across the two schools • Regular moderation activities • Review Assessment Policy 	<ul style="list-style-type: none"> • Staff confident in assessing using the criteria and maestro • Assessment tools on Maestro are used by all staff as part of their everyday practice • Assessment informs future teaching and learning 	Cost of NTS tests Pupil Asset Cornerstones Maestro Assessment policy to be reviewed at Curriculum Gobs in the Summer Term
b) To establish gaps in children's learning and put in place pupil plans to enable all children to close their attainment gap following the Covid-19 lockdown. (refer to catch up plan)	All staff Spring Term 2021	<ul style="list-style-type: none"> • All children baselined • Moderation of results • Differentiation • Staff training programme • Interventions 	<ul style="list-style-type: none"> • Children close learning gap • Children's pastoral needs are addressed • Staff are clear on where children are and what their gaps in learning are. • IEPs are written for children on the SEND register 	This took place using the White Rose maths resources and the Salford Reading Test. SEN register was reviewed

Notes:

Friday, 11 June 2021: **Notes added for Governors**

		<p>identified that address pupil needs</p> <ul style="list-style-type: none"> • SEND register reviewed termly • See priorities regarding boys and Pupil Premium below. • Teaching focus on core skills • Phonic Screening Check completed 	<ul style="list-style-type: none"> • Intervention programs are relevant and have the desired effect. • Baselining is accurate 	<p>*(and added to)* Phonics screening to take place w/b 7th June</p>
<p>c) To continually develop the curriculum so that it meets the needs of the pupils and the local community. Ensuring that it is broad and balanced and covers the range of subjects</p> <ul style="list-style-type: none"> • Assessment of non-core subjects • SMSC continues to be a strength of the school. • All subjects to support the development of maths and English where appropriate. • Learning Beyond the classroom • Improve technical aspects of the curriculum • Improve creative aspects of the curriculum – music/art • Enrichment weeks are 	<ul style="list-style-type: none"> • Summer 2021 	<ul style="list-style-type: none"> • All aware of end of year expectations for each year group and how the children will progress through the school. • Planning to show coverage and progression in all subjects. • Sharing of practice between schools. • Maths and English skills reinforced across the curriculum. • Cross-curricular learning through Cornerstones Curriculum 	<ul style="list-style-type: none"> • Staff are confident with the school's curriculum and understand the assessment requirements within it. • Staff understand and have an in-depth knowledge of end of year expectations. • Children make appropriate progress based on their starting points. • Planning meets the needs of pupils. • Planning is linked to skills maps and the national curriculum. • Lessons meet the needs of all pupils and hold their interest. • Key skills are developed. • Examples of SMSC can be seen around school and in lessons. • Diversity is celebrated. • Children and staff understand the fundamental British Values and how they apply to their lives. 	<p>Assessment policy to be reviewed at Curriculum Gobs in the Summer Term</p>

Notes:

Friday, 11 June 2021: Notes added for Governors

introduced		<ul style="list-style-type: none"> • Children are given the opportunity to work in a variety of ways. • Trips are undertaken where Covid-19 restrictions allow • Children are given more 'life experiences' through the curriculum • The curriculum keeps up to date with latest events i.e. Covid-19, Black Lives Matter etc. • Teachers make use of a range of environments to support teaching. 	<ul style="list-style-type: none"> • Cross-curricular learning takes place • Children can apply the skills that they have developed in maths and English across the curriculum. 	
<p>EQUALITY OBJECTIVE</p> <p>d) To raise the attainment of children throughout the school with a particular focus on boys and their writing and their overall attainment in EYFS, phonics, KS1 and KS2</p> <ul style="list-style-type: none"> • To ensure the standards of boys writing improve throughout the school. • Ensure the needs of all pupils 	<ul style="list-style-type: none"> • Summer Term 2021 • Autumn Term 2021 	<ul style="list-style-type: none"> • Children have opportunities to write every day, in the majority of sessions and at length at least once a week . • Planning includes opportunities for purposeful writing across the curriculum. • Planning shows differentiation, 	<ul style="list-style-type: none"> • Writing skills are being reinforced across the curriculum. • School results are at least in line with or above national averages. • Marking (verbal and written) is high quality and identifies next steps to learning. • Boys show that they want to write more. • Boys are excited about learning activities in school. 	<p>Cost of Clicker 8 Sulp (Social Understanding of Literacy Programme)</p> <p>Cost of SALT</p>

Notes:

Friday, 11 June 2021: **Notes added for Governors**

<p>are met during lesson with a particular focus on boys, the more able children and those in receipt of the pupil premium.</p> <ul style="list-style-type: none"> All pupils to be challenged during lessons with a particular focus on boys. 		<p>progression and builds on prior learning.</p> <ul style="list-style-type: none"> Clear extension and challenge activities are planned for. Growth Mindset strategies allow children to be more reflective, discuss their learning and take responsibility for their own development. Children are given more 'experiences' have opportunity to work in range of learning environments, including outside regularly, and in a range of ways (i.e. practical activities etc.). Objectives linked to end of year expectations and are age-appropriate. Speech and Language Therapist to provide interventions to those children that need 	<ul style="list-style-type: none"> Boys want to write. Boys are socially successful in school. Pupils are engaged. Work is differentiated to meet their needs. All children are making progress. Interventions have the desired impact. Pupils feel challenged. Boys are rewarded for their success in line with the girls across all subjects (particularly writing). 	
---	--	--	--	--

Notes:

Friday, 11 June 2021: Notes added for Governors

		<p>support.</p> <ul style="list-style-type: none">• Talk for Writing strategies used across the school.• Interventions for those that need them.• High quality resources such as text maps, to support scaffolding of tasks, and learning packs• Curriculum topics maintain the interests of boys.• Positive role models are brought into the school to inspire the boys.• Social skills programmes introduced for children (particularly boys that need it).• Purposeful work.• Learning styles catered for.• Pupil conferencing and monitoring.• Staff training.• Moderation activities		
--	--	---	--	--

Notes:

Friday, 11 June 2021: Notes added for Governors

		regularly take place (internal and external).		
<p>e) To raise the attainment of children throughout the school with a particular focus on those who are in receipt of the Pupil Premium (refer to catch up and PP plan)</p> <ul style="list-style-type: none"> The in-school achievement gap between disadvantaged and non-disadvantaged pupils closes. To ensure effective use of the pupil premium. 	<p>All staff SLT Maths and English Leads</p> <p>Curriculum Committee meeting Summer Term 2021</p>	<ul style="list-style-type: none"> Pupil premium funding is allocated to support the most vulnerable pupils. All staff know who the pupil premium children are for the age group that they teach. Pupil premium pupils are giving free access to the school's breakfast club and have subsidised trips. In class support targets PP children. Early Years staff continue to identify children's needs early and set up early interventions. 	<ul style="list-style-type: none"> Pupil premium children close the gap with their peers both in school and out of school. Interventions have the desired impact. Results for pupil premium children are at least in line with national averages. Pupil premium children feel well supported. Pupil premium pupils close the gaps with their peers both in school and nationally. PP children feel safe and confident in school and their barriers to learning are broken down. 	<p>Pupil premium funding to be reviewed at Summer Curriculum committee</p>
<p>f) To continue to improve the standard of reading and comprehension across the school</p>	<p>SW and KH AR Summer Term 2021 Phonics training Summer term 2021 Audit of reading material to begin Autumn Term 2021</p>	<p>Fully embed whole class reading strategies. Reading interventions are used to build confidence, close the gap and raise the attainment of children. Children are encouraged to read a range of</p>	<p>AR Summer Term 2021 Phonics training Summer term 2021 Audit of reading material to begin Autumn Term 2021</p>	<p>Staff meetings Cost of AR Cost of class reading books (see budget)</p> <p>Accelerated Reader training is</p>

Notes:

Friday, 11 June 2021: Notes added for Governors

		<p>literature to build up a 'love' of reading.</p> <p>Accelerated Reader introduced and embedded</p> <p>Staff refresher training on phonics</p> <p>Individual reading materials updated, include a broad range of materials and interest the children.</p> <p>Speech and Language therapist provide interventions to those children that need support.</p> <p>All reading sessions include focussed questioning, based on the reading assessment foci</p> <p>Reading skills are developed and reinforced across the curriculum by all staff.</p> <p>Moderation activities regularly take place (internal and external).</p>		<p>underway (see CPD section of FGB report June 2021 KH to plan how to move forward on this, catalogue books and introduce to children Summer 2/Autumn 1</p>
g) To embed wellbeing for all as a central focus for the school; ensure the emotional impact of Covid19 is central to our work	PSHE/THRIVE leader SW Summer Term 2021	<p>Each class watches Newsround and weekly Picture the News assemblies</p> <p>All classes have SMSC</p>	<ul style="list-style-type: none"> • There is a culture throughout the school to support the whole child; the support equips them to be thoughtful, caring and active citizens in the school and the wider community. 	THRIVE subscriptions and cost of resources Picture the News

Notes:

Friday, 11 June 2021: Notes added for Governors

		<p>scrapbooks to detail their lessons and events throughout the year</p>	<ul style="list-style-type: none"> • Teachers and other adults are quick to tackle derogatory or aggressive language and challenge stereotyping. They have a clear understanding of what peer on peer abuse is and do not dismiss it • Children are willing to participate in a variety of voluntary activities that support the school community; they take leadership responsibilities • Children work hard to prevent all kinds of bullying, including prejudice based bullying • Children show respect for different faiths and cultural diversity • Children understand what peer on peer abuse is and that “ banter” is not tolerated • Boys are educated on what is acceptable behaviour towards girls. • Pupils’ good conduct reflects the school’s efforts to promote high standards • There are marked improvements in behaviour of individuals and groups that have particular behavioural needs 	<p>The class teachers are now using those THRIVE profiles to address any emotional needs within their class. The profiles will be reviewed and children reassessed just before each half term (October, February and May).</p>
--	--	--	---	--

Notes:

Friday, 11 June 2021: Notes added for Governors

<p>Priority 2: Behaviour and Attitudes, Personal development: 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.</p>				
Priority two will be achieved by:	Timescale and Responsibility for actions	Actions	Evaluation outcome	Cost/ resources
a) Ensuring that all pupils continue to have an excellent understanding of how to stay safe in all areas of their lives, including online and that staff have the necessary skills to tackle any concerns.	Safeguarding lead PSHE leader Ongoing	Staff to have Online Safety training as part of the annual safeguarding update Curriculum plans to reflect online safety lessons are taught and addressed regularly	<ul style="list-style-type: none"> All individuals that work in the school are equipped with the necessary information to tackle any concerns Children are confident in staying safe from abuse and exploitation Reduction in the amount of e safety incidents 	
b) School attendance to remain at least 96%	Termly EWO meetings and reporting to governors at Curriculum meetings	<p><i>Only applies for those not affected by Covid-19</i></p> <ul style="list-style-type: none"> First day calling. Attendance support plans in place for children/families causing concern. Referrals made to the LA for persistent offenders. Attendance policy reviewed. HT and FSP tackles instances of poor attendance. Holidays only authorised in 	<ul style="list-style-type: none"> Persistent absenteeism rates decline Children are happy to come to school Poor attendance is challenged 	<p>March 2021 Average attendance was 97% - 73 children (67.6%) had above average attendance, 35 children (32.4%) were below the average and 23 children (21.3%) had 100% attendance.</p>

Notes:

Friday, 11 June 2021: Notes added for Governors

		<p>exceptional circumstances.</p> <ul style="list-style-type: none"> • School promotes good hygiene practises • Letters sent to parents as soon as attendance drops below school threshold levels (90%) 		
c) By further developing effective strategies in supporting pupils with behaviour, emotional and social difficulties	<p>Headteacher PSHE/THRIVE leader Summer 2021 Autumn 2021</p>	<p>Class teachers to assess all their children using THRIVE online THRIVE leader sets and reviews THRIVE plans half termly based on assessments THRIVE TA is trained and plans are in place for her to lead groups and sessions Individual sessions led as appropriate</p>	<ul style="list-style-type: none"> • Children are punctual and no groups are disadvantaged by poor attendance. • For individuals or groups with particular needs, there is sustained improvement in behaviour and attitudes • The school culture actively promotes all aspects of pupils' welfare and children feel that adults will listen and support them • Children who struggle to come to school are supported at the start of the day 	<p>Meeting Young Minds annual cost THRIVE cost and resources</p> <p>Continue to work with Meeting Young Minds and ArtWorks to address and support behaviour, emotional and social difficulties SW to do SLT THRIVE training June 2021</p>
d) Pupils mental health is supported following (and during) Covid 19	<p>Headteacher All staff</p> <ul style="list-style-type: none"> • Summer Term 2021 	<ul style="list-style-type: none"> • Staff receive training and guidance on how to support pupil mental health • Pastoral interventions put in place for those that need it • THRIVE embedded across 	<ul style="list-style-type: none"> • Pupils feel well supported and know who to go to for support. • Needs following Cov-19 lockdown are addressed 	<p>SW meeting with East Suffolk Mental Health Support Team in Schools on Monday 5th July</p>

Notes:

Friday, 11 June 2021: Notes added for Governors

		<p>the school</p> <ul style="list-style-type: none"> • Pupils support each other. 		
<p>e) To raise children's aspirations and self-coaching skills</p>	<ul style="list-style-type: none"> • .Autumn Term 2021 	<ul style="list-style-type: none"> • Growth Mindset is continued to be used across the school. • Positive role models for children • Children given roles of responsibility – i.e. well-being monitors, club leaders, play leaders • Children know what to do when they can't do something. • Targeted children receive social skills so that they may interact with each other more successfully. • Pupils have regular opportunities to debate a range of issues which include those that are important to them and those of national importance • The school identifies Y6 children to participate in Suffolk Young Ambassadors Programme 	<ul style="list-style-type: none"> • Children all have a goal to aim towards. • Children can coach themselves and each other to improve. • Staff act as positive role models and share their goals with children • Pupils are confident learners • All children are celebrated • Pupils have time to discuss their learning. • Barriers to school are broken down. • Pupil leaders and school council members take an active role in school life • Children respect each other's viewpoints. • Children are able to challenge views that they don't agree with or feel uncomfortable with. • Suffolk Young Ambassadors programme is completed and shared across the schools. 	

Notes:

Friday, 11 June 2021: Notes added for Governors

<p>f) To develop other areas of the curriculum that extend beyond the academic areas (Enrichment weeks)</p>	<p>Ongoing but starting with Sports Week Summer Term 2021</p>	<ul style="list-style-type: none"> • Enrichment weeks are planned each half term across both schools 	<ul style="list-style-type: none"> • Children have the opportunities to explore areas beyond the academic areas • Families are further encouraged to participate in their children’s learning • Transferable life skills, e.g. Reflective Learners, Team Workers, enhancing our community links and exploring new activities and opportunities. • speaking and listening skills are improved • Increased opportunities for community involvement, including the development of parents’ learning and their participation in the school. 	<p>Each school allocates a budget for each week</p> <p>Staff meeting to plan during Summer term for the next academic year</p>
---	---	---	--	--

Notes:

Friday, 11 June 2021: Notes added for Governors

Priority 3: Effectiveness of leadership and management: leaders and governors have created a culture that enables pupils and staff to excel.				
Priority three will be achieved by:	Timescale and Responsibility for actions	Actions	Evaluation outcome	Cost/ resources
a) Further developing curriculum leadership roles and responsibilities in PE, PSHE, RE, D&T, MFL, geography, history, art & design, computing, science and music	Autumn Term 2021	Subjects leaders to audit their subject Subject leaders to organised scrutiny of work and lesson observations Subject leaders to meet with their governor termly (Curriculum Team meetings) Subject leaders to plan (on a cycle with the other subjects) a parent event	<ul style="list-style-type: none"> • All leaders are using rigorous and accurate evaluation which leads to action planning that will secure continual improvement • Pupils and staff are able to excel (see PM targets) • Parental engagement in learning (related each subject area) improves • All staff with leadership responsibility and/or subject expertise work collaboratively to maintain a broad and balanced curriculum that inspires pupils to learn. • The curriculum contributes well to pupils' welfare, including their physical, mental and personal wellbeing & safety, as well as their spiritual, moral, social and cultural development • Pupils acquire knowledge understanding and skills in all aspects of their education so that they are equipped for the next stages of their learning 	Cost of cover for release time
b) Effective planning and evaluation of the impact of the pupil premium	Summer term 2021 and on going Headteacher	See pupil premium plan	<ul style="list-style-type: none"> • Disadvantaged pupils show substantially improved progress 	Pupil premium funding to be reviewed at Summer

Notes:

Friday, 11 June 2021: Notes added for Governors

				Curriculum committee
c) Developing the leadership skills of all teaching staff through collaborative expertise	Summer 2021 Subject leaders across both schools	All subject leaders to write action plans for their subject and review the actions and impact of these Subject leaders to meet with governors termly to reflect on their progress.	<ul style="list-style-type: none"> • Teaching staff are reflective about how they teach and feel fully involved in their own professional development. They support other colleagues by sharing expertise. • Performance management is used to encourage, challenge and support teachers' /leaders' improvement resulting in highly effective teaching and leadership across the school. • Areas developed: parental engagement with children's learning; personalised learning – embedding practice; meeting the needs of all learners (see PM evaluation outcomes) • 	Cost of cover for release time as required
d) Use monitoring as a processes to evaluate against school priorities and to develop the quality of curriculum provision	Termly HT and English/Maths leads	See termly planner for detailed actions Governor visit schedule	<ul style="list-style-type: none"> • All leaders, including governors, are using rigorous and accurate evaluation which leads to planning that will secure continual improvement • Throughout each year group and across the curriculum pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points 	SW to share monitoring planner
e) Governors having a stronger involvement in school development and vision	Chair of Governors To develop a new governor visit schedule, to be	Governors audit and skill matrix	<ul style="list-style-type: none"> • Governors are using rigorous and accurate evaluation which leads to planning that will secure continual improvement (- these plans are shared with staff) 	

Notes:

Friday, 11 June 2021: Notes added for Governors

	implemented in Autumn Term 2021		<ul style="list-style-type: none"> • 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. • Governors are attached to areas identified within the school development and make regular visits so that they can hold the school to account • Governors ensure that the building plan is carefully thought out and financially viable • New governance structure is in place and effective 	
f) Staff mental health is supported	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Staff well-being package in place • Stress risk assessments • Promotion of work life balance. • Governor responsible for staff well-being 	<ul style="list-style-type: none"> • Staff know who to go to for support. • Line managers are proactive in consistently supporting staff who they are responsible for. • Staff morale is high. 	
g) To work with others to develop the skills of school staff and to share best practice.	<ul style="list-style-type: none"> • Autumn Term 2021 	<p><i>If Covid guidance allows</i></p> <ul style="list-style-type: none"> • Peer Observations. • Peer Coaching. • Sharing of best practice • Support for other schools • Role of subject leader reviewed and guidance issued about the school's expectations for leading a 	<ul style="list-style-type: none"> • Staff embrace CPD opportunities. • Staff are ambitious and look for opportunities outside of the school. • Best practice is shared (including SBM) • Teaching develops. • School is not isolated • Opportunities for working with/supporting others is embraced. • Subject leaders know how to lead their 	

Notes:

Friday, 11 June 2021: **Notes added for Governors**

		<p>subject.</p> <ul style="list-style-type: none"> • Clear line management and appraisal structure in place. • Collaborative work between SBMS occurs at least half termly 	<p>subject and monitor them appropriately.</p> <ul style="list-style-type: none"> • Staff feel valued and supported. • Staff are proactive in finding the support that they need, take responsibility for their own development and set their own goals. 	
h) To employ a FSP	<ul style="list-style-type: none"> • By December 2021 	<ul style="list-style-type: none"> • Write a job description for a shared FSP across both schools • Advertise and recruit • Train new member of staff in THRIVE 	<ul style="list-style-type: none"> • Both schools have a dedicated FSP • FSP is an integral part of the SEND/pastoral team in both schools • FSP time to provide pastoral support and social skills programmes to PP children 	Cost of FSP shared across both schools
<p><i>i) To train a ELSA TA</i></p> <p><i>This has been shelved due to the fact that we are now a THRIVE school.</i></p>	<ul style="list-style-type: none"> • <i>5 sessions during the Summer Term 2021</i> <p><i>THRIVE SLT training June 2021</i></p> <p><i>Staff training Autumn 2021</i></p>		<ul style="list-style-type: none"> • <i>Both schools to have a trained ELSA</i> • <i>Identified children receive regular ELSA sessions</i> 	<p><i>£630 training</i></p> <p><i>£30 handbook</i></p> <p><i>£500 resources</i></p>

Notes:

Friday, 11 June 2021: **Notes added for Governors**