

West Rise Junior School

School Development Plan (SDP) 2022-23

Headteacher: Mike Fairclough. Chair of Governors: Angus Scott.

Last Ofsted Inspection: 7th March 2018. Last Ofsted Judgement: Good.

Context

There are 359 pupils on role and the school is three form entry. Most pupils are of White British heritage. The proportion of pupils who speak English as an additional language is below the national average, at 5.4% (19 children). 35% (126 pupils) are eligible for the Pupil Premium (or have been during the past six years). This is additional funding provided for children in local authority care, children with a parent or carer in the armed services and those known to be eligible for free school meals.

13 children on role have additional needs plans or Personal Education Plans. The plans identify additional support for each child's educational needs. 12 children on role have Education, Health and Care Plans. These are legal documents which detail additional support provided for children with special educational needs and/or disabilities.

Key issues from Ofsted Inspection

Senior Managers and Governors must ensure that teaching provides challenge at the earliest appropriate point for the most able pupils in maths.

Senior Managers and Governors must ensure that the proportion of pupils who miss school regularly reduces quickly.

School Vision Statement

At West Rise Junior School, we inspire and empower independent and creative learners who will continue to enrich their lives and those of others within a culture of high achievement and mutual respect.

<p>Overarching Priority: Leadership and Management To improve distributed leadership across the school To improve strategic overview of the senior management team and governors</p>			<p>Pupils will: Know and remember more so that end points are met.</p> <p>Staff will: Follow robust management trails evidencing that the curriculum is meeting the needs of all learners</p>		
Ofsted Key Judgement	Whole School Targets	Key Actions	Target Leaders	Resources/cost	Timescale
Leadership and Management	All members of SMT to further develop a full understanding of their role in the strategic development of the school. All SMT will follow clear procedures that identify, address, monitor and review key areas for development.	<ol style="list-style-type: none"> 1) Ensure that the School Vision and Whole School Curriculum Intent are being used by members of SMT to promote our school values and objectives. 2) Identify, as a team, what our whole school strengths and areas for development are, ensuring that our work is targeted at improving our AOD's. 3) SMT to engage in book looks, learning walks and pupil voice and for these to inform our judgements and next steps. 	Headteacher Assistant Headteacher Business Manager SENDco PSHE (SPHERE) Subject Leader Art/DT Subject Leader	Core budget costs for personnel.	Terms 1 and 2

		<p>4) SMT to focus work on the targets within the School Development Plan.</p> <p>5) SMT to be outcome and impact focussed, in order to judge the quality of the school's provision and to drive improvements.</p>			
Leadership and Management	<p>The Governing Board to further develop a clear knowledge of the school's key areas for development and its strategic plan in achieving these. The Governing Board will have an accurate view of standards in the school.</p> <p>The Governing Board to be outcome and impact focussed, in order to understand the quality of the school's provision and to help drive improvements.</p>	<p>1) Ensure that the School Vision and Whole School Curriculum Intent are being used by members of the Governing Board to promote our school values and objectives. Present these to the Governing Board</p> <p>2) The Governing Board to know what our whole school strengths and areas for development are, ensuring that their work is targeted at improving our AoD's and checking, with evidence, that the work of the school is improving standards. Present strengths and areas for development to the Governors.</p> <p>3) Subject Leaders and SMT will report to Governors on the</p>	<p>Headteacher</p> <p>Governing Board</p>	<p>Core budget costs for personnel.</p>	<p>Terms 1 and 2</p>

		<p>quality of the school's provision, using rigorous monitoring including learning walks and book monitoring.</p> <p>4) The Governing Board to know the targets within the School Development Plan and to check, with evidence, that they are being worked towards and met. Governors will challenge and support the school's work towards achieving targets.</p> <p>5) The Governing Board to be outcome and impact focussed, in order to understand the quality of the school's provision and to help drive improvements.</p>			
Ofsted Key Judgement	Whole School Targets	Key Actions	Target Leaders	Resources/cost	Timescale
Leadership and Management	<p>English and mathematics in the school are led confidently and competently by the new subject leads. Both subject leads have a clear understanding of</p>	<p>Access support from County and the EIP, in the form of training and advice, and facilitate and lead the implementation of good current practice into the school.</p> <p>Conduct weekly book looks for English and maths, with the Subject Leaders</p>	<p>English Leader</p> <p>Maths Leader</p> <p>Headteacher</p>	<p>Ring fenced £2000 for training</p>	<p>Terms 1 to 6</p>

	standards in their subjects and have communicated, monitored and reviewed clear strategic plans to improve these.	<p>for these subjects and with the headteacher.</p> <p>Use internal data, data from the school's national tests and national data to inform where Subject Leaders' foci need to be.</p> <p>Ensure that SMT and Governors are aware of key targets and developments within the delivery of the English and maths curriculum at the school.</p>	<p>SMT</p> <p>Governing Board</p>		
Leadership and Management	<p>To improve overall teaching and learning across the school in maths</p> <p>Improve progress in maths in line with attainment.</p>	<p>Improve progress in maths in line with attainment.</p> <p>Continued drive on Greater Depth.</p> <p>Progress of pupil premium and SEN children to increase.</p> <p>Sharing of best practice among staff.</p> <p>Improve subject knowledge/pedagogy of new staff and staff who have moved year groups.</p>	<p>Maths Leader</p> <p>Class Teachers</p> <p>Headteacher</p> <p>SMT</p>	£1500	Terms 1 to 6
Leadership and Management	Develop Talk for Writing across the school	Training to be given to all teachers on the use of Talk for Writing	<p>English Subject Leader</p> <p>Class Teachers</p>	£1000	Term 2

	All classes to use the Talk for Writing approach in (some) writing lessons.				
Leadership and Management	Pupil Premium children to make expected and above expected progress in reading, writing and maths.	<p>Assess each Pupil Premium (PP) and Pupil Premium Plus (PP+) child, through a gap analysis, as part of the Pupil Progress Meeting (PPM) process.</p> <p>Ensure that a robust and individually tailored plan is in place to support each PP/PP+ child in the school.</p> <p>Measure impact of provision for PP/PP+ children against prior attainment and nationally agreed expected standards (EXS).</p> <p>Pupil Progress Meetings (PPM's) to include a sharp focus on the attainment and progress of Pupil Premium children.</p>	<p>Class Teachers</p> <p>Headteacher</p> <p>Pupil Premium Leader</p>	£153,500	Term 1 PPM
Leadership and Management	A new SEND tracking system is used across the school, providing clear, accurate data for these pupils.	<p>New tracking system to be developed with key staff and share with teachers.</p> <p>Teachers to start using the system and present findings in the Term 1 Pupil Progress Meetings</p>	<p>Overarching curriculum co-ordinator</p> <p>Headteacher</p> <p>SENDco</p>	Core budget for personnel	Term 1

<p>Leadership and Management</p>	<p>Reinvigorate the school's dyslexia toolkit and neurodiversity friendly school ambition. The school retains the Dyslexia Friendly Quality Mark.</p>	<p>Dyslexia screening to continue across the school.</p> <p>The recent creation of the toolkit for east Sussex, created by West Rise staff, to be used across the school.</p> <p>Assessment to be used to judge the impact of the dyslexia screening and the follow up actions within the classroom.</p>	<p>Dyslexia co-ordinator</p> <p>SENDco Class Teachers</p>	<p>£500</p>	<p>Term 1 and 2</p>
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<p>Overarching Priority: Quality of Education To improve coherence and progression within the wider curriculum. To improve reading and spelling provision across the school</p>	<p>Pupils will: Make accelerated progress from starting points in line with termly milestones Demonstrate through pupil voice that they know and remember more</p> <p>Staff will: Ensure that individual curriculum and whole school curriculum intents are evident and promoted in the pupils' work. Ensure that there is a commitment and focus on children making expected and above expected progress from their KS1 starting points.</p>
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Ofsted Key Judgement	Whole School Targets	Key Actions	Target Leaders	Resources/cost	Timescale
<p>Quality of Education</p>	<p>Teaching and learning to be monitored against individual and whole school curriculum intents, in order to ensure that the intents are being implemented and having a positive impact.</p>	<p>Monitoring in the form of book looks, learning walks and pupil voice to be carried out with reference to curriculum intents and our whole school intent.</p>	<p>Subject Leaders Headteacher SMT</p>	<p>Cover will be undertaken in house by HLTA's, so there is no additional cost outside of the core budget for personnel.</p>	<p>Terms 1 to 6</p>

<p>Quality of Education</p>	<p>Staff and governors know key current curriculum developments and findings from monitoring, and know how these are to be addressed in the school.</p>	<p>Subject Leaders to keep abreast of key developments for their subject. This may be through curriculum hubs, the EIP, online courses and announcements from the Department of Education (DfE).</p> <p>Subject Leaders to write three reports a year, to be presented to the Governing Board and SMT.</p>	<p>Subject Leaders</p> <p>Headteacher</p> <p>SMT</p>	<p>Core budget for personnel.</p>	<p>Terms 1 to 6</p>
<p>Quality of Education</p>	<p>All class teachers to be using the new assessment proforma for reading, writing and maths.</p>	<p>Use the new assessment pro forma in all Pupil Progress Meetings (PPM's).</p>	<p>Curriculum co-ordinator</p> <p>Class Teachers</p> <p>Headteacher</p>	<p>Cover using HLTA's so no additional cost.</p>	<p>Term 1</p>
<p>Quality of Education</p>	<p>All children to be reading appropriately challenging texts.</p>	<p>Purchase new books to plug gaps in the scheme.</p>	<p>English Leader</p> <p>Class Teachers</p>	<p>£3000</p>	<p>Term 1</p>

	To ensure that reading attainment for the majority of pupils achieves or succeeds national standards.	<p>Ensure that high quality, high attaining texts are available throughout the school.</p> <p>Ensure rigour regarding the assessment and reporting of reading standards.</p>			
Quality of Education	Pupils to make expected and above expected progress from KS1 scores in reading and maths, across the school.	<p>Pupil Progress Meetings and ongoing in class assessment to be used to assess children.</p> <p>Focus on children who are not making expected progress from their Key Stage 1 starting points. Additional, targeted support to be given to these children by the class teacher.</p>	<p>Class Teachers</p> <p>Headteacher</p>	Core budget for personnel.	Terms 1 to 6
Quality of Education	All children on ADPRs make at least expected progress.	<p>SENDco to conduct audit of APDR's across the school.</p> <p>Provide training and support where necessary.</p> <p>SENDco and class teachers to ensure that APDR's are actioned with measurable outcomes.</p>	<p>Class Teachers</p> <p>SENDco</p>	Core budget for personnel.	Term 1

	Embed the use of Makaton across the school	Use Makaton in singing assemblies. Increase the use of Makaton within the classroom.	SENDco All staff	Core budget for personnel.	Terms 1 to 6
Quality of Education	All children to know their targets in English and maths and be able to explain what they need to do to improve.	Every child to have target sheets in English books and target books in maths books. Regular pupil voice to be carried out to ensure that children know and understand their targets. Book monitoring to show evidence that the children's targets are having a positive impact on progress.	English and maths Subject Leaders. SMT Headteacher	Core budget	Term1 and 2
Quality of Education	Grammar, punctuation and spelling (GPS) to be taught at the appropriate level so that the vast majority of children perform at (or above) the expected standard.	Book monitoring with the English and maths leader, as well as the Pupil Premium leader and SENDco to take place at least fortnightly and continuously. Looking for correct coverage of this aspect of the curriculum. Pupil Progress Meetings (PPM's) to show evidence that children are making accelerated progress in GPS.	English Subject Leader SMT Headteacher	£1000 for additional spelling resources.	Term 1 and 2

<p>Overarching Priority: Behaviour and Attitudes Improve attendance and behaviour Support and exhibit the ethos of the Rights Respecting School</p>			<p>Pupils will: Ensure that high expectations and high standards are promoted across the school</p> <p>Staff will: Promote the Rights Respecting Schools ethos in all of their work and relationships</p>		
Ofsted Key Judgement	Whole School Targets	Key Actions	Target Leaders	Resources/cost	Timescale
<p>Behaviour and attitudes</p>	<p>Continue our focus on Positive Psychology Character Traits, so that new and existing members of staff and pupils know and understand what these are and why they are promoted within the school.</p>	<p>Identify children who have exhibited the school's character traits: Resilience, Gratitude, Teamwork, Kindness, Love of Learning, Respect and celebrate this in weekly assemblies.</p> <p>Use staff meetings to advocate and endorse the use of character traits.</p> <p>Ensure that existing and new research is used to underpin the Positive Psychology ethos of the school and that this is shared with staff.</p>	<p>All school staff</p>	<p>£1000</p>	<p>Terms 1 to 6</p>

<p>Behaviour and attitudes</p>	<p>Continue our focus on UNICEF Rights Respecting Schools, so that new members of staff and pupils know and understand what these are and why they are promoted within the school.</p>	<p>Staff meetings and assemblies to be used to promote the Rights Respecting ethos and values.</p> <p>Staff meetings to be used to update new staff and reiterate Rights Respecting values with staff,.</p>	<p>All school staff</p>	<p>No additional costs</p>	<p>Terms 1 to 6</p>
<p>Behaviour and attitudes</p>	<p>Attendance to be promoted throughout the school, with focussed support for persistent absentees.</p>	<p>First day absence phone call from school office.</p> <p>Promotion of attendance through assemblies (sharing class by class attendance percentage with school)</p>	<p>All school staff</p>	<p>£1500 for East Sussex behaviour and Attendance Service (ESBAS) support</p>	<p>Terms 1 to 6</p>
<p>Behaviour and attitudes</p>	<p>The behaviour of a small number of children needs to improve to be in line with the high expectations of the school.</p>	<p>Children who are presenting with challenging behaviour to be on behaviour charts. These are to be shared with the headteacher on a daily basis. Parents to be kept informed about progress.</p>	<p>Headteacher Class Teachers</p>	<p>Core budget for personnel.</p>	<p>Term 1</p>

Overarching Priority: Personal Development			Pupils will: Engage in learning opportunities which build their resilience. Show respect for others beliefs and backgrounds Staff will: Promote fundamental British values in all their work Endorse and promote the school's Positive Psychology ethos		
Ofsted Key Judgement	Whole School Targets	Key Actions	Target Leaders	Resources/cost	Timescale
Personal Development	Develop children's resilience through the promotion of this character trait, including opportunities for children to move out of their comfort zone.	Children to be identified and praised for exhibiting resilience (during assemblies and in class). Forest School to provide further opportunities for children to move beyond their comfort zones.	Headteacher Class Teachers Forest School Leader	Core budget for personnel.	Terms 1 to 6
Personal Development	Promote Fundamental British values throughout the school	Promote democracy, rule of law, respect and tolerance, individual liberty in class and in assemblies.	SPHERE Subject Leader Class Teachers	Core budget for personnel.	Terms 1 to 6

<p>Personal Development</p>	<p>To ensure that the objectives of the new PSHE (SPHERE) curriculum and resources are being used effectively</p> <p><i>Social, Personal, Health, Economics, Relationships Education (SPHERE)</i></p>	<p>SHPERE Subject Leader to carry out regular monitoring of the subject and feedback to staff in staff meetings.</p> <p>Subject Leader to offer support and guidance to teachers who require it.</p> <p>Children's work to be scrutinised to ensure that the correct curriculum coverage and delivery is taking place.</p>	<p>SPHERE Subject Leader</p> <p>Class Teachers</p>	<p>Core budget for personnel.</p>	<p>Terms 1 to 6</p>
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