

West Rise Junior School

School Development Plan 2021-22

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

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

Context

There are 360 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 (there are thirteen EAL children at the school). 44.1% of the 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.

10 children on role have additional needs plans. The plans identify additional support for each child's educational needs. 14 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.

Ofsted Key Judgement	Whole School Targets	Key Actions	Target Leaders	Resources/cost	Timescale
Leadership and Management	Pupil Premium children to make expected and above expected progress in reading, writing and maths.	<p>Identification of all children eligible for the Pupil Premium Grant (PPG)</p> <p>Undertake gap analysis for each child and share findings during Pupil Progress Meetings (PPM's)</p> <p>Create individual learning plan and targets for each child eligible for the PPG</p> <p>Assess each PP child, as part of the PPM process. Ensure that each child has made expected or above expected progress.</p>	<p>Helen Pentecost (Pupil Premium co-ordinator/champion)</p> <p>Caroline Poore (Reading Leader)</p> <p>Simon Matkin (Writing Leader)</p> <p>Abi Meggison (Maths Leader)</p>	Total PP budget: £153,500	All of the key actions will be achieved within Term 1 and continued throughout the year. The final PPM in Term 6 will be used to assess the overall impact of the key actions.
Leadership and Management	Children who have additional needs plans (ANP's) and Education, Health and Care Plans (EHCP's) to be supported by the SEND provision and make progress in reading, writing and maths.	<p>SENCo to identify and co-ordinate support for all ANP, EHCP children and for those who are on the cusp of an ANP.</p> <p>Children in the Learning Lodge (designated SEND learning area) to receive targeted support from Individual Needs Assistants (INA's) for reading, writing and maths.</p> <p>Teachers to report on progress of SEND children during PPM's.</p>	Laura Warren (SENCo)	Total SEND budget: £237,000	<p>ANP's and EHCP's have a review cycle which is individual to each child.</p> <p>The success of the key actions will be evaluated during PPM's in Terms 1 to 6.</p>

	Included in this group of children, those who are on the cusp of needing an ANP to be identified and supported.				
Ofsted Key Judgement	Whole School Targets	Key Actions	Target Leaders	Resources/cost	Timescale
Leadership and Management	<p>Subject Leaders to develop the monitoring of their subject, including scrutiny of children's work, learning walks, pupil voice and analysis of data.</p> <p>Subject Leaders to create up to date Action Plans and Management Trails and report on the impact of these to the Senior Management</p>	<p>Subject Leaders to write Action Plans, based on whole school and year group needs. They should be informed by a wide range of factors, including data, work scrutiny and the requirements of the national curriculum.</p> <p>Subject leaders to create Subject Management Trails as a record of their work and progress towards achieving the targets within their Action Plan.</p> <p>Subject Leaders to create three reports, across the year, on the strengths and areas for development within their subject.</p> <p>Close attention to be paid to coverage, age related expectations, differentiation and the quality of teaching and learning within each subject.</p>	All subject Leaders	£2500 for physical resources and for occasional supply cover (most cover will be provided by the school's HLTA's)	<p>This work spans the entire academic year.</p> <p>All Action Plans must be created and published within the first half of Term 1.</p> <p>Management Trails must be started in Term 1.</p>

	Team (SMT) and to governors.				
Leadership and Management	Develop the strategic overview of the Senior Management Team and Governors	<p>Discuss evidence from monitoring on a weekly basis with SMT.</p> <p>Revisit the School Development Plan to ensure that targets are being met and further targets are developed.</p> <p>Governors to engage in training to make it more strategic and confident in asking the right questions of school leaders.</p>	All members of the school's SMT and Governing Board.	£1000 for governor training.	Term 1 and ongoing throughout the year.

Ofsted Key Judgement	Whole School Targets	Key Actions	Target Leaders	Resources/cost	Timescale
Quality of Education (INTENT)	<p>Develop the school's broad and balanced enquiry based curriculum.</p> <p>Planning of the curriculum to be carefully sequenced so</p>	<p>Intent is what we teach and why we teach it as a school. All staff to revisit the concept of the "enquiry based curriculum" which we were trained in before the pandemic. This will take place during staff meetings in Term 1.</p> <p>Teachers to look at existing planning and ensure that national curriculum targets are covered and the curriculum shows progression and is age related.</p>	<p>Emma Timperley (Curriculum Co-ordinator) and Headteacher</p> <p>All Subject Leaders</p>	<p>Core budget</p> <p>Core budget</p>	<p>Term 1 and Term 2</p> <p>Revisited throughout the year.</p>

	<p>that children cumulate sufficient knowledge and skills.</p> <p>Ensure that the curriculum is tailored for children who are currently working below and unable to access the national curriculum.</p>	<p>For children who are working above the expected standard (age related) and for those working below, the curriculum must be appropriately differentiated.</p> <p>Ensure that the school's vision statement is known and understood by all stakeholders.</p>		Core budget	
<p>Quality of Education</p> <p>(Implementation)</p>	<p>Teachers supported by Subject Leaders to ensure that they deliver each subject effectively.</p> <p>Teachers to check individual pupil's</p>	<p>Individual Subject Leaders to keep teachers up to date with curriculum expectations and developments.</p> <p>Subject Leaders to monitor the delivery of their subject, including book scrutiny,</p>	<p>All Subject Leaders and Headteacher</p> <p>All Subject Leaders</p>	<p>Core budget</p> <p>£3500</p>	Term 1 through to Term 6

	<p>learning, through discussion, giving clear feedback and identifying misconceptions.</p> <p>Accurate and up to date assessment to inform teaching and learning.</p> <p>Further develop reading across the school.</p>	<p>learning walks and pupil voice. A record of these activities to be held in Subject Management Trails.</p> <p>Assessment to be carried out continuously and for SIMS (assessment of Reading, Writing and Maths) and West Rise Skills (assessment of the foundation subjects) to be published by teachers at the end of each term.</p> <p>Reading to be seen as a priority for all school stakeholders.</p> <p>Higher level reading books and scheme to replace “free reader” approach.</p>	<p>All Class Teachers</p> <p>Caroline Poor (Reading Subject Leader) and Sheena Copus (Whole School Reading Co-ordinator)</p>	<p>£2500</p>	
<p>Quality of Education</p> <p>(Impact)</p>	<p>Pupils to develop detailed knowledge and skills across the curriculum and achieve well.</p> <p>National Test results to reflect pupils’ progress at the end of the</p>	<p>Scrutiny of children’s work to be carried out by Headteacher and Curriculum Co-ordinator on a weekly basis. Scrutiny of work to be focused on looking for evidence of detailed knowledge and skills being taught.</p> <p>Early gap analysis of all pupils, taking into account any lost learning during the pandemic, and providing additional support for pupils where required.</p>	<p>Headteacher</p> <p>Subject Leaders</p>	<p>Core budget</p> <p>Core budget</p>	<p>Term 1 through to Term 6</p>

	<p>Key Stage (Year 6).</p> <p>Termly assessment of Reading, Writing and Maths, as well as assessment of the foundation subjects (using West Rise Skills) to show expected and above expected progress.</p> <p>Pupils read widely and often, with fluency and comprehension.</p>	<p>Pupil Progress Meetings to take place on a termly basis.</p> <p>Data to be published for every class, in each subject, on a termly basis.</p> <p>Termly reading assessments to reflect pupil progress.</p> <p>Reading audit carried out termly, to ensure that children are reading widely and often.</p> <p>Weekly assemblies to be used to raise the profile of reading across the school.</p>	<p>£1000 cover costs</p> <p>Core budget</p>		
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Ofsted Key Judgement	Whole School Targets	Key Actions	Target Leaders	Resources/cost	Timescale
Behaviour and attitudes	Positive Psychology Character Traits to be promoted across the school.	Staff meeting to look at the six character traits endorsed by the school. New teachers to be introduced to the positive psychology philosophy.	Headteacher	Core budget	Term 1 to implement
	Rights Respecting School "Rights and Responsibilities" to be promoted across the school.	Staff meeting to look at the key rights and responsibilities endorsed by the school. Rights and responsibilities keyrings to be made for new staff.	Harriet Somerville (PSHE Leader) PSHE is now referred to as "SPHERE"	£3500 £150	Monitored and built upon from, Term 2 through to Term 6
	Attendance to improve to 97% across the school.	Best class attendance celebrated in weekly assemblies for Years 3 and 4 and a separate assembly for Years 5 and 6. School to engage ESBAS (East Sussex Behaviour and Attendance Service) for persistent absentees.		NA £1000	

Ofsted Key Judgement	Whole School Targets	Key Actions	Target Leaders	Resources/cost	Timescale
Personal Development	The school curriculum extends to support children's character, including their resilience, confidence and independence.	The Forest School provision will include regular opportunities for children to build their resilience. This will include trying new and challenging skills, as well as working in adverse weather conditions. Adults and children will identify when this occurs and praise examples where a child has moved beyond their comfort zone and developed.	Helen Stringfellow (Forest School Leader)	Core budget	Term 1 through to Term 6
		Room 13 will run workshops with arts groups, such as "Leap the Look" which are designed, in part, to develop children's confidence and independence.	Karen Stephens (Room 13 adult leader)	£2000	
	The school prepares children for life in modern Britain, by equipping them to be responsible, respectful, active citizens who contribute positively to society.	The SPHERE curriculum (previously known as PSHE) to comprehensively address attitudes and beliefs around diversity.	Harriet Somerville	£1500	
		Physical Education and extra-curricular clubs at the school will promote an active lifestyle.	Emma Timperley	Core budget	
		The Rights Respecting School programme will promote and inspire respect for one another.	Harriet Somerville	NA	

	Promoting respect for diversity.				
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