



**SASH**  
Suffolk Association  
of Secondary Heads  
*Stronger Together*



# Suffolk Learning and Improvement Network

**'A school-led system of peer review and joint practice development, designed by school leaders in Suffolk'**

## **Primary School-to-School Support Offer**

### **Updated May 2019**

## 1 Introduction

The Suffolk Learning and Improvement Network is a collaborative partnership between publicly-funded schools in Suffolk and the local authority that promotes collective responsibility for the educational outcomes of children and young people in the county's schools.

The Network promotes school improvement through a robust peer review process that supports and challenges all schools at whatever stage of their improvement journey. Participating schools undertake two peer reviews during the year. From the analysis of peer reports we are able to:

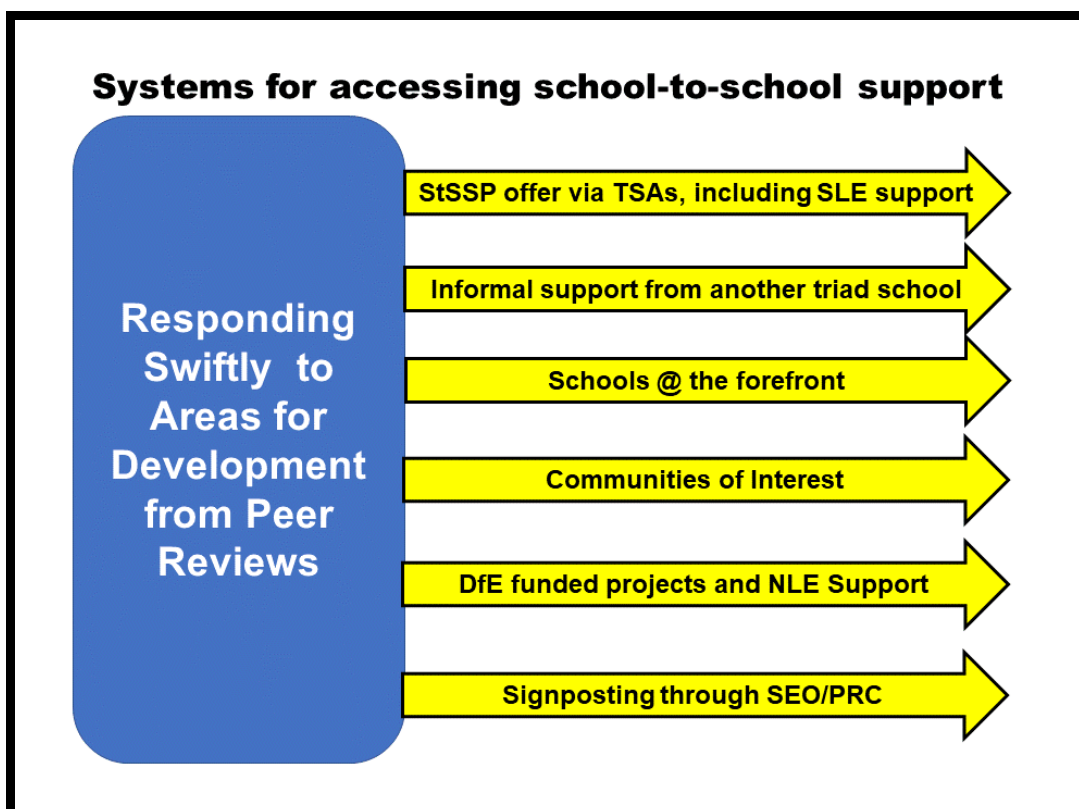
- identify gaps in current school improvement support;
- identify leading practice for inclusion in Suffolk's school-to-school support offer;
- commission priorities for joint practice development.

**The SLIN School-to-School Support Offer is commissioned through the Suffolk School-to-School Support Partnership (StSSP). This document sets out an initial School-to-School Support Offer for SLIN Primary Schools in response to the key priorities arising from Peer Review 1 in Autumn 2018. The core offer is based on joint practice development, CPD and consultancy through Suffolk's Teaching and Research Network Schools. Additional modes of school-to-school support are also being piloted.**

## 2 Swift and Easy Access to School-to-School Support

2.1 A key aim of SLIN is establish a systematic approach to the commissioning and brokering of joint practice development and wider school-to-school support, drawing on research and leading practice in Suffolk and nationally. There are two aspects to this approach:

- Commissioned programmes of CPD and action research in a small number of focus areas that will make the biggest impact on educational attainment and progress. (In 2018-19 we have commissioned joint practice development in Early Language Development, Mastery Learning in Mathematics, and Primary Maths Leadership).
- A range of routes providing swift and easy access to school-to-school support, tailored to the needs of self-improving schools.



### 2.2 Key Principles

The S2S offer is based on two key principles:

- That self-managing schools evaluate themselves rigorously, have a good understanding of their strengths and areas for development, and identify appropriate support to meet their needs;
- Action to address key areas for improvement in schools is based on the EEF Foundations for Good Implementation framework.

### **3 Routes to School-to-School Support Explained**

#### **3.1 Offer from Teaching School Alliances and Research Schools Network**

In response to the priority themes identified from Peer Review 1 in Autumn 2018, Teaching School Alliances and the Research Schools Network are offering a range of CPD opportunities. SLIN schools can contact them direct for details. (See contact list on page 6). TSAs are also offering consultant support through Specialist Leaders of Education (SLEs)

#### **3.2 Informal Support from another triad school**

Evidence from the peer review reports shows that in many cases schools in their triads are building up networks of informal school-to-school support to share practice, develop teaching materials, moderate children's work, and carry out action research. Unlocking this shared capacity for school improvement is a key part of the SLIN model.

#### **3.3 Schools @ Forefront - Pilot**

For three of the priority themes arising from peer review reports, we have identified schools with validated effective practice that are willing to offer opportunities for interested schools to visit, arrange teacher:teacher consultation and access to materials. The themes are:

- Developing a Coherent English Curriculum Across the School (Page 9)
- Improving attainment and progress for pupils with higher prior levels of attainment (Page 10)
- Developing effective middle and subject leadership (Page 12)

We will use the pilot programme to test and evaluate this mode of school-to-school support before widening the scope of the model for Wave 2 in 2019-20.

The list of schools@forefront includes SLIN schools identified from peer review reports and other schools suggested by the local authority based on data and other intelligence. Schools@ forefront may be approached direct for tailored collaboration. SLIN schools may contact any of the schools listed, but for ease of access the directory shows the schools@forefront in the areas covered by Peer Review Groups 1, 2 and 3. **(Contextual information about the schools is at Appendix 2).**

#### **3.4 Communities of Interest - Pilot**

'Communities of Interest' are formed by schools with a common set of interests in relation to a particular theme. They meet together in a facilitated learning set to share current challenges, learn from one another and develop common solutions to address a particular priority theme arising from the programme of peer reviews. Communities of Interest may be facilitated by a Teaching School or a LSEO. Decisions about possible Communities of Interest will take account of any on-going work through the local authority's Locality Plans. **A pilot Community of Interest with a focus on 'Improving**

**Outcomes for Disadvantaged Pupils' will be commissioned through the StSSP for Autumn Term 2019.**

### **3.5 DfE Funded Projects and NLE Support**

Some of the school improvement priorities arising from Peer Review 1 are being addressed by projects in Suffolk that are in receipt of government funding through the DfE Strategic School Improvement Fund (SSIF) or the Ipswich Opportunity Area. Contact these projects for further information.

Schools that are eligible for DfE School Improvement Funding through NLEs may be able to address areas for development from their peer review through this support.

### **3.6 Signposting through Standards and Excellence Officers or Peer Review Champions**

Through their overview of Suffolk schools and on-going contact, SEOs may be approached to signpost SLIN schools for particular areas of support that are not covered through the SLIN S2S offer. Peer Review Champions may be able to signpost schools to other support from knowledge of the work in their triads.

## **4 Funding**

- 4.1** Much of the school-to-school support offer will be 'gifted' time agreed between collaborating schools. Where there is a charge for accessing school-to-school this will be clearly stated and in line with the framework agreed by the StSSP. Charges for CPD are set by the individual TSA. Consultancy from SLEs is charged at £350 per day. Charges in relation to Schools@Forefront and Communities of Interest will be established as part of the pilot programme. Unless otherwise stated in the directory below, any costs of accessing the school-to-school support offer will be met by participating schools themselves.

## 5 Contact Information

### 5.1 Teaching Schools

Teaching School Alliance	Contact name	Contact phone number	Contact email
Farlingaye & Kesgrave TSA (F&KTSA)	Jenny Ellis	01473 624 855	<a href="mailto:jellis@farlingayekesgravetsa.co.uk">jellis@farlingayekesgravetsa.co.uk</a>
Unity/SBTA	Helen Main	01787 314 317	<a href="mailto:hmain@unitysp.co.uk">hmain@unitysp.co.uk</a>
Mid-Suffolk TSA	Stephanie Smart	01728 860 213	<a href="mailto:dhstsa@debenhamhigh.co.uk">dhstsa@debenhamhigh.co.uk</a>
Encompass TSA	Dawn Robertson	01379 827 723	
ConnectED	Jacqui Watkins Nic Hubbard	01284 810 032	<a href="mailto:director@connectedtsa.org">director@connectedtsa.org</a> <a href="mailto:admin@connectedtsa.org">admin@connectedtsa.org</a>
Orwell Teaching School	Anita Krishna	01473 683 932	<a href="mailto:a.krishna@halifaxprimary.net">a.krishna@halifaxprimary.net</a>
Primary East	Emma Thurlow	07933 571 248	<a href="mailto:admin@primaryeast.co.uk">admin@primaryeast.co.uk</a>
West Ipswich Teaching School (WIT)	Vanessa Bally	01473 742 534	<a href="mailto:Vanessa.bally@highfield.suffolk.sch.uk">Vanessa.bally@highfield.suffolk.sch.uk</a>
Springfield TSA	Lisa Harlow	01473 741 300	<a href="mailto:tsa@springfieldjuniors.net">tsa@springfieldjuniors.net</a>
The Lark TSA	Clare Lamb	01284 828 223	<a href="mailto:director@thelark.org.uk">director@thelark.org.uk</a>
CASSA (Cambridge & Suffolk Alliance) TSA	Doug Brechin / Teresa Carter	01223 891 233	<a href="mailto:Teresa.carter@lvc.org">Teresa.carter@lvc.org</a>

### 5.2 DfE designated subject hubs

English Hubs – Debbie Griggs - [debbie.griggs@myland.essex.sch.uk](mailto:debbie.griggs@myland.essex.sch.uk)

Suffolk Maths Hub – Jenny Ellis - [jellis@kesgrave.suffolk.sch.uk](mailto:jellis@kesgrave.suffolk.sch.uk)

STEM Learning – Nadine Payne - [npayne@burytrust.org](mailto:npayne@burytrust.org)

### 5.3 Research School Network (RSN)

Research School	Contact name	Contact phone number	Contact email
Ipswich [RSN (Ip)]	Eileen Allpress	01473 742543	<a href="mailto:Eileen.allpress.ipswich@researchschool.org.uk">Eileen.allpress.ipswich@researchschool.org.uk</a>
Unity [RSN (U)]	Jo Francis	01787 314317	<a href="mailto:jfrancis@unitysp.co.uk">jfrancis@unitysp.co.uk</a>

### 5.4 Peer Review Champions

Janita Betts – St John’s CE VA Primary School [headteacher@st-johns.suffolk.sch.uk](mailto:headteacher@st-johns.suffolk.sch.uk)

Linda Bowman – Hollesley Primary School [head@hollesley.suffolk.sch.uk](mailto:head@hollesley.suffolk.sch.uk)

James Ratcliffe – Aldeburgh Primary School [head@avocetacademy.org](mailto:head@avocetacademy.org)

Jill Sandvig – Our Lady of Walsingham Catholic MAT

[jill.sandvig@st-marys-ipswich.suffolk.sch.uk](mailto:jill.sandvig@st-marys-ipswich.suffolk.sch.uk)

Ruth Slater – Bures Primary School [rslater@bures.suffolk.sch.uk](mailto:rslater@bures.suffolk.sch.uk)

Jo Stanley – Bell – Avocet Academy Trust [jsb@avocetacademy.org](mailto:jsb@avocetacademy.org)

## 5.5 Schools@Forefront – Pilot Schools (See Appendix 2 for Contextual Information)

School	Contact	Email	Phone Number
St Gregory CEVCP School	Daniel Woodrow	<a href="mailto:head@st-gregory.suffolk.sch.uk">head@st-gregory.suffolk.sch.uk</a>	01787 372418
St. Mary's CofE Primary School, Woodbridge	Karen Read	<a href="mailto:Karen.read@st-maryscofe.suffolk.sch.uk">Karen.read@st-maryscofe.suffolk.sch.uk</a>	01394 383649
Gislingham Primary School	Andrew Berry	<a href="mailto:principal@tilian.org.uk">principal@tilian.org.uk</a>	01379 783283
Halifax Primary School	Anita Krishna	<a href="mailto:a.krishna@halifaxprimary.net">a.krishna@halifaxprimary.net</a>	01473 683932
Sandlings Primary School	Tricia Toal	<a href="mailto:Patricia.toal@sandlings.suffolk.sch.uk">Patricia.toal@sandlings.suffolk.sch.uk</a>	01394 420444
Rattlesden CofE Primary School	Helen Ballam	<a href="mailto:head@rattlesden.suffolk.sch.uk">head@rattlesden.suffolk.sch.uk</a>	01449 736335
The Oaks Primary School	Jeremy Pentreath and Philip Palmer	<a href="mailto:head@theoaksprimary.co.uk">head@theoaksprimary.co.uk</a>	01473 684994
Rose Hill Primary School	Georgie Bright	<a href="mailto:g.bright@rosehillprimary.net">g.bright@rosehillprimary.net</a>	01473 727552
St John's Ipswich	Janita Betts	<a href="mailto:headteacher@st-johns.suffolk.sch.uk">headteacher@st-johns.suffolk.sch.uk</a>	01473 727554
Oulton Broad Primary	Jamie White	<a href="mailto:jamie.white@oultonbroad.suffolk.sch.uk">jamie.white@oultonbroad.suffolk.sch.uk</a>	01502 565930
Murrayfield	Neil Winn (Interim)	<a href="mailto:neil.winn@paradigmtrust.org">neil.winn@paradigmtrust.org</a>	01473 728564
Moulton Primary School	Deborah Shipp	<a href="mailto:deborah.shipp@moulton.suffolk.sch.uk">deborah.shipp@moulton.suffolk.sch.uk</a>	01638 750236

## Appendix 1

<b>Mastery Learning in Mathematics</b>			
<b>Schools @Forefront</b>	<b>JPD programme</b>	<b>Consultant support through SLEs</b>	<b>SSIF Projects</b>
	RSN KS/3 (U) Maths mastery KS1/2 (Mid-Suffolk) (SLIN schools – paid for by SLIN development fund.)	CASSA ConnectED Unity Mid-Suffolk Orwell Teaching School Primary East	Mid-Suffolk CASSA Unity

<b>Early Language Development</b>			
<b>Schools @Forefront</b>	<b>JPD programme</b>	<b>Consultant support through SLEs</b>	<b>SSIF Projects</b>
	RSN Prep4Lit (Ip and U) WIT (SLIN schools – on-going programme paid for by SLIN Development Fund)	ConnectED Primary East	(ASSET)



### Developing a Coherent English Curriculum Across the School

Schools @Forefront – Pilot 1	JPD programme	Consultant support through SLEs	SSIF Projects
<b>Peer Review Group 1</b> St Gregory CEVCP School <b>Peer Review Group 2</b> St. Mary's CofE Primary School, Woodbridge <b>Peer Review Group 3</b> Gislingham Primary School	WIT	Unity F&KTSA (secondary) Orwell Teaching School CASSA	(ASSET)
<b>Community of Interest Lead:</b>	To be agreed following consultation at Evaluation Event on March 7 <sup>th</sup> .		

### Systems for improving writing across the school , including moderation within and between schools.

Schools @Forefront	JPD programme	Consultant support through SLEs	SSIF Projects
		Unity Mid-Suffolk Orwell Teaching School Primary East The Lark CASSA	Unity
<b>Community of Interest Lead:</b>	To be agreed after consultation at Evaluation Event on March 7 <sup>th</sup> .		

<b>Effective continuous provision in the EYFS</b>			
<b>Schools @Forefront</b>	<b>JPD programme</b>	<b>Consultant support through SLEs</b>	<b>SSIF Projects</b>
	WIT-RSN (Ip)	ConnectED Orwell Teaching School Primary East Unity The Lark CASSA	
<b>Community of Interest Lead:</b>	To be agreed after consultation at Evaluation Event on March 7 <sup>th</sup> .		

<b>Improving attainment and progress for pupils with high levels of prior attainment</b>			
<b>Schools @Forefront - Pilot</b>	<b>JPD programme</b>	<b>Consultant support through SLEs</b>	<b>SSIF Projects</b>
<b>Peer Review Group 1</b> Halifax Primary School <b>Peer Review Group 2</b> Sandlings Primary School <b>Peer Review Group 3</b> Rattlesden CofE Primary School		CASSA	
<b>Community of Interest Lead:</b>	To be agreed after consultation at Evaluation Event on March 7 <sup>th</sup> .		

<b>Improving progress of SEND pupils, especially those from disadvantaged/vulnerable situations</b>			
<b>Schools @Forefront</b>	<b>JPD programme</b>	<b>Consultant support through SLEs</b>	<b>SSIF Projects</b>
	WSS Review Training RSN PP (Ipswich and Unity)	WIT ConnectED Orwell Teaching School The Lark	
<b>Community of Interest Lead:</b>	RSN: Unity/WIT SENDCo Network (Existing network)		

Effective whole-school review processes for SEND			
Schools @Forefront	JPD programme	Consultant support through SLEs	SSIF Projects
		Esther Brooks <a href="mailto:Rsl.enelon@wholeschoolsend.com">Rsl.enelon@wholeschoolsend.com</a> Cormac O'Neill <a href="mailto:c.oneill@theforestacademy.co.uk">c.oneill@theforestacademy.co.uk</a>	
<b>Community of Interest Lead:</b>	RSN: Unity/WIT SENDCo Network <b>Existing Network</b>		

Promoting effective parental engagement in children's learning			
Schools @Forefront	JPD programme	Consultant support through SLEs	SSIF Projects
	RSN GR (U) IRS_WIT		
<b>Community of Interest Lead:</b>	To be agreed after consultation at Evaluation Event on March 7 <sup>th</sup> .		

Efficient and effective marking and feedback: in-class, and in books			
Schools @Forefront	JPD programme	Consultant support through SLEs	SSIF Projects
		Orwell Teaching School The Lark CASSA	
<b>Community of Interest Lead:</b>	To be agreed after consultation at Evaluation Event on March 7 <sup>th</sup> .		

<b>Establishing positive Learning Behaviours</b>			
<b>Schools @Forefront</b>	<b>JPD programme</b>	<b>Consultant support through SLEs</b>	<b>SSIF Projects</b>
		Orwell Teaching School Springfield Junior Unity The Lark CASSA	
<b>Community of Interest Lead:</b>	To be agreed after consultation at Evaluation Event on March 7 <sup>th</sup> .		

<b>Developing effective middle and subject leadership</b>			
<b>Schools @Forefront - Pilot</b>	<b>JPD programme</b>	<b>Consultant support through SLEs</b>	<b>SSIF Projects</b>
<b>Peer Review Group 1</b> The Oaks Primary School (both)	RSN LL (Unity and Ipswich)	Unity (middle)	
<b>Peer Review Group 2</b> Rose Hill Primary School (Middle) St John's Ipswich (Middle) Oulton Broad Primary School (both) Murrayfield (Subject)		F&KTSA (middle) CASSA (Middle) Mid-Suffolk (both) ConnectED (both) Orwell Teaching School (both) The Lark (both) Springfield Junior (Subject)	
<b>Peer Review Group 3</b> Moulton Primary School (both)			
<b>Community of Interest Lead:</b>	To be agreed after consultation at Evaluation Event on March 7 <sup>th</sup> .		

Effective use of Teaching Assistants			
Schools @Forefront	JPD programme	Consultant support through SLEs	SSIF Projects
	RSN MITA (Unity)	Unity ConnectED Springfield Junior (Links to LA Project) The Lark	LA Project
<b>Community of Interest Lead:</b>	To be agreed after consultation at Evaluation Event on March 7 <sup>th</sup> .		

Practical Leadership Support for Schools with Challenges			
Schools @Forefront	JPD programme	Consultant support through SLEs	SSIF Projects
		Unity Mid-Suffolk Orwell Teaching School The Lark CASSA	

**Schools@Forefront – Contextual Information****1 Developing a Coherent English Curriculum Across the School**

<b>Suffolk Learning and Improvement Network Primary School to School Support Offer</b>	
<b>Schools@Forefront</b>	
<b>Theme</b>	<b>Developing a Coherent English Curriculum Across the School</b>
<b>School</b>	<b>Peer Review Group 1</b> St Gregory CEVCP School (SN)
<b>Context of the School</b>	
<b>Pupil Numbers and Profile (PPG, FSM, EAL, SEND)</b>	Information from the January 2019 census: 238 pupils on the school roll 132 boys and 106 girls 15.1% pupils eligible for free school meals 18.6% disadvantaged pupils 3.6% English as an additional language 13.4% pupils with Special Educational Needs Last Ofsted inspection 20 April 2017 – Good in all judgements
<b>Key Features of Practice and its Impact</b>	The school leaders have implemented an innovative approach to phonics / spelling and adapting Talk for Writing to better meet the needs of our school and combining this with strong subject leadership that supports and works alongside teachers on a 1:1 basis. In addition to this, the leaders have ensured a consistent whole-school approach which has raised progress and attainment in writing over the last three years. This is now supplemented by new initiatives in non-written feedback and a focus on speaking and listening.
<b>What can the school offer? (Indicate Below)</b>	
<b>Visits</b>	Yes
<b>Teacher:Teacher Consultation</b>	Yes
<b>Access to Learning Materials</b>	Yes
<b>Date from When School-to-School Support is Available</b>	
7 May 2019	
<b>Key Point of Contact</b>	
<b>Name</b>	Daniel Woodrow
<b>Email</b>	<a href="mailto:head@st-gregory.suffolk.sch.uk">head@st-gregory.suffolk.sch.uk</a>
<b>Phone</b>	01787 372418

<b>Suffolk Learning and Improvement Network Primary School to School Support Offer</b>	
<b>Schools@Forefront</b>	
<b>Theme</b>	<b>Developing a Coherent English Curriculum Across the School</b>
<b>School</b>	<b>Peer Review Group 2</b> St. Mary's CofE Primary School, Woodbridge (SN)
<b>Context of the School</b>	
<b>Pupil Numbers and Profile (PPG, FSM, EAL, SEND)</b>	Information from the January 2019 census: 193 pupils on the school roll 90 boys and 103 girls 4.1% pupils eligible for free school meals 9.2% disadvantaged pupils 3.9% English as an additional language 6.2% pupils with Special Educational Needs Last Ofsted inspection 2 October 2018 (Section 8) – Good in all judgements Academy conversion 1 February 2016
<b>Key Features of Practice and its Impact</b>	The school has developed a consistent approach to teaching literacy across the school. They use Hamilton Trust Plans as a starting point and then develop them to link with topic areas. Grammar and punctuation lessons are taught in a discrete weekly lesson. The school leaders are currently exploring how to best to teach reading across the school; including moving away from guided reading and instead teaching through a whole class approach. The school has invested in the Accelerated Reader programme.  In the academic year 2017/18, 90% of pupils achieved age related expectations in Year 6 and 67% achieved greater depth in SPAG. The scaled score was 111. With 83% of pupils achieved age related expectations in Year 6 and 40% achieved greater depth in reading. The scaled score was 108.
<b>What can the school offer? (Indicate Below)</b>	
<b>Visits</b>	Yes
<b>Teacher:Teacher Consultation</b>	Yes
<b>Access to Learning Materials</b>	Yes
<b>Date from When School-to-School Support is Available</b>	
June 2019	
<b>Key Point of Contact</b>	
<b>Name</b>	Karen Read
<b>Email</b>	Karen.read@st-maryscofe.suffolk.sch.uk
<b>Phone</b>	01394383649

<b>Suffolk Learning and Improvement Network Primary School to School Support Offer</b>	
<b>Schools@Forefront</b>	
<b>Theme</b>	<b>Developing a Coherent English Curriculum Across the School</b>
<b>School</b>	<b>Peer Review Group 3</b> Gislingham Primary School (SN)
<b>Context of the School</b>	
<b>Pupil Numbers and Profile (PPG, FSM, EAL, SEND)</b>	Information from the January 2019 census: 133 pupils on the school roll 70 boys and 63 girls 5.3% pupils eligible for free school meals 12.8% disadvantaged pupils 1.7% English as an additional language 15.0% pupils with Special Educational Needs Last Ofsted inspection 17 October 2012 – Outstanding in all judgements Academy conversion 1 August 2016
<b>Key Features of Practice and its Impact</b>	The development of extended writing skills is embedded in writing across the curriculum. Key features of writing are taught with high quality through writers' workshops. This has led to successful outcomes in pupils' independent writing. Guided reading is also a strength. Please contact the headteacher for further details. The school had strong outcomes in both attainment and progress in 2018.
<b>What can the school offer? (Indicate Below)</b>	
<b>Visits</b>	Yes; but dependant on key stage.
<b>Teacher:Teacher Consultation</b>	Yes
<b>Access to Learning Materials</b>	Yes; examples of planning can be shared.
<b>Date from When School-to-School Support is Available</b>	
May 2019	
<b>Key Point of Contact</b>	
<b>Name</b>	Julie Welham (Headteacher)
<b>Email</b>	jwelham@tilian.ork.uk
<b>Phone</b>	01379 783283



## 2 Improving Attainment and Progress for Pupils with Higher Levels of Prior Attainment

<b>Suffolk Learning and Improvement Network Primary School to School Support Offer</b>	
<b>Schools@Forefront</b>	
<b>Theme</b>	<b>Improving attainment and progress for pupils with high levels of prior attainment</b>
<b>School</b>	<b>Peer Review Group 1 Halifax Primary School (SN)</b>
<b>Context of the School</b>	
<b>Pupil Numbers and Profile (PPG, FSM, EAL, SEND)</b>	Information from the January 2019 census: 413 pupils on the school roll 206 boys and 207 girls 13.1% pupils eligible for free school meals 19.2% disadvantaged pupils 10.7% English as an additional language 13.1% pupils with Special Educational Needs Last Ofsted inspection 6 October 2015 – Good in all judgements Academy conversion 1 April 2017
<b>Key Features of Practice and its Impact</b>	Continuous and rigorous focus at all levels on pupils' prior attainment and setting high expectations for all pupils' outcomes. Implementing and reviewing successful strategies and approaches to ensure that high attaining pupils continue to make the progress expected. Providing high quality support and development for teachers and teaching assistants to ensure that teaching, learning and assessment is of the highest quality and supports the most able pupils to continue to make appropriate progress. Leaders, including governors, frequently monitor and evaluate the effectiveness of provision across the school, including for the most able pupils. As a result of this, high prior attaining pupils continue to make strong progress across the school.
<b>What can the school offer? (Indicate Below)</b>	
<b>Visits</b>	<b>Yes</b>
<b>Teacher:Teacher Consultation</b>	<b>Yes</b>
<b>Access to Learning Materials</b>	<b>Yes</b>
<b>Date from When School-to-School Support is Available</b>	
From April 2019	
<b>Key Point of Contact</b>	
<b>Name</b>	Anita Krishna – Headteacher
<b>Email</b>	A.Krishna@halifaxprimary.net
<b>Phone</b>	01473 683932

<b>Suffolk Learning and Improvement Network Primary School to School Support Offer</b>	
<b>Schools@Forefront</b>	
<b>Theme</b>	<b>Improving attainment and progress for pupils with high levels of prior attainment</b>
<b>School</b>	<b>Peer Review Group 3 Rattlesden CofE Primary School (SN)</b>
<b>Context of the School</b>	
<b>Pupil Numbers and Profile (PPG, FSM, EAL, SEND)</b>	Information from the January 2019 census: 110 pupils on the school roll 57 boys and 53 girls 8.2% pupils eligible for free school meals 17.4% disadvantaged pupils 0% English as an additional language 11.8% pupils with Special Educational Needs Last Ofsted inspection 17 October 2018 – Good in all judgements Academy conversion 1 January 2016
<b>Key Features of Practice and its Impact</b>	The school leaders have implemented a rigorous assessment with strong gaps analysis. All staff know KS1 outcomes and keep the higher attaining as a focus group to ensure they stay that way. The school leaders have developed a culture of high expectations and target potential pupils. For example, a summer born pupil who might not be higher attaining at the end of KS1, the staff will consider targeting their progress in KS2 if they evidence the potential. The school has implemented a creative curriculum where staff make pupils are part of the process; pupils are very enthusiastic about it; staff ensure pupils know the purpose for the things they do. A system called 'Magic ten' which further addresses any gaps in learning from the morning on the same day.
<b>What can the school offer? (Indicate Below)</b>	
<b>Visits</b>	Yes
<b>Teacher:Teacher Consultation</b>	Yes
<b>Access to Learning Materials</b>	Yes
<b>Date from When School-to-School Support is Available</b>	
End of May 2019	
<b>Key Point of Contact</b>	
<b>Name</b>	Helen Balaam, headteacher
<b>Email</b>	<a href="mailto:helen.ballam@rattlesden.suffolk.sch.uk">helen.ballam@rattlesden.suffolk.sch.uk</a>
<b>Phone</b>	01449 736335

### 3 Developing Effective Middle and Subject Leadership

<b>Suffolk Learning and Improvement Network Primary School to School Support Offer</b>	
<b>Schools@Forefront</b>	
<b>Theme</b>	<b>Developing effective middle and subject leadership</b>
<b>School</b>	Peer Review Group 1 The Oaks Primary School (both) (SN)
<b>Context of the School</b>	
<b>Pupil Numbers and Profile (PPG, FSM, EAL, SEND)</b>	Information from the January 2019 census: 441 pupils on roll 215 boys and 226 girls 22.7% eligible for free school meals 34.7% disadvantaged pupils 16.4% English as an additional language 19.5% pupils with Special Educational Needs Last Ofsted 19 September 2018 – Outstanding in all judgements Academy conversion 1 March 2015
<b>Key Features of Practice and its Impact</b>	The school grows their own leaders from self-motivated staff. Middle leaders are developed through coaching and involved in senior leadership team meetings. They have weekly face to face meetings with headteachers which include accountability - reviewing impact of actions taken and next steps; leaders' own development. For example, support and training; leaders' wellbeing. A key aspect of the work of the school is that the leaders are given time to lead.
<b>What can the school offer? (Indicate Below)</b>	
<b>Visits</b>	Yes
<b>Teacher:Teacher Consultation</b>	Yes
<b>Access to Learning Materials</b>	Yes
<b>Date from When School-to-School Support is Available</b>	
April 2019. All visits to be agreed with the school as they offer leader development courses which could be aligned to this work.	
<b>Key Point of Contact</b>	
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<b>Suffolk Learning and Improvement Network Primary School to School Support Offer</b>	
<b>Schools@Forefront</b>	
<b>Theme</b>	<b>Developing effective middle and subject leadership</b>
<b>School</b>	Peer Review Group 2 Oulton Broad Primary School (both) (SN)
<b>Context of the School</b>	
<b>Pupil Numbers and Profile (PPG, FSM, EAL, SEND)</b>	Information from the January 2019 census: 322 pupils on the school roll 161 boys and 161 girls 18% pupils eligible for free school meals 24% disadvantaged pupils 1.8% English as an additional language 5.6% pupils with Special Educational Needs Last Ofsted inspection 16 July 2015 – Outstanding in all judgements
<b>Key Features of Practice and its Impact</b>	The school does not have a traditional subject leadership model for non-core subjects. Every teacher is a <u>leader of the curriculum</u> for their class. Staff work together regularly to develop and monitor the curriculum, including vocabulary, progression across year groups and across subjects. Staff have ownership of the curriculum in its entirety and have high expectations of what their curriculum can achieve.
<b>What can the school offer? (Indicate Below)</b>	
<b>Visits</b>	<b>Yes / No</b>
<b>Teacher:Teacher Consultation</b>	<b>Yes / No</b>
<b>Access to Learning Materials</b>	<b>Yes / No</b>
<b>Date from When School-to-School Support is Available</b>	
April 2019	
<b>Key Point of Contact</b>	
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Suffolk Learning and Improvement Network Primary School to School Support Offer	
Schools@Forefront	
<b>Theme</b>	<b>Developing effective middle and subject leadership</b>
<b>School</b>	Peer Review Group 2 St John's Ipswich (Middle)
Context of the School	
<b>Pupil Numbers and Profile (PPG, FSM, EAL, SEND)</b>	210 on roll 4% SEN 3% PPG 12% EAL
<b>Key Features of Practice and its Impact</b>	Developing leaders at all levels. Impact strong leadership team which has then ensured excellent teaching and CPD for all staff as well as for leaders.
What can the school offer? (Indicate Below)	
<b>Visits</b>	Yes
<b>Teacher:Teacher Consultation</b>	Yes
<b>Access to Learning Materials</b>	No
Date from When School-to-School Support is Available	
Key Point of Contact	
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<b>Suffolk Learning and Improvement Network Primary School to School Support Offer</b>	
<b>Schools@Forefront</b>	
<b>Theme</b>	<b>Developing effective middle and subject leadership</b>
<b>School</b>	Peer Review Group 3 Moulton Primary School (both) (SN)
<b>Context of the School</b>	
<b>Pupil Numbers and Profile (PPG, FSM, EAL, SEND)</b>	Information from the January 2019 census: 190 pupils on the school roll 101 boys and 89 girls 7.9% pupils eligible for free school meals 11.9% disadvantaged pupils 2.5% English as an additional language 7.9% pupils with Special Educational Needs Last Ofsted inspection 16 March 2016 (Section 8 one day) – overall good judgement
<b>Key Features of Practice and its Impact</b>	Using peoples' strengths; allowing people to explore a passion for a subject. Developing people by giving them dedicated time to: shadow leads and explore an aspect on the school development plan (SDP). Dedicating time for staff to access training programs. Coaching and modelling to all staff; both the HT and DHT lead a subject and role model how to do this. The school has adopted and runs in-school training for each subject which acts as a model for other subject training. Middle leaders meet with the HT to see what's come out of performance management and to further identify training needs; this provides autonomy to plan training/utilise training from other partnerships, for example. All subject leaders know their curriculum inside out from EY to Yr6. The culture of school embeds their high expectations of/by staff, trust by SLT in staff to do an outstanding job. The School is a professional learning community for staff. Staff meetings are purposeful, linked to SDP, measured and not reactionary.  Impact The curriculum is strong with subjects linked with values, ICT. There is a low turn-over of staff at all levels. All staff are empowered to undertake their role effectively and the senior leaders promote a very reflective approach to strengthening the school.
<b>What can the school offer? (Indicate Below)</b>	
<b>Visits</b>	Yes
<b>Teacher:Teacher Consultation</b>	Yes
<b>Access to Learning Materials</b>	N/A
<b>Date from When School-to-School Support is Available</b>	
June 2019	
<b>Key Point of Contact</b>	
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