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| **Rivacre Valley Primary School**  **Overview SEF 2019 - 20** | | | |
| Date | September 2019 | | |
| Context | The last inspection at Rivacre Valley Primary School was on 14th February 2017 when the school was rated Good. | | |
| Number on roll: 285 (including nursery)  FSM: 41.7% (top 20% of all schools)  Deprivation quintile: Highest 40% (0.3)  Attendance: 94%  SEN support: 25.2% / SEN with EHC plan: 0.8%  EAL: 1.5%  0 exclusions (fixed term / repeat / permanent) | | | |
|  | Judgement | Strengths | Areas for development |
| Quality of education | 2: good | * Curriculum – coherently planned and sequenced * Curriculum meets the needs of all children * Teachers have strong subject knowledge and teach content in creative and exciting ways * Assessment used to support T&L * Reading is a strength (progress measure significantly above average (2.76) * Work across the curriculum is of a good quality | * Outcomes for KS1, although improving, still below national * Outcomes for Pupil premium children in KS1 * In school data: Y6 - concern  |  |  |  |  | | --- | --- | --- | --- | | Year | Reading (ARE) | Reading  Progress | Writing  (ARE) | | 2 | 88% | 92% | 76% | | 3 | 76% | 85% | 78% | | 4 | 90% | 98% | 71% | | 5 | 81% | 94% | 48% | | 6 | 68% | 70% | 59% |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | Year | Writing  Progress | Maths  Progres | Maths  Progress | Combined | | 2 | 88% | 84% | 88% | 76% | | 3 | 93% | 76% | 83% | 63% | | 4 | 93% | 74% | 88% | 64% | | 5 | 77% | 61% | 90% | 48% | | 6 | 85% | 57% | 70% | 54% | |
| Behaviour and attitudes | 1: outstanding | * High expectations for all pupils behaviour and conduct (0 exclusions) * Positive attitudes towards learning * Positive relationships between staff and pupils * Bullying, aggression, discrimination and derogatory language are rare – dealt with quickly and effectively when they occur | * Attendance |
| Personal Development | 1: outstanding | * Broad and balanced curriculum (extends beyond the academic) * Children provided with lots of opportunities to develop character, resilience and confidence and independence * Pupils well prepared for life in modern Britain * Opportunities to promote equality and diversity built into out curriculum offer – children respect difference and celebrate what we have in common * Children are responsible and respectful citizens |  |
| Leadership & Management | 2: good /  1: outstanding? | * Clear and ambitious vision for high quality education for all * Inclusive culture – all pupils are supported to successfully complete the relevant curriculum content * Programme of support to improve teachers subject knowledge and practice over time * Realistic awareness of workload, resulting in staff feeling supported in terms of their well being * Strong culture of safeguarding for pupils and staff * Experienced Governors, who hold leaders to account |  |
| EYFS | 2: good /  1: outstanding | * All staff have a clear understanding of what we do and why we do it * High expectations from staff * Children make exceptionally good progress from their starting points * Curriculum builds upon childrens knowledge in a developmentally appropriate approach * Strong links with outside agencies * Strong transition links * Assessment used effectively and has a direct impact on children’s learning * Tailor made environment | * Promote stronger links with parents to enable children to develop learning outside school * Higher ability – ensure sufficient opportunities to extend and develop learning * Feedback – develop teams ability to identify misconceptions and address as soon as possible |
| Overall Effectiveness |  | * The quality of education is at least good * All other key judgements are at least good with behaviour and attitudes and personal development judged to be outstanding * Safeguarding is effective |  |

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| Key development plan priorities |
| |  |  |  |  | | --- | --- | --- | --- | | Leadership and Management | The Quality of Education | Personal development | Behaviour and attitudes | | **Headline actions** | **Headline actions** | **Headline actions** | **Headline actions** | | Regular **monitoring of quality of education** – books / planning / teaching | National curriculum: Teachers have expert knowledge of subjects that are taught (link to CPD) | Wider curriculum offer:  Educational visits  Residential visits  Visitors to school  Extra curricular offer  Engagement with other schools / TSA | Calm and orderly environment: Clear expectations consistently applied (review behaviour policy and strategy: Paul Dix “when the adults change everything changes”) | | Outcomes:  **EYFS**  Progress: school tracking shows good progress in all areas diminishing difference to ARE  Attainment: GLD in line with National (70%) | Curriculum – broad and balanced which inspires children  Curriculum knowledge builds on prior learning towards a clearly defined end point  Reading is prioritized to allow pupils access to full curriculum.  Promote a ‘love’ of reading. | British Values: (Assemblies / visits / discussions / books)  Acceptance of and engagement with the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs: No outsiders | Behaviour and attitude towards learning  Maintain “0” exclusion figure | | **KS1**  Progress: school tracking shows good progress in all areas diminishing difference to ARE  Attainment: R / W / M in line with national at expected and within 5% for GD | Assessment is used to check understanding and inform planning / teaching | Deployment of resources to ensure excellent outcomes for children (PE and sport Grant) | Attendance  Overall absence in line with National  Persistent absence reduced to be in line with National  Punctuality – at least 95% arrive on time | | **KS2**  Progress: “+” progress measure in all subject areas (aim to be in top 20% at expected for R & M, top 40% for w)  Progress for GD within 5% National  Attainment: all subjects to be in line with National at expected and within 5% at GD  Combined measure within 5% of National | Data tracking / case studies / Tapestry & Earwig  Accurate and consistent assessments across year groups and subject areas  Tracking of foundation subjects – colour coded linked to topics and coverage. Notes on attainment of key groups (LA / MA / HA) | Careers programme – advice, experiences, encourages children to aspire, make good choices and know what they need to succeed | Attendance:  monitored on a daily basis (Admin)  Study bugs  Letters home  Attendance panels  Issue FPN  Breakfast club – all pupils free breakfast offer (NSBP)  Morning collection (identified children) | | **Outcomes for Pupil premium** children in line with “others” | Effective feedback:  focus marks / editing | SMSCD:  Opportunities to be reflective about beliefs / experiences  Respect for others  Imaginative and creative learning  Working together – co-operative | Safety – school is a safe place and children know how to keep themselves safe  Eaware online safety | | **CPD for staff**: Ensure all staff have sufficient subject and pedagogical knowledge to enhance the teaching of the curriculum and utlise assessment wisely. | Scrutiny of curriculum:  Observations of and interviews with children | Transition:  Nursery to Reception  Reception to Y1  Y2 to Y3  Y6 to Secondary | School Council –  Caring and responsible citizens  Active in promoting positive change locally and further afield | | **Safeguarding**: culture of safeguarding.  Effective arrangements to identify children for early help or who are at risk, help pupils reduce their risk of harm and manage safe recruitment and allegations about adults who may be a risk to pupils | Ongoing **assessment** updates to parents – know what their child can do and next steps |  |  | | **Progress measures:**  All groups (HA / LA / MA / SEND) to be in line with National |  |  |  | | **Engagement of parents / community:**  Twitter  Tapestry  Earwig |  |  |  | |