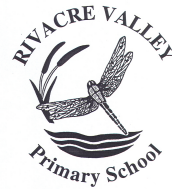


School name: Rivacre Valley Primary School



Strategic School Improvement Plan

2021 to 2022

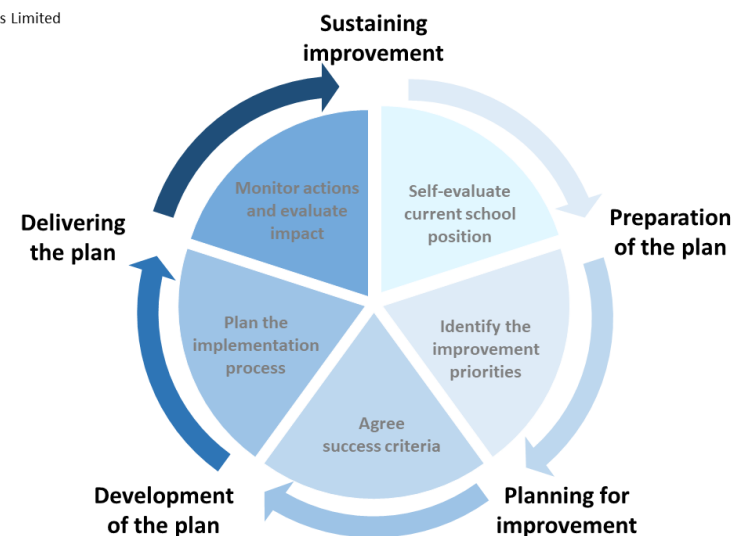
'securing continuous improvement through rigorous and accurate self-evaluation'

Strategic School Improvement Planning at Rivacre Valley Primary School

The agreed and shared **principles** for writing the Strategic school improvement plan at our school are:

- Leadership is distributed at all levels throughout the process to create ownership, opportunities for developing leadership potential and capacity for continuous improvement
- A leadership environment and school climate are created that are conducive to good implementation.
- It addresses all potential opportunities and barriers to achievement in the pupils' environment, both inside and beyond the classroom
- Clear outcomes and success criteria are identified and planned for
- There is a direct link to accountability for both teachers & leaders with opportunities for governors to hold leaders to account
- Improvement in pupil outcomes and wider measures of success, including personal development and well-being are evidenced
- Developing leadership of learning and professional development opportunities to secure and sustain improvements in teaching, learning and assessment are at the core of the plan
- There is a continuous cycle of self-evaluation and improvement, clearly linked to the Ofsted inspection framework

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An evaluation of the **impact** of the previous academic year’s priorities is undertaken in leadership teams, which incorporate all members of staff and Governors. The impact upon outcomes and improvement is discussed and agreed, alongside an evaluation of the school’s achievement of the success criteria. School self-evaluation against the Ofsted school evaluation schedule is undertaken by leadership teams to identify further priorities. **An analysis of outcomes** (progress, attainment & quality of teaching and learning) is undertaken by the Senior Leadership Team and phase leads in July (reviewed considering the release of the validated external data) and findings shared with staff and governors to inform **future improvement priorities**. Performance Management objectives, based on the Teacher Standards, are agreed with all staff early in the autumn term. The performance management objectives are informed by the schools evaluation and areas of future improvement priorities. During this process the staff and governors **identify strengths and areas for development**, including any barriers within the context of the school. **Measurable outcomes** are agreed in draft and formalised during the writing of the action plans by the Leadership Teams. As part of the school’s monitoring cycle a **review** of the school’s progress of implementing the agreed actions is undertaken by the Senior Leadership Team in February. Review outcomes are shared with the Governing Body.

Contextual Information

School characteristics	
<p>The last inspection at Rivacre Valley Primary School was on 14th February 2017 when the school was rated Good. Number on roll: 291 (including nursery) FSM: 44.1% (top 20% of all schools) Deprivation quintile: Highest 40% (0.3) Attendance: 93.41% SEN support: 21.2% / SEN with EHC plan: 1.18% EAL: 1.18% 0 exclusions (fixed term / repeat / permanent)</p>	
Last Inspection Report	
Date 14/2/2017	Overall school effectiveness judgement Good
<p>Next steps for school: Leaders and those responsible for governance should ensure that:</p> <ul style="list-style-type: none"> • They further embed the strategies already in place to raise achievement at key stage 1, with a focus on writing • Teachers have a clearer view about good writing and how to improve pupils’ compositional skills. 	

Academic year 2021/22 key school improvement priorities overview

Three-year key school improvement priorities

	Academic Year 2021/22	Academic Year 2022/23	Academic Year 2023/24
Quality of education			
Focus: <ul style="list-style-type: none"> Curriculum – knowledge and skills at each stage (Intent) The way the curriculum is taught (Implementation) Outcomes for pupils (Impact) 	National curriculum: Teachers have expert knowledge of subjects that are taught (link to CPD) and utilise whole school resources to support pedagogical knowledge and understanding	Teacher subject knowledge continues to be refined and as a result teaching is highly targeted and effective	All staff to have an expert knowledge of the subject / intervention taught
	Recovery Curriculum – broad and balanced which inspires children Curriculum knowledge builds on prior learning towards a clearly defined end point – gaps in learning identified and addressed through targeted interventions Reading continues to be prioritized. Promote a ‘love’ of reading. Introduce reading spine and virtual library’s and continue to use Read, Write Inc used across school	Broad and balanced curriculum maintained – wow starters and theme days linked to memory makers Clear curriculum intent / implementation and impact – building on prior learning and use of targeted interventions Reading continues to be high profile. Read, Write Inc continues to be embedded to support our approach to early reading and phonics	Curriculum continues to evolve whilst maintaining a broad and balanced content which inspires all children Curriculum has a clear plan, building on prior knowledge and skills Reading is a strength of the school – engaging reading areas support our systematic approach to phonics and early reading (RWI)
	Assessment is used to check understanding and inform planning / teaching. Insight tracking used across school to identify trends / specific groups – this informs planning and interventions	Astute assessments carried out – these inform panning and direct teaching	Assessment used systematically to inform planning and enhance teaching
	Data tracking / Tapestry & Earwig: Accurate and consistent assessments across year groups and subject areas (full curriculum offer monitored) Tracking of foundation subjects – colour coded linked to topics and coverage. Notes on attainment of key groups (LA / MA / HA)	Consistent application of recording and reporting systems Monitor curriculum coverage / skills acquired – teach to gaps to ensure full curriculum offer	Consistent application of recording and reporting systems Monitor curriculum coverage / skills acquired – teach to gaps to ensure full curriculum offer
	Effective feedback: focus marks / editing Daily interventions planned for catch up / plug gaps / address misconceptions (5 to 10 minutes per day with each child where necessary)	Effective feedback – children able to use to improve outcomes. Children becoming self-reflective and pro-active at improving outcomes	Effective feedback. This is an integral part of our teaching and learning process.
	Scrutiny of curriculum: Observations of and interviews with children Books – regular book looks to assess quality of teaching and learning opportunities	Curriculum – continue to develop creative approaches to core skills across whole curriculum. Is this reflected in books / children’s voice?	Curriculum is exciting and engaging whilst enabling children to make good progress and attain at least in line with National

	Ongoing assessment updates to parents – know what their child can do and next steps	Assessment - Parents informed of where their child is working at and how to improve: ongoing	Parents actively involved in the learning journey – they know what their child can do and what they are working on next
Behaviour and attitudes			
<p>Focus:</p> <ul style="list-style-type: none"> ● Safe, calm, orderly and positive environment ● Clear routines and expectations ● Focus on attendance / punctuality ● Motivated pupils with positive attitudes towards learning 	Calm and orderly environment: Clear expectations consistently applied	Calm and orderly environment: Clear expectations consistently applied	Calm and orderly environment: Clear expectations consistently applied
	Behaviour and attitude towards learning	Behaviour and attitude towards learning	Behaviour and attitude towards learning
	Maintain “0” exclusion figure		
	Attendance Overall absence in line with National Persistent absence reduced to be in line with National Punctuality – at least 95% arrive on time	Attendance Overall absence in line with National Persistent absence reduced to be in line with National Punctuality – at least 95% arrive on time	Attendance Overall absence in line with National Persistent absence reduced to be in line with National Punctuality – at least 95% arrive on time
	Attendance: monitored on a daily basis (Admin) Study bugs Letters home Attendance panels Issue FPN	Attendance: monitored on a daily basis (Admin) Study bugs Letters home Attendance panels Issue FPN	Attendance: monitored on a daily basis (Admin) Study bugs Letters home Attendance panels Issue FPN
	Breakfast – all pupils free breakfast offer in class (if COVID-19 restrictions allow)	Breakfast club – all pupils free breakfast offer (school funded – class based)	Breakfast club – all pupils free breakfast offer (school funded – class based)
	Safety – school is a safe place and children know how to keep themselves safe Eaware online safety Relationship Education – Christopher Winter COVID-19: <ul style="list-style-type: none"> ● Continued focus on: handwashing ● Social distancing ● ventilation 	Safety – school is a safe place and children know how to keep themselves safe Eaware online safety Relationship Education – Christopher Winter	Safety – school is a safe place and children know how to keep themselves safe Eaware online safety Relationship Education – Christopher Winter
School Council – Caring and responsible citizens Active in promoting positive change locally and further afield	School Council – Caring and responsible citizens Active in promoting positive change locally and further afield	School Council – Caring and responsible citizens Active in promoting positive change locally and further afield	

Personal development

<p>Focus:</p> <ul style="list-style-type: none"> • Curriculum which extends beyond the academic, technical or vocational • British values of democracy, individual liberty, rule of law and mutual respect and tolerance • Inclusive environment • Develops confidence, resilience and knowledge • Physically active / healthy lifestyles/ healthy relationships • Careers programme • Positive transitions 	<p>Wider curriculum offer (if permitted):</p> <p>Educational visits Residential visits Visitors to school Extra curricular offer Engagement with other schools / Ellesmere Port Partnership / CWAPH</p>	<p>Wider curriculum offer:</p> <p>Educational visits Residential visits Visitors to school Extra curricular offer Engagement with other schools / Ellesmere Port Partnership / CWAPH</p>	<p>Wider curriculum offer:</p> <p>Educational visits Residential visits Visitors to school Extra curricular offer Engagement with other schools / Ellesmere Port Partnership / CWAPH</p>
	<p>British Values: (Assemblies / visits / discussions / books) – Virtual due to COVID-19? 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</p>	<p>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</p>	<p>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</p>
	<p>Deployment of resources to ensure excellent outcomes for children (PE and sport Grant)</p>	<p>Deployment of resources to ensure excellent outcomes for children (PE and sport Grant)</p>	<p>Deployment of resources to ensure excellent outcomes for children (PE and sport Grant)</p>
	<p>Careers programme – advice, experiences, encourages children to aspire, make good choices and know what they need to succeed Raising Aspirations Programme</p>	<p>Careers & Raising Aspirations programme – advice, experiences, encourages children to aspire, make good choices and know what they need to succeed</p>	<p>Careers & Raising Aspirations programme – advice, experiences, encourages children to aspire, make good choices and know what they need to succeed</p>
	<p>SMSCD: Opportunities to be reflective about beliefs / experiences Respect for others Imaginative and creative learning Working together – co-operative Rivacre Dinosaurs</p>	<p>SMSCD: Opportunities to be reflective about beliefs / experiences Respect for others Imaginative and creative learning Working together – co-operative Rivacre Dinosaurs</p>	<p>SMSCD: Opportunities to be reflective about beliefs / experiences Respect for others Imaginative and creative learning Working together – co-operative Rivacre Dinosaurs</p>
	<p>Transition: Nursery to Reception Reception to Y1 Y2 to Y3 Y6 to Secondary</p>	<p>Transition: Nursery to Reception Reception to Y1 Y2 to Y3 Y6 to Secondary</p>	<p>Transition: Nursery to Reception Reception to Y1 Y2 to Y3 Y6 to Secondary</p>
	<p>PSED – ensuring emotional health and wellbeing is paramount: My Happy Minds</p>	<p>My Happy Minds</p>	<p>My Happy Minds</p>

Leadership and management

<p>Focus:</p> <ul style="list-style-type: none"> High expectations for all Focus on education provided – better outcomes Align CPD with curriculum Consistent expectations Engagement of community / parents Workload! 	<p>Regular monitoring of quality of education – books / planning / teaching</p> <p>Outcomes: EYFS Progress: school tracking shows good progress in all areas diminishing difference to ARE Attainment: GLD in line with National (70%) Leadership of EYFS:</p> <ul style="list-style-type: none"> Reception baseline Curriculum reflects changes to ELGs Nursery provision – nursery popular and numbers high (30+) 	<p>Regular monitoring of quality of education – books / planning / teaching</p> <p>Outcomes: EYFS Progress: school tracking shows good progress in all areas diminishing difference to ARE Attainment: GLD in line with / or above National (+70%) Leadership of EYFS:</p> <ul style="list-style-type: none"> Reception baseline Nursery provision – well attended and numbers stable 	<p>Regular monitoring of quality of education – books / planning / teaching</p> <p>Outcomes: EYFS Progress: school tracking shows good progress in all areas diminishing difference to ARE Attainment: GLD in line with / or above National (+70%) Leadership of EYFS:</p> <ul style="list-style-type: none"> Reception baseline Nursery provision – numbers year on year stable
	<p>KS1 Progress: school tracking shows good progress in all areas diminishing difference to ARE Phonics outcomes in line or better than National. Attainment: R / W / M in line with national at expected and within 5% for GD</p>	<p>KS1 Progress: school tracking shows good progress in all areas – continuing to diminish difference to ARE Attainment: Phonics/ R / W / M in line with national at expected and within 5% for GD</p>	<p>KS1 Progress: school tracking shows good progress in all areas – most children working within ARE Attainment: Phonics / R / W / M in line with national at expected and for GD</p>
	<p>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</p>	<p>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</p>	<p>KS2 Progress: “+” progress measure in all subject areas (aim to be in top 20% at expected for R, W & M) Progress for GD within 5% National Attainment: all subjects to be in line with National at expected and within 5% at GD Combined measure in line with National</p>
	<p>Outcomes for Pupil premium children in line with “others”</p>	<p>Outcomes for Pupil premium children in line with “others”</p>	<p>Outcomes for Pupil premium children in line with “others”</p>
	<p>CPD for staff: Ensure all staff have sufficient subject and pedagogical knowledge to enhance the teaching of the curriculum and utilise assessment wisely.</p>	<p>CPD for staff: Ensure all staff have sufficient subject and pedagogical knowledge to enhance the teaching of the curriculum and utilise assessment wisely.</p>	<p>CPD for staff: Ensure all staff have sufficient subject and pedagogical knowledge to enhance the teaching of the curriculum and utilise assessment wisely.</p>
	<p>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</p>	<p>Safeguarding: culture of safeguarding. Effective arrangements to identify children for early help or who are at risk, reduce their risk of harm and manage safe recruitment and allegations about adults</p>	<p>Safeguarding: culture of safeguarding. Effective arrangements to identify children for early help or who are at risk, reduce their risk of harm and manage safe recruitment and allegations about adults</p>
	<p>Progress measures: All groups (HA / LA / MA / SEND) to be in line with National</p>	<p>Progress measures: All groups (HA / LA / MA / SEND) to be in line with National</p>	<p>Progress measures: All groups (HA / LA / MA / SEND) to be in line with National</p>

	Engagement of parents / community: Twitter Tapestry Earwig Google classroom	Engagement of parents / community: Twitter Tapestry Earwig Google classroom	Engagement of parents / community: Twitter Tapestry Earwig Google classroom
Effectiveness of the early years provision			

Strategic School Improvement Plan 2021/22 – Quality of education

Lead people accountable for securing continuous improvement : **YC**

I n t e n t	Key Improvement Priorities		Evidence base / research links	
	<p>To ensure all staff have the skills and knowledge to be able to teach the subjects / interventions required To ensure the curriculum is broad and balanced, whilst providing exciting and engaging learning opportunities Outcomes for children continue to improve</p>			
	Success criteria			
	<p>Quality of education</p> <ul style="list-style-type: none"> • Staff highly skilled and knowledgeable about the curriculum • All children have access to an exciting and engaging curriculum offer • Outcomes for children are at least in line with national 	<p>Behaviour & attitudes</p> <ul style="list-style-type: none"> • The learning environment is safe, calm, orderly and positive • Expectations are clear and followed by all • Children attend on time every day • Children are highly motivated and positive 	<p>Personal development</p> <ul style="list-style-type: none"> • Curriculum extends beyond the academic, technical or vocational • Inclusive environment • Confident, resilient children who have a thirst for knowledge • Physically active and healthy lifestyles and relationships • Children understand and demonstrate British Values 	<p>Leadership & management</p> <ul style="list-style-type: none"> • All staff and children encouraged to succeed to their highest ability • CPD provided so staff continue to develop their skills and knowledge • Quality of teaching is at least good • Consistent expectations across whole school • Community and stakeholders engaged

I m p l e m e n t a t i o n	Actions	Who	Cost	Monitoring activity	Monitoring outcome
	National curriculum: Teachers have expert knowledge of subjects that are taught (link to CPD) <ul style="list-style-type: none"> • Mentoring of staff – sharing excellent practice • CPD offer • Monitoring of planning / books / lessons • Coaching trios 	SLT	£ Perspective £750 pa	what / by whom / when Performance management reviews and mid year meetings Coaching termly Half termly book looks CPD – impact of training on quality of teaching and learning	PM meetings held – objectives set. INSET and CPD plan developed – time for each subject area planned. Autumn 1 & 2 book looks completed Lesson monitoring for ECT and plan of support linked to ECT programme
	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 <ul style="list-style-type: none"> • Embed use of Read, Write Inc & Fresh Start across school Promote a 'love' of reading. • Key stage meetings to review curriculum offer – plan links to subject areas and identification of suitable texts • Reading Spine – all phases have access to high quality reading books in their reading areas – children encouraged to vote for favourite books ... • Virtual reading library on website / promoted with parents linked to topic / themes • Reading opportunities: Reading buddies / beanstalk readers / Chester University mentors/ use of parental helpers • Reading incentives/challenge • Reading club KS1/2 • Reading hut. • Author visit. • Reading themed rooms • Signpost children to Local Library for holiday clubs. 	YC / TS / JD	Read, Write Inc. online subscription £1,250 1 day per term £450 – reading coach The Literacy Tree subscription £1910 pa £2,000 (books for reading spine) Subscription to magazines £250 Termly book themed day £1,500 Reading hut? Fundraising	Read, Write Inc assessments each term Reading assessments – Insight tracking end of each term Phonics screen End of KS assessments (Summer 2022)	Autumn & spring 1 RWI assessments completed – groups re-organised Baseline assessment data entered onto Insight Reception baseline completed Additional RWI books purchased for specific phases English Hub – 1 day in school 10/11/21 Reading spine promoted – displays in corridors Virtual libraries on class pages of website Beanstalk readers back in school Books being collated for our reading caravan - grant funding of £1,000 received to part fund this. Artist organised to “transform” caravan into our reading hut.
	Assessment is used to check understanding and inform planning / teaching <ul style="list-style-type: none"> • KS leads to monitor planning to ensure evidence of next steps. • KS leads monitor books – is there evidence of what was planned in books? Is this appropriate? • Maintain log of evidence – share with SLT at end of each term 	SLT + phase leads	Use management time (1/2 day per week) £15,100	Weekly check on planning and sample of books / online records SLT meeting each term – review progress of each phase	Planning checked by phase leads Book looks completed by HT / DHT / Phase leads + SC (Maths) Shared with GB at spring 1 meeting .

	<p>Data tracking / Tapestry & Earwig Accurate and consistent assessments across year groups and subject areas</p> <ul style="list-style-type: none"> • Class swap week – complete MAGs for new class (Remotely?) • Complete tracking each term – moderate in KS's • Complete tracking / assessment on Earwig / Tapestry (SIMs) Tracking of foundations subjects – colour coded linked to topics and coverage. Notes on attainment of key groups (LA / MA / HA) • Monitoring of foundation subjects on Tapestry / Earwig / year group over view – check coverage / range of activities • Whole school moderation for W/M/Science • Termly moderation of foundation subjects • Attend local moderation sessions (EP Partnership / First4maths / Literacy Company / LA) • Key Stage writing moderations 	YC / TS / JD	<p>Tapestry £180 pa Earwig £1300 pa</p> <p>Insight tracking £860 pa</p>	<p>Complete MAGS and share with next teacher Insight assessment completed at end of each term Earwig foundation subject coverage / monitoring completed each term Moderation with local schools / Local Authority – each term + in house moderation</p>	<p>MAGS completed on Insight during class swap week Baseline assessment completed – half termly phonics tracker completed (A1) End of autumn tracking completed and in some cases new targets set. Teams have met to analyse data outcomes and put in any interventions to support children who are not on track. Music statements updated on earwig to include knowledge statements from Edsential – music teachers / tutors able to upload assessments throughout year In house writing moderation – autumn term completed</p>
	<p>Effective feedback: focus marks / editing Ongoing assessment updates to parents – know what their child can do and next steps</p> <ul style="list-style-type: none"> • Embed whole school approaches for feedback: Focus mark / editing / 2 star and a wish / basic skills stamp / next step • KS leads monitor teaching and learning – is there evidence of appropriate challenge / differentiation? • Pupil progress and attainment information shared throughout year via Earwig and Tapestry • Parent evenings – autumn and spring, open day - summer 	YC		<p>Book looks each term by SLT KS leads monitoring - weekly</p>	<p>Staff meeting on focus marking – for new staff Evidence in books shows consistent practice across both KS1 & 2 Autumn and spring term parents evening completed</p>
●	<p>Scrutiny of curriculum: Observations of and interviews with children</p> <ul style="list-style-type: none"> • End of each topic seek views of children on curriculum through; [photograph of finished topic wall for EARWIG/quiz/questionnaire/EARWIG video]. • Review range of evidence on Earwig / tapestry – is the offer broad and balanced / engaging? • Children to be active participants in their education • Parent evenings • identify their own achievements across the curriculum. [I-Pad] 	YC / Phase leads		<p>End of each term topic review SLT</p>	<p>Curriculum overhauled at start of academic year – new 2 year cycle. Memory makers updated as a result.</p>
●	<p>Ongoing assessment updates to parents – know what their child can do and next steps</p> <ul style="list-style-type: none"> • Regular reporting to parents on curriculum and progress / outcomes (Earwig / Tapestry) 	All staff		<p>Ongoing reporting to parents throughout year</p>	<p>Regular reporting to parents on tapestry and Earwig</p>

	Evidence of impact (date)	Identification of future school improvement actions
	• •	• •

Strategic School Improvement Plan 2021/22 – Behaviour and attitudes

Lead people accountable for securing continuous improvement

Key Improvement Priorities		Evidence base / research links		
Success criteria				
I n t e n t	<p style="text-align: center;">Quality of education</p> <ul style="list-style-type: none"> • Staff highly skilled and knowledgeable about the curriculum • All children have access to an exciting and engaging curriculum offer • Outcomes for children are at least in line with national 	<p style="text-align: center;">Behaviour & attitudes</p> <ul style="list-style-type: none"> • The learning environment is safe, calm, orderly and positive • Expectations are clear and followed by all • Children attend on time every day • Children are highly motivated and positive 	<p style="text-align: center;">Personal development</p> <ul style="list-style-type: none"> • Curriculum extends beyond the academic, technical or vocational • Inclusive environment • Confident, resilient children who have a thirst for knowledge • Physically active and healthy lifestyles and relationships <ul style="list-style-type: none"> • Children understand and demonstrate British Values 	<p style="text-align: center;">Leadership & management</p> <ul style="list-style-type: none"> • All staff and children encouraged to succeed to their highest ability • CPD provided so staff continue to develop their skills and knowledge • Quality of teaching is at least good • Consistent expectations across whole school • Community and stakeholders engaged

I m p r o v e m e n t a t i o n	Actions	Who	Cost	Monitoring activity	Monitoring outcome
	Calm and orderly environment: Clear expectations consistently applied <ul style="list-style-type: none"> Review behaviour policy and strategy During class swap week – set expectations for behaviour All staff follow agreed expectations consistently 	KD	£	what / by whom / when Daily monitoring of behaviour in and around school Part of observations / learning walks each term	Behaviour has been a focus A1 as some children had forgotten the expectations for using the internal corridors etc following periods of lockdown. This is now showing signs of significant improvement.
	Behaviour and attitude towards learning Maintain “0” exclusion figure Zero tolerance of bullying in any form <ul style="list-style-type: none"> Establish school / class rules Whole school shared approach – consistent (Traffic lights) Early intervention – ELSA / Inclusion Manager / range of activities offered at play / lunch High staff ratio for supervision Anti –bullying week / assembly British Value assemblies – mutual respect, acceptance of diversity/e-safety 	All staff	£1350 ELSA supervision	Part of observations / learning walks each term Engagement with specific theme weeks: anti-bullying Monitor number of incidences of bullying – each term GB meeting	1 x ELSA (2 employees resigned) 1 of those to return for 1 day a week dedicated ELSA role as demand is high (Feb 2022) Class rules established – now being reinforced throughout school. Traffic light is consistently applied and understood. Reward key feature of behaviour management policy. VV complies assemblies for all staff each week – focus on well being, mental health, Rivacre dinosaurs and British values.
	Attendance Overall absence in line with National Persistent absence reduced to be inline with National Punctuality – at last 95% arrive on time <ul style="list-style-type: none"> Monitor attendance on a daily basis – first day contact calls if not notified via Study bugs app Attendance for each class on website Parents of PA children invited to attend an Attendance Panel – child’s attendance monitored each week Attendance rewards Breakfast club – school funded Study bugs application 	KD / KR	Breakfast £3000 Study Bugs £ Attendance rewards £1000	Monitor attendance at GB meeting each term KD monitor attendance information from Study Bugs each week	Presented to GB each term PA – tracking document compiled – any child with attendance below 90% is monitored weekly and their % attendance RAG rated from previous week. Letters sent home and several meetings held with parents of PA children. Attendance initiatives re-started at end of A1 – children motivated by opportunity to win a prize! Sadly had to be halted by rise of Omicron variant – hope to re-introduce in spring 2. Breakfast club now up and running from 8:30am – whole school. Free breakfast provision via Magic breakfast Study bugs used by about 65% of parents to report absences.
	Safety – school is a safe place and children know how to keep themselves safe <ul style="list-style-type: none"> Update Child Protection Policy Staff / child training on online safety Online safety week (March 22) Annual H&S risk assessment audit of site Relationship education (July 22) Staff training on safeguarding Eaware online teaching scheme CPOMS 		KD / Site Manager Eaware £1100 CPOMS £940	Child protection policy approved by GB annually Training register Summary CPOMS overview shared with Governors annually or more frequently if requested	Child protection policy updated Staff and parent training on online safety (A2) Children receive teaching via Eaware Staff safeguarding training (A2 2020 – required update in 3 years) CPOMS continues to be used by all staff Eaware used and online safety week completed KD attended update on Operation encompass and SCIE team

	<p>School Council – Caring and responsible citizens Active in promoting positive change locally and further afield</p> <ul style="list-style-type: none"> • Meet each week – select roles / responsibilities • Identify charity they would like to support • Competitions / fundraising for school • Meeting with SLT / GB to share pupil voice and influence development planning 	KW		Termly report to GB	<p>YC has set up but due to COVID it has not been able to function in its previous way. IA has been invited to attend a meeting – date to be confirmed.</p>
Evidence of impact (date)				Identification of future school improvement actions	
<ul style="list-style-type: none"> • • 				<ul style="list-style-type: none"> • • 	

Strategic School Improvement Plan 2021/22 – Personal development

Lead people accountable for securing continuous improvement

I n t e n t	Key Improvement Priorities		Evidence base / research links	
	Success criteria			
		<p style="text-align: center;">Quality of education</p> <ul style="list-style-type: none"> • Staff highly skilled and knowledgeable about the curriculum • All children have access to an exciting and engaging curriculum offer • Outcomes for children are at least in line with national 	<p style="text-align: center;">Behaviour & attitudes</p> <ul style="list-style-type: none"> • The learning environment is safe, calm, orderly and positive • Expectations are clear and followed by all • Children attend on time every day • Children are highly motivated and positive 	<p style="text-align: center;">Personal development</p> <ul style="list-style-type: none"> • Curriculum extends beyond the academic, technical or vocational • Inclusive environment • Confident, resilient children who have a thirst for knowledge • Physically active and healthy lifestyles and relationships <ul style="list-style-type: none"> • Children understand and demonstrate British Values

I m p l e m e n t a t i o n	Actions	Who	Cost	Monitoring activity	Monitoring outcome
	Wider curriculum offer: Educational visits Residential visits Visitors to school Extra curricular offer Engagement with other schools / TSA This offer could be reduced due to COVID-19 <ul style="list-style-type: none"> Plan an overview of the year for all visits for each year group – publish on website Plan a programme for visitors to school linked to topics Extra curricular offer – involving all year groups, published on website Involvement with other schools / events / EP Partnership 	KS leads	Educational visits £12,000 Visitors to school?	what / by whom / when SLT review overview of planned visits and visitors each term – check equity of offer for all year groups SLT monitor uptake of extra curricular sessions – is there equity for all year groups? Sports partnership – JD monitor and review uptake / participation in games / update documentation	Wider curriculum offer is in place but demands of RWI does impact on time available for some foundations subjects / topics. Educational visits now up and running: KS1 visit to EP Boat Museum Y4 residential to Tattenhall EYFS and KS1 visit to Father Christmas at Greenacres Y5 Residential PGL (summer 2022) Y6 residential London (Spring 2022) Visitors to school: Wheelie wicked week / Drumz aloud
	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 <ul style="list-style-type: none"> Programme of assemblies linked to <ul style="list-style-type: none"> British Values of democracy Rule of law Individual liberty Mutual respect Tolerance of others who hold different beliefs have different faiths No outsiders 	VV		SLT monitor coverage within Earwig / Tapestry / topic books – is there evidence of activities relating to British Vales	VV leads on this area – assemblies planned and provided for all staff each week. Clear links to British values / Rivacre Dinosaurs / mental health
	Deployment of resources to ensure excellent outcomes for children (PE and sport Grant) <ul style="list-style-type: none"> Complete PE and Sports Grant review Write 2021 – 21 PE and Sports grant statement Review 2020/2021 statement 	JD	Sports grant £18,000	Sports partnership – JD monitor and review uptake / participation in games / update documentation	JD leads – PE and Sports grant doc reviewed and new plan published on website
	Careers programme – advice, experiences, encourages children to aspire, make good choices and know what they need to succeed <ul style="list-style-type: none"> To develop an appropriate programme for careers education Plan visits / visitors to enhance plan Publish plan on website 	VV & RM		VV & RM termly check of activities undertaken by all year groups Update plan on website – annually Ongoing - upload photos etc	VV & RM planning programme of visits / events Aspirations displays in each phase – children all involved in their hope for the year – updating this term (feb)

	<p>SMSCD: Opportunities to be reflective about beliefs / experiences Respect for others Imaginative and creative learning Working together – co-operative</p> <ul style="list-style-type: none"> • Programme of assemblies and circle time activities linked to spiritual, moral, social, cultural development, respect for others – this may require a higher emphasis following return to school after COVID-19 closure • Plan opportunities for creative and imaginative learning • Maintain Co-operative approaches, ensuring all new staff are trained in these techniques. • My Happy Minds 	VV & AHT	My Happy Mind £2700	Inclusion Manager / Phase leads – check evidence of My Happy Minds in planning and work books – each term	My Happy Mind – being used by all year groups – more age appropriate materials have been developed for UKS2 Co-operative approaches now being re-introduced following restrictions on mixing 2 x WOW days have happened across the whole school to kick start their topics
•	<p>Transition: Nursery to Reception / Reception to Y1 / Y2 to Y3 / Y6 to Secondary. Some meetings may need to be held virtually in light of COVID-19</p> <ul style="list-style-type: none"> • Attendance at appropriate training • Meetings with previous / next teacher in class swap week to share data • Track progress of identified children – are they making expected progress? • Opportunities for children to meet new staff team (class swap week / Transition days to Secondary) • Staff to spend time in previous phase to observe level of pitch / expectation / range of activities / curriculum offer • Meeting with previous / next teacher at end of first ½ term – discussion / book look – are children where they should be? • Home and nursery visits for “new to school” starters – Virtual? • Parents information evening for Reception starters • Transition book • Parents Handbook (update) • Raising Aspirations / Primary College 	JD / TS / YC / SC		Phase leads / Inclusion Manager Each term	Transition into new year groups went well – class swap week was effective and new to school visits were able to take place securely Virtual meetings held with previous and new schools so information could be shared Home visits for new to EYFS were conducted virtually Transition book and handbook updated
I m p a c t	Evidence of impact (date)			Identification of future school improvement actions	
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Strategic School Improvement Plan 2021/22 – Leadership and management

Lead people accountable for securing continuous improvement

Key Improvement Priorities		Evidence base / research links	
Success criteria			
I n t e n t	Quality of education	Behaviour & attitudes	Personal development
	<ul style="list-style-type: none"> • Staff highly skilled and knowledgeable about the curriculum • All children have access to an exciting and engaging curriculum offer • Outcomes for children are at least in line with national 	<ul style="list-style-type: none"> • The learning environment is safe, calm, orderly and positive • Expectations are clear and followed by all • Children attend on time every day • Children are highly motivated and positive 	<ul style="list-style-type: none"> • Curriculum extends beyond the academic, technical or vocational • Inclusive environment • Confident, resilient children who have a thirst for knowledge • Physically active and healthy lifestyles and relationships <ul style="list-style-type: none"> • Children understand and demonstrate British Values
			<ul style="list-style-type: none"> • All staff and children encouraged to succeed to their highest ability • CPD provided so staff continue to develop their skills and knowledge • Quality of teaching is at least good • Consistent expectations across whole school • Community and stakeholders engaged

I m p l e m e n t a t i o n	Actions	Who	Cost	Monitoring activity	Monitoring outcome
	Regular monitoring of quality of education – books / planning / teaching <ul style="list-style-type: none"> • Each half term SLT to carry out book scrutiny (Writing / maths / topic) • Phase leads carry out monitoring of planning • SLT / phase leads conduct lesson observations / learning walks 	SLT	£	what / by whom / when SLT conduct book scrutinies each term Phase leads monitor planning –weekly Lesson observations / learning walks when necessary as a follow up to a book scrutiny	Autumn book scrutinies completed Phase leads carry out regular monitoring of their teams RWI learning walks carried out each half term – link to English Hub
	EYFS Progress: school tracking shows good progress in all areas diminishing difference to ARE Attainment: GLD in line with National (70%) Introduction of Revised ELGs Introduction of Baseline Assessment <ul style="list-style-type: none"> • Establish an accurate baseline on entry (Rec + each cohort in nursery) • New Baseline Assessment • Ongoing formative assessment – development matters / Tapestry • Complete termly tracking – SIMs / Insight tracking? and highlighted sheets • Analyse SIMs / Insight tracking? data - % at ARE is this increasing term on term? Is the cohort on track for end of year target? Are any groups underperforming? • Amend provision in light of data analysis – planning / groups / deployment of adults / interventions used/ expand fluidity across EYFS unit • Heightened awareness of the expectations of the KS1 curriculum to ensure children are ‘Key Stage One ready’ (Reading and writing as a priority in Summer term) • New to EYFS training for Early Years staff 	JD	Management time	JD monitor each term formally. JD – baseline assessment – autumn 1 JD monitor formative assessment as part of weekly management time JD analysis of summative data each term – review and amend provision in light of this Regular meetings with KS1 lead – ensure shared understanding of assessment criteria JD – start of academic year - Identify any training needs for team and report to KD	Baseline assessment completed Using Tapestry to record WOW moments Shift away from the need to create learning journeys to practitioners spending more time with children, so more informed and able to recount much greater detail about a child's abilities / needs, rather than dependent on physical evidence.

	<p>KS1 Progress: school tracking shows good progress in all areas diminishing difference to ARE – consider catch up programme following COVID-19 closure</p> <p>Attainment: R / W / M in line with national at expected and within 5% for GD</p> <ul style="list-style-type: none"> ● Complete MAGs in class swap week / remotely if COVID-19 closure still in place ● Analyse data – set targets (individual level) which are appropriate and will facilitate cohort target (in line with Nat) ● Ongoing formative assessments on Earwig ● Complete tracking at end of each term (RAG rate for “on track for target”) Insight tracking ● Analyse data - % on track for own target - is this increasing term on term? Are any groups underperforming? Is combined measure similar to outcomes in each subject? Insight tracking ● Amend provision in light of data analysis – planning / groups / deployment of adults / interventions used ● Ensure curriculum offer is engaging for less able children who still require access to EYFS curriculum in Autumn/ Spring term ● Embed core understanding of basic number skills (Number blocks/ Numicon / Power maths) ● Maintain focus on language acquisition, word of the week, text based approach to writing and reading ● Embed RWI for phonics 	TS	Management time	<p>TS monitor each term formally.</p> <p>TS – review baseline assessment from all 3 classes – autumn 1</p> <p>TS monitor formative assessment as part of weekly management time</p> <p>TS analysis of summative data each term – review and amend provision in light of this</p> <p>Regular meetings with EYFS lead – ensure shared understanding of assessment criteria</p> <p>TS – start of academic year - Identify any training needs for team and report to KD</p>	<p>Baseline completed in September</p> <p>MAGS completed during class swap week</p> <p>Individual targets set for each child (Insight)</p> <p>RWI phonics fully embedded – autumn assessments completed (A1 & 2)</p> <p>Spring assessments in progress.</p> <p>Insight tracking completed for end of autumn – team analysed data and have amended targets where needed. Staff encouraged to consider % of children on track for ARE – have targets been aspirational? Will this narrow gap towards ARE?</p>
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	<p>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</p> <ul style="list-style-type: none"> Complete MAGs in class swap week / remotely if COVID-19 closure still in place Analyse data – set targets (individual level) which are appropriate and will facilitate cohort target (in line with Nat) Ongoing formative assessments on Earwig Complete tracking at end of each term Analyse data - % on track for own target - is this increasing term on term? Are any groups underperforming? Is combined measure similar to outcomes in each subject? Amend provision in light of data analysis – planning / groups / deployment of adults / interventions used Cross-phase moderation Maintain focus on language acquisition, word of the week, text based approach to writing and reading Embed RWI phonics with specific groups (Fresh Start in UKS2) Embed use of Power maths – ensure all staff have pedagogical knowledge to identify any gaps in knowledge and understanding and target those areas in planning and delivery whilst keeping a focus on where children need to get to. 	YC	Management time	<p>YC monitor each term formally.</p> <p>YC – review baseline assessment from all 6 classes – autumn 1</p> <p>YC monitor formative assessment as part of management time</p> <p>YC analysis of summative data each term – review and amend provision in light of this</p> <p>Regular meetings with KSI lead & EYFS lead – shared and consistent approach</p> <p>YC – start of academic year – Identify any training needs for team and report to KD</p>	<p>Baseline completed in September MAGS completed during class swap week Individual targets set for each child (Insight) RWI phonics / spellings fully embedded – first assessment completed (A1 & 2) for phonics groups. Spring assessments in progress. Insight tracking completed for end of autumn – team analysed data and have amended targets where needed. Staff encouraged to consider % of children on track for ARE – have targets been aspirational? Will this narrow gap towards ARE?</p>
	<p>Outcomes for Pupil Premium children in line with “others”</p> <ul style="list-style-type: none"> Review current PPG strategy Complete new strategy based on end of summer data (use EEF) Share with KS leads – ensure identified strategies are accommodated within support staff timetable Monitor outcomes at end of each term at individual and year group level Amend provision in light of data analysis – planning / groups / deployment of adults / interventions used 	SC	<p>PP budget £147,840</p>	<p>SC monitor each term SC review PPG strategy annually (summer term) SC write new PPG strategy July / September</p> <p>SC to liaise with phase / KS leads / Inclusion Manager to ensure provision and deployment is targeted to those who need it – each term</p>	<p>PPG strategy reviewed New strategy document completed and published on website Autumn term review completed by SC</p>
<ul style="list-style-type: none"> CPD 	<p>Ensure all staff have sufficient subject and pedagogical knowledge to enhance the teaching of the curriculum and utilise assessment wisely CPD for all staff:</p> <ul style="list-style-type: none"> Safeguarding updates Moderation – in school + across EP partnership and LA PE / sport (via School sports partnership) Writing – creative approach to inspire (Literacy curriculum resource) 	KD	£6,000	<p>Phase / KS leads identify training needs for team in summer term – report to KD who will signpost appropriate training opportunities Phase / KS leads monitor staff knowledge and delivery of</p>	<p>CPD is ongoing – plan for academic year produced CG – Started ECT programme (Best Practice Network) KD / JH providing safeguarding updates when required / necessary EYFS – JD shared key messages with his team Significant SEND training planned / completed for this year: Autism / SEND + safeguarding / downs syndrome</p>

	<ul style="list-style-type: none"> EYFS – new EYFS document Swimming Autism training – if required ELSA – termly network RWI – termly leadership day (£750 per day x 3) Power Maths – SC provide support across school 			<p>curriculum via management time / review of planning / books / learning walks / lesson observations / coaching sessions</p>	<p>ELSAs attending network meetings – virtually RWI – English hub day 10/11/21 Power maths training – SC 10/11/21</p> <p>Spring term RWI development day and English Hub days planned into diary.</p>
●	<p>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</p> <ul style="list-style-type: none"> Ensure all staff and Governors receive annual safeguarding updates Safeguarding training for all staff - prevent / basic awareness update Pediatric Aid training Annual risk assessment of site with Site Manager and H&S Governor Attend termly SCiE team updates 	KD / JH		<p>KD to report on this aspect each term to GB</p> <p>Safeguarding Governor to meet with KD / Inclusion Manager each term</p> <p>KD / H&S Governor to report to GB annually on Site Risk Assessment</p>	<p>KD / JH meet with Safeguarding Governor each term – report to GB</p> <p>Staff all up to date with safeguarding / prevent training (links in safeguarding policy to training videos)</p> <p>All First aid / pediatric first aid up to date KD / JH attend termly safeguarding briefings + any other L3 training</p>
●	<p>Progress measures: All groups (HA / LA / MA / SEND) to be in line with National</p> <ul style="list-style-type: none"> Inclusion Manager (IM) identify children in each class (HA / SEND) IM Meet with class teachers each term to review pupil progress STL and KS leads monitor MA / LA group on termly tracking – identify any trends and consider deployment / provision changes 	SLT & Phase leads		<p>SLT monitor summative assessment each term – review provision and deployment</p> <p>JH to meet each term with staff to review pupil progress / SEND targets / SEND plans</p>	<p>JH has met with staff to set SEND targets</p> <p>Progress measured via book scrutinies + insight data</p>
●	<p>Engagement of parents / community: Twitter / Tapestry / Earwig / Google classroom</p> <ul style="list-style-type: none"> Website Parent View Open door policy Parents' evenings Regular updates on school activity on Twitter (at least one tweet per class per week) Regular reporting to parents on curriculum and progress / outcomes (Earwig / Tapestry) Formal and informal parent information sessions such as phonics information session, reception induction sessions, Key Stage Two SATs briefing, building the profile of reading sessions etc. 	KD	£1,500	<p>SLT monitor engagement of parents at parents evenings / parent sessions</p> <p>Phase / KS leads monitor use of Tapestry and Earwig by parents – is engagement universal – do some families need direct support in accessing this?</p> <p>KR – manage Twitter / school website / VV to conduct regular checks for compliance and notify staff of any areas which need updating.</p>	<p>Twitter / Tapestry / Earwig continue to be used by all staff</p> <p>Google classroom still used for some homework and for any child who tests positive but has no symptoms and requires remote learning</p> <p>Website updated by VV and KR</p> <p>Parents evening completed for Aut and spring JD led welcome to EYs meeting (virtually) for parents (A1)</p>

Evidence of impact (date)	Identification of future school improvement actions
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