RIVACRE VALLEY PRIMARY SCHOOL

STRATEGIC SCHOOL DEVELOPMENT PLAN 2020 – 2021

**Rivacre Valley Primary School continues to be a good school**

**(Ofsted 14th February 2017)**

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| **Ofsted: Next steps for Rivacre Valley** |
| Leaders and those responsible for governance should ensure that:* 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.
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| **Rivacre Valley:**  |
| **Overall effectiveness:****To maintain at least a good standard of education at Rivacre Valley Primary School** |
| Leadership and Management | The Quality of Education | Personal development | Behaviour and attitudes |
| Focus:* High expectations for all
* Focus on education provided – better outcomes
* Align CPD with curriculum
* Consistent expectations
* Engagement of community / parents
* Workload!
 | Focus: * Curriculum – knowledge and skills at each stage (Intent)
* The way the curriculum is taught (Implementation)
* Outcomes for pupils (Impact)
 | Focus:* 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 (SRE)
* Careers programme/life skills
* Positive transitions
 | Focus:* Safe, calm, orderly and positive environment
* Clear routines and expectations
* Focus on attendance / punctuality
* Motivated pupils with positive attitudes towards learning
 |
| **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 (if permitted): Educational visitsResidential visitsVisitors to schoolExtra curricular offerEngagement with other schools / TSA | Calm and orderly environment: Clear expectations consistently applied  |
| 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:* Reception baseline
* Increased size of Nursery provision
 | Curriculum – broad and balanced which inspires childrenCurriculum knowledge builds on prior learning towards a clearly defined end point – focus on catch up of learning lost due to COVID-19Reading is prioritized to allow pupils access to full curriculum. Promote a ‘love’ of reading.Introduction of RWI | British Values: (Assemblies in class / phase bubbles / 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 outsidersLife skills: promoted through all areas of school life. ‘Rivacre Dinosaurs’ | Behaviour and attitude towards learningMaintain “0” exclusion figure |
| **KS1**Progress: school tracking shows good progress in all areas diminishing difference to ARE – consider catch up programme following COVID-19 closureAttainment: 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) | AttendanceOverall absence in line with NationalPersistent absence reduced to be in line with NationalPunctuality – 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% NationalAttainment: all subjects to be in line with National at expected and within 5% at GDCombined measure within 5% of National– consider catch up programme following COVID-19 closure | Data tracking / case studies / Tapestry & EarwigAccurate and consistent assessments across year groups and subject areasTracking 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 bugsLetters homeAttendance panelsIssue FPNBreakfast club – all pupils free breakfast offer - cereal bar (school funded)Use of NSBP - bagels / cereal provided sent home with children |
| **Outcomes for Pupil premium** children in line with “others” | Effective feedback:focus marks / editing | SMSCD:Opportunities to be reflective about beliefs / experiencesRespect for othersImaginative and creative learningWorking together – co-operative | Safety – school is a safe place and children know how to keep themselves safeEaware online safetyCOVID-19:* Continued focus on: handwashing
* Social distancing

MyHappyMind |
| **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 ReceptionReception to Y1Y2 to Y3Y6 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 | PSED following period of closure (COVID-19) – ensuring emotional health and wellbeing is paramountMyHappyMinds programme across whole school + staff and parent app |  |
| **Progress measures:**All groups (HA / LA / MA / SEND) to be in line with National |  |  |  |
| **Engagement of parents / community:**TwitterTapestryEarwigGoogle classroom |  |  |  |

Leadership and Management

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| SDP focus area | Actions | Timescale | Key Personnel | Cost | Review |
| Regular **monitoring of quality of education** – books / planning / teaching | * 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
 | Each half termWeeklyTermly | SLT | Cost factored into management timeDHT 0.2FTEAHT 0.2FTEPhase leads 0.1FTE |  |
| EYFSProgress: school tracking shows good progress in all areas diminishing difference to AREAttainment: GLD in line with National (70%)Preparation for the Introduction of Revised ELGs | * Establish an accurate baseline on entry (Rec + each cohort in nursery)
* Ongoing formative assessment – development matters (updated) / Tapestry
* Complete termly tracking – SIMs and highlighted sheets
* Analyse SIMs 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- complete phonics audit and review provision)
* New to EYFS training for Early Years staff (TD)
 | End of Sep 20 + nursery intakesOngoingNov/March/JulyNov/March/JulyAutumn / springSummer 2020 | JD / VV / JW / TDJDJD / TSKD / JD | Cost factored into management timePhase leads 0.1FTE |  |
| KS1Progress: school tracking shows good progress in all areas diminishing difference to ARE – consider catch up programme following COVID-19 closureAttainment: R / W / M in line with national at expected and within 5% for GD | * 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”)
* 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
* 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)
* Maintain focus on language acquisition, word of the week, text based approach to writing and reading
* Introduction of RWI for phonics
 | July 20Sep 20OngoingNov / March / JulyNov / March / JulyNov / March / JulySeptemberAutumnAutumnSummer 2020 / autumn 2020 | TS / LR / TOTS / JDTS / SCTS / YCTS / JD | Quality first teaching – no additional costPurchase of additional equipment £500Annual subscription to Literacy Curriculum £1,500Purchase of texts £500Cost £8,000 (£4,000 subsidised by English Hub) |  |
| KS2Progress: “+” 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% NationalAttainment: all subjects to be in line with National at expected and within 5% at GDCombined measure within 5% of National– consider catch up programme following COVID-19 closure | * 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
* Implementation of RWI phonics with specific groups
* Introduction of Fresh Start (RWI) for UKS2 children struggling to read / acquire sound knowledge
 | July 20Sep 20OngoingNov / March / JulyNov / March / JulyNov / March / JulyEnd of each termSeptemberSeptember 2020Autumn 2020 | YC / GMcE / MP / SC / SJ / AGKS2 teamYCYCYCYCYCRM / GDAG | Quality first teaching – no additional costIntervention run by TA 0.1FTE£3,000 materials |  |
| Outcomes for Pupil Premium children in line with “others” | * 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
 | July 20Sept 20Sept 20Nov / March / July | SC | Training – PP lead conference £200Lead of PP part of UPR3 responsibilitiesPP budget:£131,920 |  |
| CPDEnsure all staff have sufficient subject and pedagogical knowledge to enhance the teaching of the curriculum and utlise assessment wisely. | CPD for all staff:* Safeguarding updates
* Moderation
* PE / sport (via School sports partnership)
* Writing – creative approach to inspire (Literacy curriculum resource)
* EYFS: Helicopter stories
* Swimming
* Autism training
* New to Early Years training (TD)
* ELSA – train another member of team (GG)
* RWI – funded training by English Hub
* Maths - all staff to engage in online training offer from First 4 Maths
* MyHappyMind
 | Dates tbc | KD / JHSC/TS/JDJD / GMcEYCJD / TSJDJHJDJHTS / JD / TOSCJH | £5,000PE and Sports Grant Budget: £18,000This includes budget for training linked to PE / staff developmentLiteracy curriculum costs above£100 per person(no cost to school)£30 per delegate£3,500 |  |
| 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 | * Ensure all staff and Governors receive annual safeguarding updates
* Safeguarding training for all staff - prevent / basic awareness
* Pediatric Aid training
* Annual risk assessment of site with Site Manager and H&S Governor
* Attend termly SCiE team updates
 | Autumn 2020January 2021March 2021Each term | KD / JHKD / JHSue CKD / YC / SM & KHKD / JH | First aid: £ |  |
| **Progress measures:**All groups (HA / LA / MA / SEND) to be in line with National | * 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
 | Sept 20Nov / March / JulyEach term | JH / GMcE (KS1 and EYFS)JH / GMcESLT / KS leads | Part of Management time |  |
| **Engagement of parents / community:**TwitterTapestryEarwigGoogle classroom | * Website
* Parent View
* Open door policy (COVID-19 restrictions in place)
* Parents’ evenings - zoom
* Regular updates on school activity on Twitter
* 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.
 | Autumn termAutumnOngoingAutumn + springOngoingOngoingWhen appropriate | AdminAdminKDAll staff (KR lead)All staffKS / Phase leads | Annual subscription costs: £1,500 |  |

Quality of Education

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| SDP focus area | Actions | Timescale | Key Personnel | Cost | Review |
| National curriculum: Teachers have expert knowledge of subjects that are taught (link to CPD) | * Mentoring of staff – sharing excellent practice – support for staff who have moved KS (TD)
* CPD offer
* Monitoring of planning / books / lessons
* Coaching trios
 | OngoingTermly  | SLTAll staff |  |  |
| Curriculum – broad and balanced which inspires childrenCurriculum knowledge builds on prior learning towards a clearly defined end pointReading is prioritized to allow pupils access to full curriculumPromote a ‘love’ of reading. | * Key stage meetings to review curriculum offer – plan links to subject areas and identification of suitable texts
* Monitoring of foundation subjects on Tapestry / Earwig / year group over view – check coverage / range of activities
* Reading opportunities: Reading buddies / beanstalk readers / Chester University mentors/ use of parental helpers (when permitted - COVID-19)
* Reading incentives/challenge
* Reading club KS1/2
* Reading hut.
* Author visit.
* Reading themed rooms
* Signpost children to Local Library for holiday clubs.
* whole school Reading days
* Introduction of Read, Write Inc - staff trained, resources available, links to English Hub and Ruth Miskin Training
* Fresh Start materials for use in UKS2 (Part of RWI)
 | Autumn 2020Each termOngoing.Ongoing Each term | YC / TS / JDKD / YC (Q of E Team) | Resource costs £1,0001 day per term £450Subscription to magazines £250Termly book themed day £1,500£7000£3000 |  |
| Assessment is used to check understanding and inform planning / teaching | * KS leads to monitor planning to ensure evidence of next steps from case studies.
* 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
 | At least monthlyAt least monthlyNov/March/July | YC/TS/JDYC/TS/JDSLT + TS/JD | Use management time (1/2 day per week)£15,100NB: This time is covered by floating teachers already costed into budget |  |
| Data tracking / case studies / Tapestry & EarwigAccurate and consistent assessments across year groups and subject areasTracking of foundations subjects – colour coded linked to topics and coverage. Notes on attainment of key groups (LA / MA / HA) | * Class swap week – complete MAGs for new class (Remotely?)
* Complete tracking each term – moderate in KS’s
* Complete tracking / assessment on Earwig / Tapestry (SIMs)
* Whole school moderation for W/M/Science
* Termly moderation of foundation subjects
* Attend local moderation sessions (Ignite / First4maths / Literacy Company / LA) Remotely
* Key Stage writing moderations
 | July 20Nov / March/ JulyEnd of each termTermlyTermlyTermlyTermly  | YC/TS/JDYC/TS/JDYC/TS/JDYC/SC/JHKD / JHYC / TS / JD / SCAll staff  | £500 |  |
| Effective feedback:focus marks / editingOngoing assessment updates to parents – know what their child can do and next steps | * 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 - held remotely via zoom during pandemic
 | September 20At least 1/ termlyOngoingSep / March /July | YCYC/TS/JDSLTKD | Management time£1500 |  |
| Scrutiny of curriculum: Observations of and interviews with children | * 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]
 | End of each topicEach termSep / March /Julyongoing | KS LeadsKS LeadsAll staffAll staff |  |  |
| Ongoing assessment updates to parents – know what their child can do and next steps | * Regular reporting to parents on curriculum and progress / outcomes (Earwig / Tapestry)
* Virtual parents evenings
 | Ongoing | Teachers |  |  |

Personal Development

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| SDP focus area | Actions | Timescale | Key Personnel | Cost | Review |
| Wider curriculum offer:Educational visitsResidential visitsVisitors to schoolExtra curricular offerEngagement with other schools / TSAThis offer could be reduced due to COVID-19 | * Plan an overview of the year for all visits for each year group – publish on website (on hold currently)
* 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 / TSA
 | September 2020 | KS leads | £1,000 – individual Memory maker passports + displayLink to PE and sports finding |  |
| 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 | * Programme of assemblies linked to
	+ British Values of democracy
	+ Rule of law
	+ Individual liberty
	+ Mutual respect
	+ Tolerance of others who hold different beliefs have different faiths
* No outsiders

Assemblies to take place in class bubbles / remotely due to COVID-19 restrictions on mass gatherings | Throughout year | VV | Pop project x 2 per year £750£100 |  |
| Deployment of resources to ensure excellent outcomes for children (PE and sport Grant) | * Complete PE and Sports Grant review
* Write 2020 – 21 PE and Sports grant statement
 | July 2020September 2020 | JD / GMcE |  |  |
| Careers programme – advice, experiences, encourages children to aspire, make good choices and know what they need to succeed | * To develop an appropriate programme for careers education
* Plan visits / visitors to enhance plan
* Publish plan on website
 | September 2020 | VE |  |  |
| SMSCD: Opportunities to be reflective about beliefs / experiencesRespect for othersImaginative and creative learningWorking together – co-operative | * 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.
* MyHappyMInd - programme used across whole school
 | Throughout yearEvery week - intro Sept | VVJH | Kagan training £500£3500 |  |
| Transition:Nursery to ReceptionReception to Y1Y2 to Y3Y6 to SecondarySome meetings may need to be held virtually in light of COVID-19 | * 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 - maybe remotely (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 – Virtual link?
* Transition book
* Parents Handbook (update)
* Raising Aspirations / Primary College
 | OngoingJuly 20End of each termJuly 20July / Sep 21? Oct 20July 21July 21July 21July 21Each term / July 2021 | JD | Costs in sections above£750 (5 days)£300 (2 days)£500£500£250 |  |

Behaviour and attitudes

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| SDP focus area | Actions | Timescale | Key Personnel | Cost | Review |
| Calm and orderly environment: Clear expectations consistently applied  | * Review behavior policy and strategy
* During class swap week – set expectations for behavior
* All staff follow agreed expectations consistently
 | Autumn term 2020July 2021September 2020 | JH |  |  |
| Behaviour and attitude towards learningMaintain “0” exclusion figureZero tolerance of bullying in any form | * 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
 | July / Sep 20OngoingSept 20Sept 2020Nov 20Ongoing | All teachersJH / KR (MDAs)KDVVVV |  ELSA + 3 x supervision£1350 |  |
| AttendanceOverall absence in line with NationalPersistent absence reduced to be inline with NationalPunctuality – at last 95% arrive on time | * 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 – school funded (on hold due to COVID-19 - Breakfast cereal and bagels sent home: Provided by NSBP)
* Study bugs application
 | OngoingEach weekASAPEach week and at end of each ½ term (class) and term (individual)OngoingOngoingOngoing | KD / KRKRKDKDKRKR / HP | £1,000£4,000£635 pa |  |
| Safety – school is a safe place and children know how to keep themselves safe | * Upgrade CCTV system
* Update Child Protection Policy
* Staff / child training on online safety
* Online safety week (March 21)
* Annual H&S risk assessment audit of site
* Relationship education (Autumn 2020)
* Staff training on safeguarding
* Eaware online teaching scheme
* MyHappyMind
 | May 21Sept 20Autumn 20March 21May 21Autumn 20Nov 20Autumn 2020Autumn 2020 | Site ManagerKD / JHKDVVKD / Site ManagerJH / YCKD / JHKD / JHJD / TS / YCJH | £5,000£1,000£600£3500 |  |
| School Council –Caring and responsible citizens Active in promoting positive change locally and further afield | * Meet each week – select roles / responsibilities
* Identify charity they would like to support (Mollys Ollys (nat) and Alder Haye (local))
* Competitions / fundraising for school
* Meeting with SLT / GB to share pupil voice and influence development planning
 | WeeklyAutumn 20OngoingEach term | KWKWKWKW |  |  |