RIVACRE VALLEY PRIMARY SCHOOL

STRATEGIC SCHOOL DEVELOPMENT PLAN 2019 – 2020

**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. | | | |
| **Rivacre Valley:** | | | |
| **Overall effectiveness:**  **Is the standard of education at Rivacre Valley Primary School good?** | | | |
| 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 * Careers programme * 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:  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 |  |  |  |

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 term  Weekly  Termly | SLT |  |  |
| EYFS  Progress: school tracking shows good progress in all areas diminishing difference to ARE  Attainment: GLD in line with National (70%) | * Establish an accurate baseline on entry (Rec + each cohort in nursery) and part of Baseline Pilot for 2019 * Ongoing formative assessment – development matters / 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) * Moving and Handling interventions for children across EYFS * New to EYFS training for Early Years staff | End of Sep 19 + nursery intakes  Ongoing  Nov/March/  July  Nov/March/  July  Autumn / spring  September  When available | JD / VV / RM  JD  JD / TS  JD  KD / JD |  |  |
| 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 | * Complete MAGs in class swap week * 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 | July 19  Sep 19  Ongoing  Nov / March / July  Nov / March / July  Nov / March / July  September  Autumn  Autumn | TS / LR / RC / GD  TS / JD  TS / SC  TS / YC |  |  |
| 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 | * Complete MAGs in class swap week * 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 * Provision for Y3 Girls from September 2019- high % working at very low level * Cross-phase moderation * Set for maths as for writing across LKS2 and UKS2 rather than across Key Stage * Maintain focus on language acquisition, word of the week, text based approach to writing and reading | July 19  Sep 19  Ongoing  Nov / March / July  Nov / March / July  Nov / March / July  September  End of each term  September | YC / GMcE / MP / SC / SJ / VE  KS2 team  YC  YC  YC  YC  YC / TS  YC |  |  |
| 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 19  Sept 19  Sept 19  Nov / March / July | SC |  |  |
| CPD  Ensure 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) * Writing Hub- EYFS and KS1 * EYFS: Helicopter stories * Swimming * Autism training for new staff * New to Early Years training * TA/ Parent reading training by Beanstalk | Dates tbc | KD  KD / JH  SC/TS/JD  JD / GMcE  SC / TS  YC  JD / TS  JD  Sue C  JH  JD  JH | £5,000 |  |
| 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 * First Aid training * Annual risk assessment of site with Site Manager and H&S Governor * Attend termly SCiE team updates | Autumn 2019  January 2020  March 2020  Each term | KD / JH  KD / JH  Sue C  KD / YC / MW & IAS  KD / JH |  |  |
| **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 / case studies – identify any trends and consider deployment / provision changes | Sept 19  Nov / March / July  Each term | JH  JH  SLT / KS leads |  |  |
| **Engagement of parents / community:**  Twitter  Tapestry  Earwig | * 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. | Autumn term  Autumn  Ongoing  Each term  Ongoing  Ongoing  When appropriate | Admin  Admin  KD  All staff (KR lead)  All teachers  Ks / Phase leads |  |  |

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 * CPD offer * Monitoring of planning / books / lessons * Coaching trios | Ongoing  Termly | SLT  All staff |  |  |
| 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. | * 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 / Beanstalk training for parents. * Reading incentives/challenge * Reading club KS1/2 * Reading hut. * Author visit. * Reading themed rooms * Signpost children to Local Library for holiday clubs. | Autumn 2019  Each term  Ongoing.  Ongoing  Each term | YC / TS / JD  KD / YC  (Q of E Team) | Resource costs £1,000  1 day per term £450 |  |
| 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 monthly  At least monthly  Nov/March/  July | YC/TS/JD  YC/TS/JD  SLT + TS/JD | Use management time (1/2 day per week)  £15,100  NB: This time is covered by floating teachers already costed into budget |  |
| Data tracking / case studies / Tapestry & Earwig  Accurate and consistent assessments across year groups and subject areas  Tracking 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 * 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) * Key Stage writing moderations | July 19  Nov / March/ July  End of each term  Termly  Termly  Termly  Termly | YC/TS/JD  YC/TS/JD  YC/TS/JD  YC/SC/JH  KD / JH  YC / TS / JD / SC  All staff | £500 |  |
| Effective feedback:  focus marks / editing  Ongoing 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 | September 19  At least 1/ termly  Ongoing  Sep / March /July | YC  YC/TS/JD  SLT  KD | 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 through; * Parent evenings * identify their own achievements across the curriculum. [I-Pad] | End of each topic  Each term  Sep / March /July  ongoing | KS Leads  KS Leads  All staff  All 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) | Ongoing | Teachers |  |  |

Personal Development

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| SDP focus area | Actions | Timescale | Key Personnel | Cost | Review |
| Wider curriculum offer:  Educational visits  Residential visits  Visitors to school  Extra curricular offer  Engagement with other schools / TSA | * 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 / TSA | September 2019 | KS leads |  |  |
| 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 | Throughout year | VV |  |  |
| Deployment of resources to ensure excellent outcomes for children (PE and sport Grant) | * Complete PE and Sports Grant review * Write 2019 – 20 PE and Sports grant statement | July 2019  September 2019 | 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 2019 | VE |  |  |
| SMSCD: Opportunities to be reflective about beliefs / experiences  Respect for others  Imaginative and creative learning  Working together – co-operative | * Programme of assemblies and circle time activities linked to spiritual, moral, social, cultural development, respect for others * Plan opportunities for creative and imaginative learning * Maintain Co-operative approaches, ensuring all new staff are trained in these techniques. | Throughout year | VV |  |  |
| Transition:  Nursery to Reception  Reception to Y1  Y2 to Y3  Y6 to Secondary | * 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 * Parents information evening for Reception starters * Transition book * Parents Handbook (update) * Raising Aspirations / Primary College | Ongoing  July 18  End of each term  July 19  July / Sep 19  Oct 19  July 19 /20  July 19 / 20  July 19  July 19  Each term / July 2020 | 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 behaviour policy and strategy: Paul Dix “when the adults change everything changes”) | * Review behavior policy and strategy (in line with Paul Dix) * During class swap week – set expectations for behavior * All staff follow agreed expectations consistently | Summer term 2019  July 2019  September 2019 | KD |  |  |
| Behaviour and attitude towards learning  Maintain “0” exclusion figure  Zero 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 19  Ongoing  Sept 19  Nov 19  Ongoing | All teachers  JH / KR (MDAs)  KD  VV  VV | 1 x new ELSA + 2 x supervision  £900 |  |
| Attendance  Overall absence in line with National  Persistent absence reduced to be inline with National  Punctuality – 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 * Daily minibus pick ups for identified children * Breakfast club (NSBP) * Study bugs application | Ongoing  Each week  ASAP  Each week and at end of each ½ term (class) and term (individual)  Ongoing  Ongoing  Ongoing  Ongoing | KD / KR  KR  KD  KD  KR / MW  JN / TH  KR / HP | £1,000  £6,500  £1,000  £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 19 / 20) * Annual H&S risk assessment audit of site * Relationship education (July 19 / 20) * Staff training on safeguarding * Eaware online teaching scheme * Maintaining a high awareness of parents (adults) driving up to school | May 19 / 20  Sept 19  Autumn 19  March 19 / 20  May 19  July 19  Nov 19  Autumn 2019  ongoing | MW  KD / JH  KD  VV  KD / MW  YC / JH  KD / JH  KD / JH  JD / TS / YC  KR/SC | £5,000  £1,000  £600 |  |
| 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 * Competitions / fundraising for school * Meeting with SLT / GB to share pupil voice and influence development planning | Weekly  Autumn 19  Ongoing  Each term | KW  KW  KW  KW |  |  |