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.
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| **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 visitsResidential visitsVisitors to schoolExtra curricular offerEngagement 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 childrenCurriculum knowledge builds on prior learning towards a clearly defined end pointReading 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 learningMaintain “0” exclusion figure |
| **KS1**Progress: school tracking shows good progress in all areas diminishing difference to AREAttainment: 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 | 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 (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 / experiencesRespect for othersImaginative and creative learningWorking together – co-operative | Safety – school is a safe place and children know how to keep themselves safeEaware 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 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 |  |  |
| **Progress measures:**All groups (HA / LA / MA / SEND) to be in line with National |  |  |  |
| **Engagement of parents / community:**TwitterTapestryEarwig |  |  |  |

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 |  |  |
| EYFSProgress: school tracking shows good progress in all areas diminishing difference to AREAttainment: 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 intakesOngoingNov/March/JulyNov/March/JulyAutumn / springSeptemberWhen available | JD / VV / RMJDJD / TSJDKD / JD |  |  |
| KS1Progress: school tracking shows good progress in all areas diminishing difference to AREAttainment: 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 19Sep 19OngoingNov / March / JulyNov / March / JulyNov / March / JulySeptemberAutumnAutumn | TS / LR / RC / GDTS / JDTS / SCTS / YC |  |  |
| 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 | * 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 19Sep 19OngoingNov / March / JulyNov / March / JulyNov / March / JulySeptemberEnd of each termSeptember | YC / GMcE / MP / SC / SJ / VEKS2 teamYC YCYCYCYC / TSYC |  |  |
| 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 19Sept 19Sept 19Nov / March / July | SC |  |  |
| 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)
* 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 | KDKD / JHSC/TS/JDJD / GMcESC / TSYCJD / TSJDSue CJHJDJH | £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 2019January 2020March 2020Each term | KD / JHKD / JHSue CKD / YC / MW & IASKD / 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 19Nov / March / JulyEach term | JHJHSLT / KS leads |  |  |
| **Engagement of parents / community:**TwitterTapestryEarwig | * 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 termAutumnOngoingEach termOngoingOngoingWhen appropriate | AdminAdminKDAll staff (KR lead)All teachersKs / 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
 | 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 / 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 2019Each termOngoing.Ongoing Each term | YC / TS / JDKD / YC (Q of E Team) | Resource costs £1,0001 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 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
* 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 19Nov / 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
 | September 19At 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 through;
* 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)
 | 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 / 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 2019September 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 / 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
* 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 ReceptionReception to Y1Y2 to Y3Y6 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
 | OngoingJuly 18End of each termJuly 19July / Sep 19Oct 19July 19 /20July 19 / 20July 19July 19Each 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 2019July 2019September 2019 | KD |  |  |
| 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 19OngoingSept 19Nov 19Ongoing | All teachersJH / KR (MDAs)KDVVVV | 1 x new ELSA + 2 x supervision£900 |  |
| 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
* Daily minibus pick ups for identified children
* Breakfast club (NSBP)
* Study bugs application
 | OngoingEach weekASAPEach week and at end of each ½ term (class) and term (individual)OngoingOngoingOngoingOngoing | KD / KRKRKDKDKR / MWJN / THKR / 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 / 20Sept 19Autumn 19March 19 / 20May 19July 19Nov 19Autumn 2019ongoing | MWKD / JHKDVVKD / MWYC / JHKD / JHKD / JHJD / TS / YCKR/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
 | WeeklyAutumn 19OngoingEach term | KWKWKWKW |  |  |