

RIVACRE VALLEY PRIMARY SCHOOL

STRATEGIC SCHOOL DEVELOPMENT PLAN 2018 – 2019

Rivacre Valley Primary School continues to be a good school (Ofsted 14th February 2017)

Ofsted: Next steps for Rivacre Valley			
Leaders and those responsible for governance should ensure that: <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. 			
Rivacre Valley: school areas of focus			
Leadership and Management	Quality of teaching, learning and assessment	Outcomes for children	Personal Development, behavior and safety
Deployment of resources to ensure excellent outcomes for children (including disadvantaged / PPG / PE and sport Grant)	CPD for staff: new to age group / phase - EYFS / KS1 NQT Mastery – link to NW maths Hub Curriculum design	EYFS Progress: school tracking shows good progress in all areas diminishing difference to ARE Attainment: GLD in line with National (70%)	Attendance Overall absence inline with National Persistent absence reduced to be inline with National Punctuality – at last 95% arrive on time
CPD	Data tracking / case studies / Tapestry & Earwig Is assessment accurate and consistent across year groups and subject areas	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	Behaviour and attitude towards learning Maintain "0" exclusion figure Zero tolerance of bullying in any form
Coaching	Application of assessment information to inform planning / next steps	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	Safety – school is a safe place and children know how to keep themselves safe
Curriculum – broad and balanced which inspires children	Effective feedback: From staff (focus marks / editing) children and parents – is work enjoyable / challenging ... Ongoing assessment updates to parents – know what their child can do and next steps	Disadvantaged children Progress: in line with non DA children in all subject areas Attainment: In line with National (67%) for expected and GD	School Council – Caring and responsible citizens Active in promoting positive change locally and further afield
Safeguarding	Transition: Nursery to Reception Reception to Y1 Y2 to Y3 Y6 to Secondary	Inclusion (HA / LA / MA / SEND) Progress: All groups to be in line with National (esp MA) Attainment: LA / HA / SEND – to be in line with National	Parents know their child is safe and that the behavior and welfare of their child is paramount

Leadership and Management

SDP focus area	Actions	Timescale	Key Personnel	Cost	Review
Deployment of resources to ensure excellent outcomes for children (including disadvantaged / PPG / PE and sport Grant)	<ul style="list-style-type: none"> Staffing structure for September 2018 KS leads to analyse data – plan timetable for support staff (Precision teaching / interventions ...) Complete PPG summary / review Write 2018 - 19 PPG strategy statement – share with KS leads so interventions identified can be planned into support staff timetable Complete PE and Sports Grant review Write 2018 – 19 PE and Sports grant statement 	June 2018	KD		Completed
		1 st Week September	YC / TS / JD		Completed
		July 2018	KD		Completed
		September 2018	KD		Completed – SC to take over this area
		July 2018	JD / GMcE		To be completed
		September 2018	JD / GMcE		
CPD	CPD for staff whose deployment has changed / new to school: <ul style="list-style-type: none"> New to EYFS New to KS1 Phonics NQT / RQT CPD for all staff: <ul style="list-style-type: none"> Safeguarding updates Moderation Curriculum design PE / sport (via School sports partnership) Maths mastery – NW Hub Writing – creative approach to inspire (Literacy curriculum resource) 	Dates tbc	KD KD / JH JD / GMcE SC / TS YC	£5,000 £1,500	Training programme shared with staff and relevant courses identified and places booked. Detail of courses attended in HT report section of GB agenda
Coaching	<ul style="list-style-type: none"> Coaching sessions each half term for all staff – reflect on own practice and share good practice across school 	Each half term	KD		12/9/18 Autumn 2 date?
Curriculum – broad and balanced which inspires children	<ul style="list-style-type: none"> Key stage meetings to review curriculum offer – plan links to subject areas and identification of suitable texts Monitoring of foundation subjects on Tapestry / Earwig – is there broad coverage? A wide range of activities? 	Autumn 2018 Each term	YC / TS / JD KD / JH (Q of T&L Team)	Resource costs? 1 day release cover per term	Need to plan dates for these activities
Safeguarding	<ul style="list-style-type: none"> Ensure all staff and Governors have read and understand new Statutory Guidance on KCSiE Safeguarding training for all staff Roll out of CPOMs to TAs Annual risk assessment of site with Site Manager and H&S Governor 	Autumn 2018	KD / JH		Completed
		Nov 18 Sep 19 May 2019	KD / JH JH KD / YC / MW & IAS		14/11/18 12/9/18
					Date tbc

Quality of teaching, learning and assessment

SDP focus area	Actions	Timescale	Key Personnel	Cost	Review
CPD for staff: new to age group / phase - EYFS / KS1 NQT Mastery – link to NW maths Hub Curriculum design	Identify appropriate CPD <ul style="list-style-type: none"> • CLTA – Effective Transition from F2 to KS1 • ECM NQT training package • NW Maths hub – mastery programme • Ignite CPD offer: EYFS / literacy • ECM: Bite size training • Ignite: Social justice “Adrift” • First Aid (Pediatric) 	ASAP	KD	£150	Booked
		1 x per ½ term	KD	£600	Booked
		July 18 – 19	SC / TS	£0	Attended x 2 sessions
		Autumn 2 / spring 1	KD	tbc	Booked
		Spring 1	KD	£0	Booked
September 18	Sue C	tbc	Not doing		
					Completed
Data tracking / case studies / Tapestry & Earwig Is assessment accurate and consistent across year groups and subject areas	<ul style="list-style-type: none"> • 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) 	July 18	YC/TS/JD	£0	Completed
		Nov / March/ July	YC/TS/JD	£0	Dates to be agreed
		End of each term	YC/TS/JD	£0	
		Termly	YC/SC/JH	£0	
		Termly	KD	£0	
Termly	KD	tbc			
Application of assessment information to inform planning / next steps	<ul style="list-style-type: none"> • 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	YC/TS/JD		Ongoing
		At least monthly	YC/TS/JD		
		Nov/March/ July	SLT + TS/JD		
Effective feedback: From staff (focus marks / editing) children and parents – is work enjoyable / challenging ... Ongoing assessment updates to parents – know what their child can do and next steps	<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 	September 18	YC		Ongoing
		At least 1/ termly	YC/TS/JD		
		Ongoing	SLT		
		Sep / March / July	KD		
Transition: Nursery to Reception Reception to Y1 Y2 to Y3 Y6 to Secondary	<ul style="list-style-type: none"> • Attendance at appropriate training • Meetings with previous / next teacher in class swap week to share data 	Ongoing	KD		Ongoing
		July 18	KD		Completed

	<ul style="list-style-type: none"> Track progress of identified children – are they making expected progress? 	End of each term	All teachers		Ongoing
Completed	<ul style="list-style-type: none"> Opportunities for children to meet new staff team (class swap week / Transition days to Secondary) 	July 18	KD		Completed
Completed	<ul style="list-style-type: none"> Staff to spend time in previous phase to observe level of pitch / expectation / range of activities / curriculum offer 	July / Sep 18	KD		Completed
Completed	<ul style="list-style-type: none"> Meeting with previous / next teacher at end of first ½ term – discussion / book look – are children where they should be? 	Oct 18	KD		Need to plan date for this
Completed	<ul style="list-style-type: none"> Home and nursery visits for “new to school” starters 	July 19	JD		Completed
Completed	<ul style="list-style-type: none"> Parents information evening for Reception starters 	July 19	JD / VV		Completed
	<ul style="list-style-type: none"> Transition book 	July 19	JD		Completed
	<ul style="list-style-type: none"> Parents Handbook 	July 19	JD		Completed

Outcomes for children

SDP focus area	Actions	Timescale	Key Personnel	Cost	Review
<p>EYFS</p> <p>Progress: school tracking shows good progress in all areas diminishing difference to ARE</p> <p>Attainment: GLD in line with National (70%)</p>	<ul style="list-style-type: none"> Establish an accurate baseline on entry (Rec + each cohort in nursery) Ongoing formative assessment – development matters / Tapestry Complete termly tracking – SIMs 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 	<p>End of Sep 18 + nursery intakes</p> <p>Ongoing</p> <p>Nov/March/ July</p> <p>Nov/March/ July</p>	<p>JD / VV / RM</p> <p>JD</p>		
<p>KS1</p> <p>Progress: school tracking shows good progress in all areas diminishing difference to ARE</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 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 - % at ARE is this increasing term on term? Is the cohort on track for end of year target? Are any groups 	<p>July 18</p> <p>Sep 18</p> <p>Ongoing</p> <p>Nov / March / July</p>	<p>TS / LR / RC / GD</p>		

	<ul style="list-style-type: none"> underperforming? Amend provision in light of data analysis – planning / groups / deployment of adults / interventions used 		TS		
<p>KS2</p> <p>Progress: “+” progress measure in all subject areas (aim to be in top 20% at expected for R & M, top 40% for w)</p> <p>Progress for GD within 5% National</p> <p>Attainment: all subjects to be in line with National at expected and within 5% at GD</p> <p>Combined measure within 5% of National</p>	<ul style="list-style-type: none"> 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 - % 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 	<p>July 18</p> <p>Sep 18</p> <p>Ongoing</p> <p>Nov / March / July</p>	<p>YC / GMcE / MP / SC / SJ / VE</p> <p>YC</p>		
<p>Disadvantaged children</p> <p>Progress: in line with non DA children in all subject areas</p> <p>Attainment: In line with National (67%) for expected and GD</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 	<p>July 18</p> <p>Sept 18</p> <p>Sept 18</p> <p>Nov / March / July</p>	KD		
<p>Inclusion (HA / LA / MA / SEND)</p> <p>Progress: All groups to be in line with National (esp MA)</p> <p>Attainment: LA / HA / 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 / case studies – identify any trends and consider deployment / provision changes 	<p>Sept 18</p> <p>Nov / March / July</p> <p>Each term</p>	<p>JH</p> <p>JH</p> <p>SLT / KS leads</p>		

Personal Development, behavior and safety

SDP focus area	Actions	Timescale	Key Personnel	Cost	Review
<p>Attendance</p> <p>Overall absence in line with National</p> <p>Persistent absence</p>	<ul style="list-style-type: none"> Monitor attendance on a daily basis – first day contact calls Attendance for each class on website 	<p>Ongoing</p> <p>Each week</p>	<p>KD / KR</p> <p>KR</p>		

<p>reduced to be inline with National Punctuality – at last 95% arrive on time</p>	<ul style="list-style-type: none"> Parents of PA children invited to attend an Attendance Panel – child’s attendance monitored each week Attendance rewards Daily minibuss pick ups for identified children Breakfast club Early start club 	<p>ASAP</p> <p>Each week and at end of each ½ term (class) and term (individual)</p> <p>Ongoing</p> <p>Ongoing</p>	<p>KD</p> <p>KD</p> <p>KR / MW</p> <p>JN / TH KR / HP</p>	<p>£1,000</p> <p>£6,500</p> <p>£1,000 £2,300</p>	
<p>Behaviour and attitude towards learning</p> <p>Maintain “0” exclusion figure</p> <p>Zero tolerance of bullying in any form</p>	<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 “Choose respect” 	<p>July / Sep 18</p> <p>Ongoing</p> <p>Sept 18 Nov (12-16)</p>	<p>All teachers</p> <p>JH / KR (MDAs)</p> <p>KD JH</p>		
<p>Safety – school is a safe place and children know how to keep themselves safe</p>	<ul style="list-style-type: none"> Upgrade CCTV system Update Child Protection Policy Staff / child training on online safety Online safety week (March 19) Annual H&S risk assessment audit of site Relationship education (July 19) Staff training on safeguarding Mental health and wellbeing training Write Mental Health and well being policy 	<p>May 19 Sept 18 Autumn 18</p> <p>March 19 May 19</p> <p>July 19 Nov 18 Sep 18 INSET</p>	<p>MW KD / JH KD</p> <p>VV KD / MW</p> <p>YC / JH KD / JH KD / JH</p>	<p>£5,000</p> <p>£1,000</p>	
<p>School Council –</p> <p>Caring and responsible citizens</p> <p>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 Citizenship project? Competitions / fundraising for school Meeting with SLT / GB to share pupil voice and influence development planning Create own mental health and well being policy using child friendly language 	<p>Weekly</p> <p>Autumn 18</p> <p>Spring 19 Ongoing</p> <p>Each term</p> <p>Autumn term</p>	<p>DS</p> <p>DS</p> <p>DS / Ignite DS DS</p> <p>DS</p>		
<p>Parents know their child is safe and that the behavior and welfare of their child is paramount</p>	<ul style="list-style-type: none"> Annual parent and pupil questionnaire Parent View Open door policy 	<p>Autumn term</p>	<p>VV</p>		