



Rainow Primary School

Caring, Learning, Achieving

School Strategic Development Plan 2019/2020

Headteacher: Mr Jonathan Norris

Chair of Governors: Mr Paul Riordan

This strategy plan is intended to be used as a working document, with areas added or deleted when necessary and a formal update at the start of the new academic year. It is intended for use essentially by staff and governors. Parents and any other interested parties are welcome to have access to this document.

Contents

- 1. Rainow School Vision, Aims, Values and Objectives. Pg. 3**
- 2. Current Key Improvement Priorities (1 year). Pg. 4-8**

These are the specific initiatives and targets that have been identified after analysis of school performance data and consultation with staff, parents and governors.

The 5 Key Improvement Priorities fall under the following OFSTED headings:

Quality of Education	Pg. 4
Behaviour and Attitudes	Pg. 5
Personal Development	Pg. 6
Leadership and Management	Pg. 7
Early Years Foundation Stage	Pg. 8



Rainow School Vision, Values and Aims

'Caring, Learning, Achieving'

Vision

Growing a community of life-long learners who will **care** for each other, who will work hard to **learn** new things every day and who will **achieve** more than they thought possible.

Aims

Caring

Well-being is of paramount importance to us. We are a welcoming school that provides a supportive and caring environment for pupils, their families and staff members.

We aim to:

- develop a culture of respect, kindness and consideration for others and self;
- encourage an ethos which promotes enthusiasm and enjoyment;
- teach, encourage and maintain good discipline, including self-discipline;
- encourage a strong sense of belonging and involvement ensuring everyone is heard;
- develop an understanding of a healthy lifestyle and develop an awareness of how to stay safe;
- promote the development of the child as a shared responsibility between home and school, encouraging parents to take an active role;
- foster an appreciation and care for the environment within school, the local community and the wider world.

Learning

Teaching and learning at Rainow inspires curiosity. We believe that equipping children with the skills and knowledge of *how to learn* is equally, if not more important, than what to learn.

We aim to:

- provide an innovative, relevant and creative curriculum, developed and delivered with high expectations for progress;
- promote our Learning Values as crucial to help develop effective learning behaviours (read about our values [here](#));
- capitalise on the school's unique environment to enhance learning;
- actively engage with the wider community in developing life skills to enhance, enrich and reinforce learning;
- encourage children to develop independence within their learning, use initiative and view mistakes and failure as a pathway to improvement;
- develop a love of learning which will last a lifetime.

Achieving

We are a high achieving school and pride ourselves on good academic results but not at the expense of developing the whole child. We encourage children to strive to be the best version of themselves and understand that labelling children works to limit them. We actively promote and celebrate extra-curricular achievements and good behaviour.

We aim to:

- ensure high academic achievement through teaching practices which build confidence, independence and develop initiative;
- recognise the fundamental importance of attainment in the core curriculum areas and ensure that each child maximises their potential in maths, reading and writing;
- give children the opportunities to maximise their academic, artistic, personal and sporting potential;
- identify children with any special learning needs early, and make provision for them;
- train and develop all staff to meet the needs of the school, support their career aspirations and enable them to fulfil their professional potential.

1. Quality of Education

Objectives:

Key Priority 1 – Wider Curriculum

Embed high quality curriculum planning, with a key focus on assessment of learning in all year groups, to ensure full coverage and pupil progress across all wider subject areas.

Key Priority 2 – Reading, Writing and Maths

Secure attainment and ensure good progress in reading, writing and maths.

Lead Teacher(s):

Mr Gratton (English)

Mrs Eddie / Mrs Parker (Maths)

Link Governor(s):

Helen Pugh (English)

Peter Grogan (Maths)

Success Criteria / Planned Pupil Outcomes:

Key Priority 1

- a. The Rainow long term curriculum plan is complete, meets National Curriculum requirements and there is evidence of impact.
- b. Standards in the wider curriculum are at least in line with national age-related expectations.
- c. Assessment systems are effective across all subjects; learning outcomes are clear, measurable and impacting on next steps for all pupils.

Key Priority 2

- a. No less than 80% of children (non-SEND) reach at least the expected standard in Reading, Writing and Maths in all year groups.
- b. Consistently high expectations and effective practice in the teaching and learning of reading, writing and maths is evident across all classes.
- c. Maths fluency practice remains effective and consistent across the school to ensure that recall of number facts, and therefore arithmetic skills, are strong.
- d. Teachers are confident to teach maths using a mastery approach alongside the Rainow Maths Key Skills document.
- e. Children with SEND and children in receipt of the Pupil Premium Grant make agreed and measurable progress from identified start points. Intervention is timely, intensive, and impactful.

2. Behaviour and Attitudes

Objective:

Background Development Area

Maintain excellent attitudes to learning and high standards of behaviour.

Lead Teachers:

All staff

Link Governors:

TLC committee

Success Criteria / Planned Pupil Outcomes:

- a. Pupils' attitudes, commitment, and resilience in learning is generally excellent.
- b. Pupils' behaviour is generally exceptional and they contribute to a positive and respectful school culture. Pupil voice is an integral and important part of school improvement.
- c. Challenging behaviour is addressed promptly and effectively so that all children have the chance to succeed.

3. Personal Development

Objective(s):

Key Priority 3

Ensure our PSHE curriculum reflects fundamental British Values, diversity and equality of opportunity, is high profile and effectively interwoven into our curriculum.

Lead Teachers:

Mr Gratton

Link Governors:

Teaching and Learning Committee

Success Criteria / Planned Pupil Outcomes:

- a. New high quality PSHE curriculum planning is in place and there is evidence of impact.
- b. Children have a greater understanding and opportunity to contribute to society as responsible and respectful citizens.
Pupil voice is an integral and important part of school improvement.

4. Leadership and Management

Objective:

Key Priority 4

Ensure that the new Senior Leadership Team structure is effective, including appropriate levels of CPD for new and existing Subject Leaders.

Lead Teachers:

Head teacher / Deputy Head teacher

Link Governors:

Teaching and Learning Committee

Success Criteria / Planned Pupil Outcomes:

- a. Subject Leaders have sufficient levels of expertise to lead their subjects effectively in line with new OFSTED expectations.
- b. Subject Leaders ensure progressive and sequenced programmes of study are impacting on pupil outcomes.
- c. The new Special Educational Needs Coordinator role is effective and manageable.

5. Quality of Early Years Education

Objectives:

Background Development Area

Further develop a rigorous and systematic approach to the teaching of EY maths, in line with the wider school's Rainow Approach to Mathematics scheme.

Lead Teachers:

Mrs Daley (R) / Mrs Copeland (R) / Miss Townley (Y1)

Link Governors:

Teaching and Learning Committee

Success Criteria / Planned Pupil Outcomes:

- a. At least 80% of children achieve the Early Learning Goal in mathematics and the number of children who exceed the goal is no less than 20%.
- b. Early Years mathematics planning, teaching and learning links to the Rainow Approach to Mathematics scheme of work.