

KEY IMPROVEMENT PRIORITIES (KIP) – Summary - 2022-2023

★ = Objectives

OFSTED AREA	
<p>Inspection Date:</p> <p>June 23</p> <p>See our latest report here</p> <p>Quality of Education</p>	<p><i>Please note that cohort sizes at Rainow School are relatively small, which means that attainment data can be significantly affected, both positively and negatively, by only a few pupils. Whenever the attainment percentage falls below national thresholds, there is usually a valid reason. It is advisable to focus on analyzing progress rather than just looking at attainment. We have no concerns about our attainment levels and have full confidence in the exceptional Quality of Education provided, ensuring that all our children make good or better progress.</i></p> <p><u>KIP 1 English</u></p> <p>WRITING</p> <p>★ Achieve good levels of writing progress and attainment, at least in line with national expectations.</p> <p>EYFS: 77.3% - Objective is likely to be achieved (national 2019: 74%)</p> <p>KS1: 66.3% EXS and 0% GDS - Objective is likely to be partially achieved (national 2022: 58% EXS and 8% GDS)</p> <p>KS2: 61% EXS and 13% GDS - Objective is likely to be partially achieved (national 2023: 71% EXS)</p> <p>SPAG</p> <p>★ Ensure children are confident and accurate spellers and can apply SPaG knowledge to their writing.</p> <p>Y1 Phonics: 93% pass - Objective likely to be achieved (national 2022: 75%)</p> <p>KS2: 74% EXS and 48% GDS – Objective likely to be achieved (national 2023: 72% EXS)</p> <p><u>KIP 2 Maths</u></p> <p>★ Achieve a good level of mathematics progress and attainment, at least in line with national expectations (with a particular focus on higher attainment)</p> <p>EYFS: 86% - Objective is likely to be achieved (national 2019: 80%)</p> <p>KS1: 74% EXS and 19% GDS – Objective is likely to be achieved (national 2022: 68% EXS and 15% GDS)</p> <p>KS2: 70% EXS and 22% GDS - Objective is to be partially achieved (national 2023: 73% EXS)</p> <p>★ Continue to embed a mastery approach to teaching mathematics.</p> <p>Achieved. From watching lessons, looking at books and talking to teachers and children, this aspect was seen as a strength during our latest OFSTED inspection.</p>

	<p><u>KIP 3 Non-Core Subjects</u></p> <ul style="list-style-type: none"> ★ Ensure the School Curriculum from Reception – Y6 is strong and coherent, using all the curriculum components to ensure improved outcomes for all pupils. <p>The curriculum continues to improve and develop. In addition to the core subjects (English, Maths and Science), OFSTED inspected History, Geography, PE, Science and Art. The inspector commented, and was impressed by, how each curriculum area is carefully sequenced, is progressive and tailored excellently to our school context.</p> <ul style="list-style-type: none"> ★ To continue to embed the EYFS Framework, strengthening links to the whole school curriculum. <p>There are now much stronger links between the Reception Class curriculum and other, discrete National curriculum subject areas. The EYFS was seen as an area of strength at our recent OFSTED inspection.</p>
<p>Leadership and Management</p>	<p><u>KIP 4 Safeguarding/Catch-Up/Subject Leadership/School Community</u></p> <ul style="list-style-type: none"> ★ To keep the school community safe and well. ★ To continue to understand and address the gaps in learning due to COVID. <p>We have taken full advantage of the National Tutoring Programme and have identified and provided support for children who may require additional one-on-one or small group support.</p> <ul style="list-style-type: none"> ★ To ensure Subject Leaders continue to develop and strengthen their roles. <p>All Subject Leaders are on track with their Subject Leader action plans. They have received non-contact time, or attended training events , to support the development of their subjects. The OFSTED inspector agreed with our self-evaluation and was satisfied that the areas identified as strength and for development, are correct.</p> <ul style="list-style-type: none"> ★ To ensure parental engagement / opportunities returns to pre-COVID levels.

**The following OFSTED areas featured this year as Background Development Areas.
All 3 areas: Behaviour and Attitudes, Personal Development and EYFS, were identified as strengths at our most recent OFSTED inspection (June 23).**

Behaviour and Attitudes	<p>Bkgd.</p> <ul style="list-style-type: none"> ▫ Continue to improve overall rates of attendance for all groups of pupils. ▫ Continue to develop the role of Pupil Voice. ▫ Continue to develop the use of retrieval, metacognition, memory techniques and learning strategies.
Personal Development	<p>Bkgd. PSHE / RSE / MHWB</p> <ul style="list-style-type: none"> ▫ Continue to develop the role of Senior Mental Health Lead Teacher and mental health and well-being provision for children and staff. (See PSHE Subject Leader action plan) ▫ Continue to develop our children's character through the promotion of and respect for School Values, with a particular focus on promoting diversity and equality.
EYFS	<p>Bkgd (also see Quality of Education).</p> <ul style="list-style-type: none"> ▫ Maintain good levels of achievement, at least in line with national expectations ▫ To accelerate the progress of children working below the expected level of development for Speech and Language.