



Rainow Primary School  
Caring, Learning, Achieving

# School Strategic Development Plan (summary)

July 2022 Review for Parents

**Headteacher: Mr Jonathan Norris**

**Chair of Governors: Paula 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.



## 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.

**KEY IMPROVEMENT PRIORITIES (KIP) – 2021-2022 - 1 Page Summary**

OFSTED AREA	October 2021	End of July 22 Review
<p><b>Quality of Education</b></p>	<p><b>English (KIP 1)</b></p> <ul style="list-style-type: none"> <li>a. To embed an updated early reading and phonics programme of study.</li> <li>b. Ensure that children receive a high quality and effective Early Reading, Phonics and KS2 Reading curriculum, and that they attain well and make good or better progress (in line or better than national expectations).</li> </ul> <p><b>Maths (KIP 3)</b></p> <ul style="list-style-type: none"> <li>a. Maintain good level of mathematics progress and attainment, at least in line with national expectations.</li> <li>b. Continue to embed a mastery approach to teaching mathematics.</li> </ul>	<p><b>English (KIP 1)</b></p> <ul style="list-style-type: none"> <li>a. <i>There is a new school Phonics Policy <a href="#">here</a>. Our chosen DfE validated Phonics Scheme of Work (SOW) is Bug Club. A large number of new books were purchased to supplement the SOW. Our early reading scheme now consistently match the phonic sounds being taught. Staff and children are working effectively with the new SOW.</i></li> <li>b. <i>At the end of January 22, we employed an external advisor to conduct a review of the quality of our Early Reading and KS2 reading provision. She observed reading being taught across the school; spoke to children and to Subject Leaders. Her evaluation of our reading provision was that it is excellent in the majority of areas. "The school has reading as a priority and is determined to enable all pupils to be readers. Data shows high achievement across all key stages. The subject lead can clearly identify schools' strengths and areas to develop well, displaying ambition, enthusiasm and inclusion for all. Subject lead monitors reading closely across school."</i></li> <li>c. <i>Our end of year achievement is above national thresholds at all Key Stages. See data <a href="#">here</a>.</i></li> </ul> <p><b>Maths (KIP 3)</b></p> <ul style="list-style-type: none"> <li>a. <i>Our end of Key Stage maths achievement is in line, or above, national thresholds. See <a href="#">data here</a>.</i></li> <li>b. <i>Mrs Eddie, our maths Subject Lead, has conducted a teaching and learning review of maths, observing all classes, looking at books and talking to children. All teaching observed was at least good. All classes now have access to high quality manipulatives to support their maths learning at an age-appropriate level.</i></li> </ul>

<b>Behaviour and Attitudes</b>	<b>Background. Priority</b> a. Embed new Behaviour Policy	<p><i>a. A new <u>Behaviour Policy</u> was introduced during Autumn 21. All teaching staff have received 'Emotion Coaching' training (Summer 2021), which is a communication technique that teaches children how to self-regulate and manage their stress response. This strategy works on four basic principles: 1. Recognise the child's feelings and empathise with them. 2. Validate the feelings and label them. 3. Set limits on behaviour (if needed) 4. Problem solve with the child. Adopting this consistent approach throughout school should help the children to develop an understanding of their emotions, why they occur and how to handle them.</i></p> <p><i>Behaviour across the school is judged as excellent by the SLT and teaching staff. Children's attitude to learning is nearly always positive and engaged. Children can articulate the school rules and know the desirable Rainow learning behaviours which underpin all that we do.</i></p> <p><i>In our latest Parent Survey (July 22), the vast majority (95%) of parents viewed the children's behaviour in and around school as Good or Excellent.</i></p>
<b>Personal Development</b>	<b>PSHE / RSE / MHWB (KIP 4)</b> a. To continue to develop the role of Senior Mental Health Lead Teacher. b. To embed Mental Health and Well-Being into the school curriculum.	<b>PSHE / RSE / MHWB (KIP 4)</b> <p><i>a. Mrs Eddie (class 6) is our nominated Senior Mental Health Lead teacher. She is currently undertaking accredited training, which she will complete in October 2022.</i></p> <p><i>b. A new Scheme Of Work has been written for PSHE (Personal, Social, Health, Economic education) with a specific focus on mental health and well-being. Lessons taught are age-appropriate and progressive.</i></p> <p><i>Each half-term begins with a 'Well-Being Launch Day' focussing on one of the 5 recognised steps to well-being. These have been mostly successful.</i></p>

	<ul style="list-style-type: none"> <li>c. To identify and support children who might need additional support with their mental health and well-being.</li> <li>d. To embed a shared and consistent approach to dealing with children’s emotional state. (Emotion Coaching)</li> <li>e. Develop mental health support for staff.</li> </ul>	<ul style="list-style-type: none"> <li>c. <i>Whole-school ‘Pupil Well-Being Screening’ was conducted in Autumn 21. Following this, the SMHL and SENDCo organised suitable interventions where necessary.</i></li> <li>d. <i>See ‘Behaviour and Attitudes’.</i></li> <li>e. <i>A staff ‘Stress Survey’ was conducted in June 22. The results of which will feed into further work for 22-23.</i></li> </ul>
<b>Leadership and Management</b>	<p><b>KIP 5</b></p> <ul style="list-style-type: none"> <li>a. To keep the school community safe, and ensure all children receive high quality teaching.</li> <li>b. To continue to understand and address the gaps in academic learning due to COVID.</li> <li>c. To ensure Subject Leaders continue to develop and strengthen their roles.</li> </ul>	<p><b>KIP 5</b></p> <ul style="list-style-type: none"> <li>a. <i>The Head teacher kept COVID risk assessments under regular review. Staff and families were kept up to date with the latest safety measures via emails and newsletters. These updates were informed by Local Authority and UKHSA and the SLT ensured all recommendations were adhered to, including children being able to access high quality remote teaching ASAP. Our <u>Remote Learning Policy</u> was reviewed in Spring 22.</i></li> <li>b. <i>Teachers used a range of formative and summative assessments to identify gaps in children’s knowledge and understanding. We utilised a variety of strategies to provide catch-up sessions and ‘additionality’ for our children. A specific emphasis was placed on utilising the catch-up premium to support children that need it most. Our latest Pupil Premium Plan (including how we utilise ‘catch-up funding’) can be found <u>here</u>.</i></li> <li>c. <i>Subject Leaders are allocated non-contact time to drive forward whole school improvement in their area(s). This year, the focus has mainly been on PSHE, Reading, Maths and Science. A monitoring and evaluation schedule will ensure every subject is ‘under the spotlight’ at some point over a 2-3 year cycle.</i></li> </ul>

		<p>An external advisor was commissioned to undertake a review of Geography (a subject we worked intensely on during 20-21) and the results of that were very pleasing:</p> <p><i>“The Subject leader is driven and supporting the development of geography across school, to a high standard. She is well organised and can identify areas for development to further improve provision”.</i></p>												
<p><b>EYFS</b></p>	<p><b>KIP 2</b></p> <p>a. To embed the EYFS 2021 Framework.</p> <p>b. To establish a new baseline assessment, tracking and monitoring system and ELG attainment system.</p> <p>c. To aim for 80% or more of Reception children to achieve a Good Level of Development / GLD</p>	<p><b>KIP 2</b></p> <p>a. The EYFS lead teacher has ensure that the <u>EYFS policy</u> has been updated (spring 22) and that relevant staff have been trained to understand and implement the changes from the new framework. The EYFS curriculum has been improved and a specific vocabulary list has been added to the long-term plan.</p> <p>b. The Reception class baseline was administered correctly, the results of which informed a new Reception class tracking and monitoring system. The new tracking system is updated and reviewed at least termly, and interventions are put in place where necessary.</p> <p>c. 71% (72%) achieved a GLD in July 22. Other data in some key areas (Number in brackets is the National result for 2019):</p> <table border="1" data-bbox="1220 981 1883 1321"> <thead> <tr> <th>Reception</th> <th>July 2022</th> </tr> </thead> <tbody> <tr> <td>Comm + Lang</td> <td>93% (85%)</td> </tr> <tr> <td>PSED</td> <td>89% (87%)</td> </tr> <tr> <td>Reading</td> <td>89% (77)</td> </tr> <tr> <td>Writing</td> <td>79% (74%)</td> </tr> <tr> <td>Ma</td> <td>86% (80%)</td> </tr> </tbody> </table>	Reception	July 2022	Comm + Lang	93% (85%)	PSED	89% (87%)	Reading	89% (77)	Writing	79% (74%)	Ma	86% (80%)
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