



Rackenford C of E Primary School Strategic Plan 2017/18

Whole school strategic foci	1. Leadership and management	2. Quality of Teaching, learning and assessment	3. Personal development, behaviour and welfare	4. Outcomes for learners
Specific area of focus	Leaders, at all levels, ensure that the children to develop their independence, positive attitudes to learning and metacognitive skills.	Quality first teaching across the wider curriculum	Development of Positive Attitudes to Learning in all learners	Progress of children in key stage 1
	Development of Health and Safety	Development of children's understanding of metacognition	Development of children's independence	Attainment and progress in reading and writing at KS2
	Staff member's self assessment, self directed learning and performance management leads to improved practice which delivers improved attainment and progress.			Attainment and progress of SEND children

Rackenford C of E Primary School is striving to meet the needs of all learners regardless of their starting points. The purpose of this plan is to steer the direction of school improvement identified from a rigorous self evaluation process. An effective school improvement plan should be used as a tool for continuous reflection against the identified targets, key actions and outcomes for our school community. This document should be accessible for all stakeholders providing staff and the full governing board with clear areas of focus against national, regional and local benchmarks. It should also provide a clear framework for parents and the wider Tiverton community to understand key priorities and the vision for the school moving forward.



Leadership and management

1. Leadership and management: key areas of focus from SEF	Link to Ofsted framework – In order to remain at least ‘Good’ we need to focus on...
<ul style="list-style-type: none"> ● Leaders at all levels need to take action to challenge the issue that: <ul style="list-style-type: none"> ➤ Not all children are inspired to learn and feel that it is important to excel. They don’t all have a positive attitude to school and their learning. Some feel unable to influence their learning and, as a result, take less ownership over it. ➤ Not all children, including those that are disadvantaged or vulnerable, make good or better progress. No all children are successfully inspired to engage fully in their learning. ● Leaders need to ensure that: <ul style="list-style-type: none"> ➤ children are safe and cared for inside and outside of school. ● Not all teachers and support staff consistently, independently and proactively: <ul style="list-style-type: none"> ➤ have a good grasp on their own practice. They need to reflect on their strengths and weaknesses and continually improve their teaching and the children’s learning. ➤ engage as effectively as possible in the setting and completion of performance management targets that lead to improved outcomes for specific groups and individuals across the school. 	<ul style="list-style-type: none"> ● Governors hold senior leaders stringently to account for all aspects of the school’s performance, including the use of pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils. ● Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour. ● Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and pupils’ learning. Teaching is consistently strong across the school or, where it is not, it is improving rapidly.

No.	Key issue	Actions	Resources	Lead person	Timescale	Success criteria/outcome	Sources of evidence to QA success criteria/outcome
1.1	Not all children are inspired to learn and feel that it is important to excel. They don’t all have a positive attitude to school and their learning. Some feel unable to influence	<p>Leaders proactively target praise and rewards on children who are disengaged. Greater use of letters/postcards home promotes children’s engagement with their learning.</p> <p>All teachers have uncompromised standards of acceptable presentation and handwriting in the children’s books. Leaders regularly check that these standards are maintained.</p>	<p>Post cards Letters</p> <p>Teaching time</p>	<p>Teachers</p> <p>SH</p>	<p>July 2018</p> <p>Dec 2017</p>	<p>All children are engaged in their learning leading to greater progress being made.</p> <p>The quality of children’s written work improves. Children write more as</p>	<p>Record of letters/postcards home. Ask the children and staff about the impact of this focus.</p> <p>Comparisons of children’s work before and after the plan.</p>



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<p>their learning and, as a result, take less ownership over it.</p> <p>Not all children, including those that are disadvantaged or vulnerable, make good or better progress. No all children are successfully inspired to engage fully in their learning.</p>		Handwriting resources £150			handwriting becomes less laboured.	
	Leaders monitor the introduction of BLP and check that it is impacting on children's development of metacognition.	Staff meetings	JD	Nov 2017- Feb 2018	Children become more efficient learners and progress becomes more rapid.	Children are able to talk about the learning muscles and ways in which they can improve them.
	Teacher's timetable in time to meet with the children directly and discuss various parts of their learning. The HoS monitors that this is happening and coordinates these discussions as necessary.	PPA time	Teachers	Half termly	Children feel heard and, as a result, are more proactive learners.	Minutes from meetings.
	Subject leaders seek feedback from the children about learning in their subject area. They feed this back to staff and changes to mid and long term plans reflect these conversations.	Subject leader time (JD cover)	Subject Leaders	Half termly	Learning in non-core subjects becomes more meaningful and progress is maximised.	Subject leader files Curriculum planning.
	When observing lesson, leaders look for and then feedback on examples where teachers use pupil voice to change the direction of their teaching.	Lesson Obs	JD	July 2018	Teaching matches pupil need.	Lesson observation notes.
	Team and subject leaders use FFT info to set aspirational targets for the children. They support teachers in developing their knowledge of data expectation for different groups of children and ensure that actions are taken to target children appropriately.	Staff Meetings FFT subscription	JD	Oct 2017	Expectations of pupils are sufficiently high to ensure good value added progress across the school.	FLT and team meeting minutes demonstrate staff member's understanding of targets. Lesson observations and outcomes for children show high expectations are pushing forward learning.



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	The HoS and Maths/English subject leaders use staff meetings to really target conversations around progress of individuals and groups. They have high expectations and ensure that good progress is made. They talk to children not making adequate progress and identify barriers to learning. They ensure that these barriers are tackled.	Staff meetings	JD Subject leaders	Half termly	All children make at least good progress. Resources are effectively targeted.	Case studies show changes in practice have led to improved outcomes for children.
	Leaders ensure that TA support is targeted to meet the needs of specific children and leaders frequently assess the impact of TA's work.	TA classroom time	Teachers	Ongoing	TA time is used efficiently to maximise pupil progress.	SEN children access whole class teaching. Data shows that they are making good or better progress.
	Reduced SEND provision is closely monitored and negative impacts are mitigated for. Teachers and leaders are innovative and develop different ways of working within the confinements of reduced funding.	Main school budget Additional SEND allowances	JK	March 2018	The needs of of children with SEND are best met within the constraints faced by the school.	Data shows that children with SEND make good or better progress from their starting points.
	Governors receive further training and development and further refine their practice in holding the school to account. They robustly challenge any underperformance and support staff in developing provision that meets the needs of all children.	Training costs £150 Meeting time	FW/JC	March 2018	Leader's impact of staff is maximised through appropriate challenge by the FGB.	Meeting minutes Visit forms CPD evaluation forms
	Moderation of reading and maths informs leader's knowledge of outcomes for children and also about teachers understanding of expected outcomes and how they relate to end of key stage attainment levels.	Staff meetings External moderation events	Subject leaders (HPS & RPS)	May 2018	Teacher's confidently level lessons and work so that they can ensure children are reaching at least age related expectation.	The level of work in children's books is suitably advanced based on their predicted outcomes.
	The HoS supports the class 1 teacher in developing continuous provision whilst also ensuring that standards for year one are high enough.	Lesson time Planning time Visits £300	JD/SH	Dec 2017	Year one children make good or better progress whilst reception children continue to perform well.	Good attainment in reception is effectively built upon meaning that progress in year 1 is more rapid.



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			Resources £300				
		Subject leaders ensure that class teachers develop meaningful topics that extend children's understanding about the wider World. Through regular monitoring activities they check that teaching develops children's learning in this area.	Subject leader time	Subject leaders	July 2018	The wider curriculum becomes richer and children's interest and progress grows.	Classroom environments Children's work
1.2	Leaders need to ensure that children are safe and cared for inside and outside of school.	The new HoS attends training and updates on CP matters. She works with safeguarding leads across the federation to develop best practice in all three schools.	CPD £150	JD	Ongoing	HofS is confident and ensures that children's safety and well being is maximised.	Minutes from meetings Records from training
		Site security is assessed. Key pads are fitted to all external doors.	Consultant £200 Governor time	JK	Oct 2017	The site is as secure as reasonably possible.	Completed risk assessment
		The HoS/HoPs provide training for all staff in the use of CPOMs. They regularly review all logs and take action as appropriate.	CPOMs £525 Staff meeting	JD/JK	Dec 2017	Incidents are comprehensively logged and evaluated. Practice and actions are put in place to maximise children's safety and well being.	Engagement in CP matters
1.3	Not all teachers and support staff consistently, independently and proactively have a good grasp on their own practice. They need to reflect on their strengths and weaknesses and continually improve their teaching and	Leaders support teachers in learning more about different styles of teaching and learning. Teachers use IRIS to record the impact on the children of changing their teaching style. They work in pairs or collaborative group to share and analyse how teaching styles affect the children's learning in order to assess when each style has the greatest positive impact.	Staff meeting time IRIS £650	JD	Feb 2019	Teachers refine their own practice. Learning is maximised.	Video Outcomes Observation notes
		Leaders read and learn about cooperative learning and the way in which to promote it in the classroom. They disseminate this to teams	PPA time Staff meeting	JD	Dec 2017	Children's progress is increased through more effective speaking and	Meeting minutes Feedback from teachers



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<p>the children's learning.</p> <p>Not all teachers and support staff consistently, independently and proactively engage as effectively as possible in the setting and completion of performance management targets that lead to improved outcomes for specific groups and individuals across the school.</p>	<p>and then monitor how these teaching techniques are being incorporated into the classroom.</p>				<p>listening activities in the classroom.</p>	<p>Scrutiny evidence Children's progress</p>
	<p>Subject leaders support colleagues in assessing their subject areas against the curriculum. They use this work to promote high quality assessment for learning which they then evidence in teaching and learning outcomes.</p>	<p>Staff meeting PPA time</p>	<p>Subject leaders</p>	<p>May 2018</p>	<p>Teaching and learning is appropriate levelled to ensure good outcomes in attainment and progress.</p>	<p>Children's work Observation notes</p>
	<p>The HoS introduces BLP to staff, the children and the wider school community. Practice at HPS is shared and used to support staff development at RPS.</p>	<p>Staff meeting</p>	<p>JD</p>	<p>Feb 2018</p>	<p>Staff feel confident in delivering a curriculum that skilfully develops children's metacognition.</p>	<p>Classroom environments Discussions with children Lesson observation</p>
	<p>The HoS receives training from the HoPs/Primary Consultant in how to performance manage the other teaching staff within the school. She is then supported in this process.</p>	<p>Consultant time £350 PM meeting time £140 (supply)</p>	<p>JK</p>	<p>Oct 2017</p>	<p>Targets lead to more rapid progress and better attainment being made.</p>	<p>PM documentation Data and progress measures</p>
	<p>The HoS works with the teaching staff to develop effective performance management for the TAs. As a result, the practice and professionalism of the support staff is maximised.</p>	<p>Staff meeting PM meeting time (JD cover)</p>	<p>Teachers</p>	<p>Nov 2017</p>	<p>Teacher's are skilled in managing the performance of others.</p>	<p>PM documentation Data and progress measures</p>
	<p>The governing body scrutinises decisions related to performance management in order to ensure that the process has the maximum positive impact on the learning for children within the schools.</p>	<p>Pay Committee time</p>	<p>SC</p>	<p>Oct 2018</p>	<p>The quality of teaching provides good value for money.</p>	<p>GB minutes Data and progress measures</p>



Quality of teaching, learning and assessment

2. Quality of teaching, learning and assessment	Link to Ofsted framework – In order to remain at least ‘Good’ we need to focus on...
<ul style="list-style-type: none"> • Whilst all teaching at the school is good, there is a greater scope for outstanding teaching and a need for greater consistency in the quality of teaching across the wider curriculum subject areas. • Children do not have a deep understanding of metacognition and the way in which they learn. Some children have a closed mind set and do not understand that their brain has the capacity to grow and develop like a learning muscle. 	<ul style="list-style-type: none"> • Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers set clear tasks that challenge pupils. • In lessons, teachers develop, consolidate and deepen pupils’ knowledge, understanding and skills. • Teachers use their secure subject knowledge to plan learning that sustains pupils’ interest and challenges their thinking. They use questioning skilfully to probe pupils’ responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils’ strengths. • Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress. • Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.

No.	Key issue	Actions	Resources	Lead person	Timescale	Success criteria/outcome	Sources of evidence to QA success criteria/outcome
2.1	Increasing the amount of outstanding teaching and ensuring greater consistency in the quality of teaching across wider curriculum subject areas.	Teachers identify an area of their practice that they could improve upon and which would lead to gains in the children’s progress as a result. They work in teams to record footage of their teaching, analyse it, relate findings to research about quality teaching and then make changes to this practice. They then record new footage, analyse the impact of changes to their practice and continue to refine their teaching.	IRIS Meeting time	JD	July 2018	Children’s progress and attainment is increased as the quality of teaching increases to outstanding.	Lesson Obs Meeting minutes Video footage
		Teachers feedback on their practical findings in the IRIS project. They develop best practice examples which are shared with the school	Staff meetings IRIS	JD	July 2018	Teacher’s use improvements in their own practice to support	Lesson Obs Meeting minutes Video footage



		staff and used to inform further improvements in practice				and develop the practice of their colleagues.	Feedback from teachers
		Leaders analyse teaching and learning across the curriculum and identify where practice and progress is not as strong.	Subject leader time PPA Planning Children's work	JD	Dec 2017	Leaders have a clear evidenced view of pedagogy and learning across all curriculum areas.	Lesson obs Learning walks Notes from planning and work scrutinies
		Where areas of the curriculum have be evidenced as weaker, subject leaders scrutinise current practice and make recommendations to staff, linked to researched best practice, about future changes and improvements. They monitor the implementation of these changes and adjust practice where impact is poor.	Subject leader time PPA Planning Children's work Staff meetings	Subject leaders	July 2018	There is consistently good quality teaching in all curriculum areas and children make at least good progress as a result.	Assessment information Children's books
2.2	Children do not have a deep understanding of metacognition and the way in which they learn. Some children have a closed mind set and do not understand that their brain has the capacity to grow and develop like a learning muscle.	Teaching and support staff are trained in the development of BLP (Building Learning Power) and how to introduce it into the classroom setting. They develop a greater understanding of fixed and growth mindsets and the way in which we can encourage a growth mindset through our interactions with children and through the tasks that we set them.	CPD Staff/TA meetings BLP materials	JD	Nov 2017	Teachers are confident in their own understanding of BLP and fixed/growth mindsets so that they feel able to start to introduce these ideas to their classes.	Staff meeting minutes Feedback from staff.
		Whole school worship times are linked to the main concepts of BLP and provide a vehicle through which all children can start to develop their understanding of their learning muscles.	Assembly times	JD	July 2018	There is a shared understanding of, and vocabulary related to, BLP across the school. All children and adults recognise it as a whole school development and it is valued as such.	Feedback from children and staff.



	Teachers gradually develop the principals of BLP with the children. They provide the children with tasks that enable them to more deeply understand and develop their learning muscles. They encourage the children to frequently use vocabulary related to BLP.	PPA Lesson time	Class teachers	July 2018	Children’s learning becomes more efficient as their learning muscles grow. They are more resilient and more open to taking risks. Progress and engagement is increased.	Lesson Obs Learning walks
	Parents are supported in developing an understanding of BLP and the impact that a growth mindset could have upon their child’s success in learning. They are given information about the learning muscles and are supported in helping their children to develop these muscles in their wider home life as well as at school. Parents are encouraged to inform the school about incidents when their child has used their learning muscles so that these can be celebrated and rewarded.	Parent workshops Letters BLP materials Parents’ eves	Teaching staff	July 2018	Children development of metacognition is not only supported in school but also in their wider home life. Their understanding in this area is more rapid due to it being developed both within the classroom and at home.	Feedback from parents Pupil interviews WOW slips

Personal development, behaviour and welfare

3. Personal development, behaviour and welfare - key areas of focus from SEF	Link to Ofsted framework – In order to remain at least ‘Good’ we need to focus on...
<ul style="list-style-type: none"> • Not all children are confident and self-assured learners; proud of what they have achieved, and able to talk about their learning journey and the skills they have used to make progress. • Not all children know how to help themselves and others. A significant number depend upon adult help rather than being independent. 	<ul style="list-style-type: none"> • Pupils are confident and self-assured. They take pride in their work, their school and their appearance. • Pupils’ attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make. • Pupils show respect for others’ ideas and views.



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No.	Key issue	Actions	Resources	Lead person	Timescale	Success criteria/outcome	Sources of evidence to QA success criteria/outcome
3.1	Not all children are confident and self-assured learners; proud of what they have achieved, and able to talk about their learning journey and the skills they have used to make progress.	Rewards, displays and Newsletters home will be used to promote and celebrate learning.	Rewards Newsletters Display materials	Teachings taff	April 2018	Children will be confident and self-assured learners and proud of what they have achieved.	Feedback from the children, staff and parents about the impact of these strategies.
		Open mornings provide an opportunity for children to share their work with parents on a regular basis.	Teaching and learning time	Teaching staff	July 2018	Children will put in greater effort and produce higher quality work in response to sharing their learning with parents.	Improvements in children's work. Increased progress and attainment.
		Building Learning Power is introduced to the children and the 'muscles' of learning are fully explored. Teacher's give children time to develop their understanding and use of associated vocabulary. Classroom environments and displays will be developed to reinforce the children's BLP knowledge and understanding.	CPD Teaching and learning time Classroom display space Display materials	JD	April 2018	Children will confidently be using the language of BLP to describe how they completed or worked on a task.	Evidence of BLP in classroom environemtn and lesson observations. Direct feedback from the children.
		Children are supported in developing their metacognitive skills through carefully planned and delivered tasks that give them opportunity to build their learning power.	CPD Teaching and learning time	Teaching staff	July 2019	Children will be able to identify and then will develop the skills that they require to complete a task. Learning will deepen and become more rapid.	Data Lesson observations Pupil interviews Progress in books



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		Teachers confidently and proactively talk about their own learning journey and effectively model this to the children.	Teaching and learning time	Teaching staff	July 2018	Children make better progress because they understand how their current learning fits into a bigger picture of learning.	Lesson observations Pupil interviews Progress in books
3.2	Not all children know how to help themselves and others. A significant number depend upon adult help rather than on being independent.	Half termly pupil conferencing is used to enable children to fully explore BLP in a personalised way; to identify areas of their own work that they can improve upon, and to explore how best to make these improvements.	Cover time (£1260)	Teaching staff	July 2018	Children will become increasingly effective learners and will become more independent at improving their own work.	Data Conferencing notes Pupil interviews Progress in books
		Teachers teach a creative curriculum that encourages children to be independent and ask their own questions.				Children's interest in topic work is a successful vehicle to them becoming more independent and less reliant on adults.	Progress in books Feedback from staff Pupil interviews
		The development of independent learning in class one supports the children in taking greater responsibility for their own development.	Visits PPA time	SH	July 2018	Independent play-based learning will be increasingly purposeful and more effectively support children in making good or better progress in class 1.	Learning walks Lesson obs Progress in books Feedback from staff and pupils
		When exploring the 'resourcefulness' area of BLP, task and activities are designed carefully so that they demand the children to build their own independent learning skills. Staff expectations of the children are high and practitioners are mindful not to allow the children to be overly reliant on them. Instead children will be expected to take responsibility for their own actions and	PPA time Classroom resources Staff CPD on BLP	Teaching and support staff	July 2018	The achievement and progress of children across the school will rise as they become more proactive and independent learners. Missed opportunities for learning will reduce as ch	Data Progress in books Learning walks Lesson obs Feedback from staff and the children.



		learning by having the right equipment ready and by seeking to answer their own questions rather than wait for an adult to give them the information that they seek.				proactively seek challenge.	
		Staff work proactively with parents to develop wider ways of encouraging the children to be resourceful and independent at home. Parents are made aware of BLP and they way in which subtle shifts in behaviour can adi the children in become more efficient autonomous learners	Parents' eves Parents' workshops Letters home	Teaching staff	July 2018	The children's academic learning will be supported by demands on their independence being increased at home.	Observations of the children in school Feedback from parents

Outcomes for pupils

4.Outcomes for learners- key areas of focus from SEF	Link to Ofsted framework - to secure 'Good' we need to focus on...
<ul style="list-style-type: none"> Historically, the progress of children in key stage 1 has not been as strong as it could be. Last year, an additional class for year 2 led to improved progress and attainment for these children. This year an additional class is not possible so the school needs to ensure that mxed age classes provide sufficient challenge and support that enables good progress to be sustained. Attainment and progress in reading and writing by the end of KS2 is below National and Devon averages. Progress and attainment of children with SEND, at both school support and EHCP level, needs further improvement. 	<ul style="list-style-type: none"> Pupils read widely and often, with fluency and comprehension appropriate to their age. Pupils' progress is above average or improving across most subject areas. Progress of disadvantaged pupils and pupils who have special educational needs and/or disabilities above average or improving across most subject areas. Across almost all year groups and in a wide range of subjects, including in English and mathematics, current pupils make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points.

No.	Key issue	Actions	Resources	Lead person	Timescale	Success criteria/outcome	Sources of evidence to QA success criteria/outcome
4.1	The progress of KS1 pupils in mixed age classes	Independent play-based activities in class one become more learning focussed and are	Visits (£280) PPA	SH	Feb 2018	Children make greater progress as the impact of	Learning walks Lesson obs Data



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		designed to provide suitable challenge to year 1 pupils.				learning time is maximised	
		Cursive handwriting is effectively taught in class 1 so that the children are ready to develop this further in class 2.	Handwriting books Cursive font	SH	Dec 2017	Children coming into year 2 make greater progress in writing because they already have already developed cursive script.	Children's books
		Independent writing activities for the year 1 children are further developed to ensure that they require the children to work independently and without unnecessary scaffolding. Adult support and intervention is limited in order that the children are able to develop greater independence and self-reliance.	Classroom time	SH	Dec 2017	Assessments of writing are accurate because they are based on independent work. Children are more self-reliant.	Children's books
		Indoor and outdoor resources in class one are improved and offer an engaging, purposeful and challenging learning environment.	Resources New outdoor area	SH	Dec 2017	Children are more enthused to learn and access more meaningful adult-led and child initiated learning.	Lesson obs Learning walks
		Teachers in year 1 and 2 work closely together to assess and moderate the children. They plan in appropriate provision and activities to ensure that children are able to reach at least age related expectation by the end of the key stage. They identify more able children early and provide appropriately challenging activities that enable them to reach their learning potential.	PPA time Meeting time Lesson resources	SH & EB	July 2018	The children's learning journey across the key stage is coherent and ensures that they are meeting at least age related expectation by the end of year 2. Transition from class 1 to 2 is efficient.	Data Ongoing assessment information Lesson obs Children's work
4.2	Attainment and progress in reading and writing by the end of KS2 is below	2016/17 Test papers will be analysed to identify areas in which the children performed less well in reading. Targetted classroom teaching will be used to ensure that any identified gaps are filled.	PPA time Teaching time	HW	Oct 2017	Teaching will closely match areas of weakness. Test results in 2017/18 will improve.	Data Teacher's assessments and planning



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	National and Devon averages.	Teachers across KS2 will use the interim framework statements to assess the children against and to develop planning and teaching that ceates sufficient challenge to enable the children to reach at least ARE by year 6. Expectations will be raised.	Moderation time PPA time Assessment materials	HW & EB	May 2018	Progress and attainment in writing will be increased as expectations are raised.	Data Childrens books Moderation minutes Teacher's assessment records
		A broader and more creative curriculum will be used as a means to develop children's love of reading and writing by providing greater meaningful context for these skills to be developed within. The focus for teachers is on learning gains not tasks.	PPA time Teaching time	Teaching staff	July 2018	Progress, attainment and enjoyment in reading and writing will be increased.	Data Childrens books Pupil feedback
4.3	Progress and attainment of children with SEND, at both school support and EHCP level, needs further improvement.	A new SENDCo/Inclusion Leader will be appointed to work across bothschools and will offer strategic direction and practical support to teachers and leaders at RPS.	Recruitment materials Interview time	JD (DH)	Oct 2017	Provision for children with SEND will be strategically developed and meet their needs.	Data Obs Learning walks Feedback from staff, parents and teachers
		Teaching and TA staff will work closely together to maximise the amount of time that children with SEND are spending in the classroom so that they can ensure that those children are not missing out on important chunks of learning. Lessons will, therefore, be adequately differentiated and engaging to meet the needs of all learners.	PPA time Adjusting the classroom environment SEND resources	Class teachers	July 2018	Progress and attainment of children with SEND will be maximised as their engagement with the curriculum is maximised.	Children's books Data Observations of children TA and lesson obs
		Learning environments will be developed so that they more effectively support the children's earning and particularly the learning of children with SEND. There will be greater consistency between classrooms so that the children are more able to identify and use the supportive features within these displays.	PPA time	Class teachers	Dec 2018	Classroom environemnts and displays more effectively support children's earning and particularly the learning of children with SEND.	Learning walks Feedback from children and TAs Childrens work