

1. Leadership and Management

	Key area of focus from SEF	Linked to new Ofsted Framework			
	Updated version coming soon	<ul style="list-style-type: none"> • Leaders ensure that teachers receive focused and highly effective professional development. Teachers’ subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum. • Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through a strong, shared values, policies and practice. • 			
Specific Foci	1. Staff subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum.	2. Links to SIAMS SEF: School vision linked to theology - publicity and website: who we are			
	3. Ensure that all learners complete their programmes of study.				
Intent	Implementation	Resources	Led by	Impact	Milestones
<p>1. Staff subject knowledge Ensure confidence in teaching the entire curriculum. Teachers have good subject knowledge.</p> <p>Where needed, improving teachers’ subject, pedagogical and pedagogical content knowledge in order to enhance the</p>	<p>Identify gaps in subject knowledge.</p> <p>Whole staff audit of subject knowledge and confidence to teach subjects in light of changes to our curriculum. CPD is aligned with the curriculum, developing teachers’ content knowledge and teaching content knowledge over time so that they are able to deliver better teaching for pupils.</p>	<p>Twilight training sessions. Weekly staff meetings Access to outside training opportunities including Local Authority. Sharing expertise, observing</p>	<p>SCM SLC</p>	<p>As a result of quality first teaching, all pupils develop detailed knowledge and skills across the curriculum and as a result, achieve well. Results in EYFS, Phonics, KS1 & 2 SATS meet government expectations. Pupils will link knowledge and build knowledge webs.</p> <p>All pupils are ready for the next stage in their education.</p> <p>Pupil’s work across the curriculum is of consistently good quality.</p>	<p>Half termly</p>

Rackenford CofE SEF 2019-20

<p>teaching of the curriculum. The practice and subject knowledge of staff build over time.</p>		<p>teaching and team teaching. Access to subject specialist teachers within the federation Subject leaders for core subjects.</p> <p>EQ Process Expert workshops in Maths, Science and IT (coding) led by THS</p>			
<p>2. SIAMS</p>	<p>Reframe our vision of our Christian ethos in line with SIAMS Draw together a comprehensive but workable SEF in preparation for a SIAMS inspection Develop changes within the curriculum as well as extra-curricular that reflect the framework</p>	<p>Time with Ed Poulson (RE advisor) and chair of Ethos committee</p>	<p>SCM/SH</p>	<p>There is a clear vision of our Christian ethos which is owned and understood by all stakeholders and evidenced in the day-to-day practices of the school</p>	<p>November March June</p>
<p>3. Programmes of study Leaders aim to ensure that all pupils successfully complete their programmes of study.</p>	<p>Monitor how the 'two class model' in the afternoons impacts on: pupils attitudes, behaviour, learning, outcomes and staff workload.</p> <p>Leaders provide appropriate support for staff to make this possible.</p>	<p>Learning walks, EQ process Pupil voice Staff and parent views</p>	<p>SLC SCM</p>	<p>All pupils successfully complete their programmes of study to a high standard.</p> <p>All pupils have access to a broad and balanced curriculum.</p>	<p>Half termly</p>

Rackenford CofE SEF 2019-20

	Leaders engage with staff and are aware of the main pressures on them, including workload.	Access to additional support, eg TAs, HTLA, cover supervisors, supply teachers (when necessary) clubs and outside providers.			
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2. Quality of Education

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Key area of focus from SEF	Linked to new Ofsted Framework
<p>Updated version coming soon</p>	<ul style="list-style-type: none"> • Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. • Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. • A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.
<p>Specific Foci</p> <p>2.1 Broad and balanced curriculum design</p>	<p>2.2 Guided Reading and Phonics</p>

2.3 GO For Schools		2.4 Provision Mapper			
Intent	Implementation	Resources	Led by	Impact	Milestones
<p>2.1 Broad and balanced curriculum design</p> <p>Construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with SEND or high needs, the knowledge and cultural capital they need in life to succeed.</p> <p>A broad and balanced curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning.</p>	<p>A project based approach to the teaching of the National Curriculum, which ensures that knowledge, skills are interleaved to enhance pupils understanding.</p> <p>Play based learning to develop gross and fine motor skills, essential for brain development of higher order skills such as writing, reasoning, problem solving and critical thinking and more.</p> <p>Continuous provision from EYFS to Year 6 to promote curiosity, creativity and imagination. This leads to resilience, problem solving, etc...</p> <p>“Exploring Nature with Children Curriculum”</p>	<p>National Curriculum Planning time Development of outdoor space to include staged area, storage, sensory area, learning zones outside classrooms.</p> <p>Time for staff to develop and plan the curriculum</p> <p>Outdoor workshop for learning and storage space Tools Construction materials Large and small scale “Loose Parts” Teacher planning time Loose Parts Open ended and neutral</p>	<p>SCM</p> <p>SCM</p> <p>SH & SCM</p> <p>SCM & EB</p>	<p>All pupils develop detailed knowledge and skills across the curriculum and as a result, achieve well. Results in EYFS, Phonics, KS1 & 2 SATS meet government expectations. Pupils will link knowledge and build knowledge webs.</p> <p>All pupils are ready for the next stage in their education.</p> <p>Pupil’s work across the curriculum is of consistently good quality.</p> <p>All pupils continue to develop their fine and gross motor skills enabling them to enhance their ability to write, think and apply their ability to problem solve and logical reasoning to any situation or task.</p> <p>When faced with a challenge, pupils will have the ability to be resilient, creative and imaginative in all that they do which will lead them to be more successful and have a sense of accomplishment and satisfaction.</p>	<p>Half Termly</p>

Rackenford CofE SEF 2019-20

		<p>items, games and toys.</p> <p>Training for all staff</p> <p>Exploring Nature with Children Curriculum”</p> <p>Perpetual calendars</p> <p>Basic outdoor Education kit</p> <p>Basic orienteering kit</p> <p>Seasonal displays in all classrooms</p>			
<p>2.2 Guided Reading and Phonics</p> <p>Reading (including phonics) curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning.</p>	<p>Reading and the teaching of reading is prioritised to allow pupils to access the full curriculum offer.</p> <p>Develop explicit modelling opportunities for inference to move from comprehension to nuanced interpretations.</p> <p>Quality teaching of phonics and guided reading will support the development of reading skills and fluency enabling pupils to confidently read across the wider curriculum.</p> <p>Daily phonics for pupils up to and including year 2.</p>	<p>Staff meeting time – guided reading</p> <p>Time planned for quality guided reading sessions in the learning week</p> <p>Audit of phonics knowledge and skill (staff and pupils)</p>	SH	<p>Pupils read widely and often, with fluency and comprehension appropriate to their age.</p> <p>Pupils are able to use their skills of inference and deduction with confidence and conviction.</p> <p>Results in the phonics screening will meet the government expectations.</p> <p>Pupils will secure ARE in reading or above based in their starting points.</p> <p>Identified pupils make rapid progress to diminish differences in their outcomes from their starting points.</p>	Half Termly

Rackenford CofE SEF 2019-20

	<p>Audit resources and texts to ensure progression and progress</p>	<p>Daily phonics catch up sessions for identified children Daily 'precision teach' sessions for identified children</p> <p>Working closely with Broadclyst HUB teaching school to audit and action plan phonics teaching and provision.</p>			
<p>2.3 Go For Schools The confident use of a robust and effective tracking system to monitor and quality ensure progress of all groups of children and in order to hold colleagues to account.</p>	<p>Identifying and track pupil progress and attainment through the year groups. Assessment Data needs to include: All key statutory assessment information as well as teacher assessment in KS2 (GLD, relevant ELG, PSC score, KS1, Y3/4/5); Targeted scores based on PAG from KS1; On-going assessment in terms of 'on track for EXS' for the current year; Clear indication of key groups e.g. PP, SEN;</p> <p>Marking 'below' in terms of where they actually are.</p>	<p>Whole staff training using GO</p> <p>Staff meeting time for staff to familiarise themselves with GO</p> <p>Admin (MB) to be the administrator for GO</p>	<p>SCM MB</p>	<p>The effective use of data helps to identify where the focus needs to be. Informed planning for teaching and learning will match the needs of all. Diminishing differences across all groups with a personalised learning approach to teaching. All staff will know how to use Go for School to record assessment. Electronic system will be more efficient than a paper system and less margin for errors.</p>	<p>Half Termly</p>

Rackenford CofE SEF 2019-20

	<p>A 'notes' column for brief notes for particular individual children with reference to more extensive case studies where relevant;</p> <p>The capacity to quickly total number of children on track for ARE at different points during the year.</p>			<p>Trends will be identified and targeted to improve. Strengths and weaknesses identified. Outcomes will improve to be at least in line with national figures. Assessment data can easily be shared with others. Teachers will have confidence analysing and a shared understanding of school data.</p>	
2.4 Improved sharing of information and development of knowledge for SEN pupils	<p>Introduce Provision Map across the school to provide clarity and consistency of the offer for SEN pupils and to develop a shared language and understanding with all staff.</p> <p>The SENCO and FLT monitor the effectiveness and impact of provision map. Targeted training for staff around key aspect of SEN, for example communication and language/autism.</p>	<p>£1700 for provision map £500 for external training provider. Twilight time Training from DELP</p>	CSh	<p>Teachers are more confident about meeting the needs of children with SEN. Progress of SEN children is in line with non-SEN The SENCO achieves the right balance of supporting colleagues with strategies for teachers whilst being able to strategically lead.</p>	Sept

3. Behaviour and Attitudes

Key area of focus from SEF		Linked to new Ofsted Framework
		<p>Linked to new Ofsted EIF:</p> <ul style="list-style-type: none"> • Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. • Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school

				<p>and/or the wider community. Pupils actively support the well-being of other pupils.</p> <ul style="list-style-type: none"> • Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education. 	
Specific Foci	Moving from Good to Outstanding				
Intent	Implementation	Resources	Led by	Impact	Milestones
<p>3. Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and the wider community. Pupils actively support the wellbeing of their pupils.</p>	<p>Building on pupils’ good attitudes and behaviour already, we will seek to move to outstanding through both planned and spontaneous opportunities for pupils within our daily teaching and learning.</p> <p>If pupils struggle the school takes intelligent, fair and highly effective action to support them to succeed in their education.</p>	<p>Behaviour for learning policy B4L tools Pupil voice Community projects School council and other community action groups Building learning power activities</p>	<p>SCM</p>	<p>Pupils’ attitudes to their learning are positive. They are resilient to setbacks and take pride in their achievements.</p>	<p>Half Termly</p>

4. Personal Development

Key area of focus from SEF		Linked to new Ofsted Framework			
		<p>Linked to new Ofsted EIF:</p> <ul style="list-style-type: none"> • The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality. • The school promotes quality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities. • The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others. 			
Specific Foci	4.1. Development of enrichment opportunities	4.2. The curriculum and wider work supports building the individuals character.			
	4.3. Embed the new SRE curriculum by September 2020	4.4. Provision Mapper			
Intent	Implementation	Resources	Led by	Impact	Milestones
<p>4. Enrichment opportunities</p> <p>Curriculum extends beyond the academic, It provides for learners a broader development, enabling them to develop and discover their interests and talents.</p>	<p>Provision of rich experiences in a coherently planned way, in the curriculum and through extra curricula activities and sports clubs.</p> <p>Children organize events of interest throughout the year.</p> <p>Provision: 4 afternoons per week focus on activities developing and enhancing pupil's personal development.</p>	<p>All teachers run a club/activity these include: walking club, gardening club, Exmoor Challenge, archery, fencing, drumming,</p>	<p>SCM EB</p>	<p>All pupils demonstrate a love of learning beyond school. There is a strong take up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this work.</p>	<p>Half termly</p>

Rackenford CofE SEF 2019-20

		<p>piano and key board lessons, dance and drama activities, trombone and other music lessons, art club, daily mile, and more.....</p> <p>PTFA funding for:</p> <p>French lessons</p> <p>Gospel Choir</p> <p>Messy church</p> <p>3 Theatre visits per year</p> <p>Pro coaching (PE funding)</p>			
<p>4.2 Character</p> <p>Curriculum design develops pupil's character; a set of personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity</p>	<p>Use of 'The Narnian Virtues', guided reading texts for pupils in years 5 and 6 focus specifically in developing pupils' character.</p> <p>Planned and assessed opportunities to develop character, within the curriculum for each year group.</p>	<p>Free training for class teachers "The Narnian Virtues"</p> <p>Staff meetings and planning time.</p>	SCM	<p>This gives pupils the qualities they need to flourish in our society.</p>	Half Termly

Rackenford CofE SEF 2019-20

<p>and cooperate well with others.</p>					
<p>4.3. Relationships Education By September 2020 RPS will fully follow the RSE curriculum framework. Pupils will be taught about positive relationships and respect for others and how these are linked to promoting good mental health and well-being. Confidently teach the new SRE curriculum</p>	<p>Embed the new SRE curriculum to develop pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education.</p> <p>Developing pupil's confidence, resilience and knowledge so that they can keep themselves mentally healthy.</p> <p>Identify staff training needs Provide support and training for staff to deliver the new RSE curriculum</p>	<p>Curriculum plan</p> <p>Staff meetings and twilight training planned for the new RSE curriculum framework.</p> <p>LGBTQ+ training – all staff Safeguarding training updates First aid training - updates</p>	<p>SCM</p>		<p>Half Termly</p>