

Rawmarsh Ryecroft Infant School

Secure, Happy, Successful



**Developing Excellence Plan (School
Improvement Plan) 2023-24**

Vision, Values and Aims

Our vision at Ryecroft is for all staff and children to be...
'Secure, Happy, Successful'

Through our behaviours and curriculum, we build these values:

Resilience - I always keep going.

Respect - I value everybody and everything.

Care - I look after my world and the people in it.

Community - I am proud of where I am.

Achievement - I try to be the best I can be.

At Ryecroft we aim:

- To develop children's basic skills, raising standards and striving to achieve excellence across all areas of the curriculum.
- To encourage, happy, confident pupils with the ability to question; enquire and be independent in their approach to learning.
- To provide a rich stimulating environment where learners can fulfil their learning potential through a broad, balanced and exciting curriculum.
- To promote the spiritual, moral, cultural and physical development of pupils, nurturing their strengths and talents.
- To work together to create a secure, caring place where learners will develop respect for each other, the community and environment.



Rationale

The purpose of the Developing Excellence Plan (School Improvement Plan) is to create an overview and focus for the school's goals over the coming academic year. This is always based on the emerging priorities from the previous year, educational research and development and the specific needs of the current cohort. Through frequent review, this working document and the associated subject leader action plans will evolve to reflect our school.

Summary of DEP 2022-23 Plan

SLT and subject leaders have made excellent progress with many of the last academic year's aims achieved. School outcomes were broadly in line with our established success criteria, despite challenging cohorts and our high percentage of SEND needs. Our plans are regularly adapted and thus aspects will continue into this year's DEP with a sharper focus linked to staff CPD and updated information from sources such as the DfE, EEF and Ofsted. Please see the previous year's DEP for further details.



Key Priorities 2023-24

Priorities	Ofsted Link - Key Judgments
Priority 1 To refine and strengthening teaching and learning, through a focus on curriculum and development of expertise, leading to the best possible outcomes for all our children including our most vulnerable	Quality of education
Priority 2 To support the development of 'outstanding' behaviour and attitudes by understanding and addressing barriers, strengthening practice and refining approaches (inc. for children with additional or complex needs).	Behaviour and attitudes
Priority 3 To ensure children's personal development supports their social and emotional wellbeing, increasing their opportunities and ability to access the school's ambitious curriculum.	Personal development
Priority 4 To strengthen and develop the expertise of all staff and leaders, in developing a fully inclusive learning environment, committed to Wellbeing, so that the school effectively meets the needs of all groups and stakeholders.	Leadership and management
Priority 5 To build an EYFS offer that allows all children to reach their potential with access to the full curriculum and prepares them for the next phase of their education.	EYFS



Priority 1

Quality of Education

'To refine and strengthening teaching and learning, through a focus on curriculum and development of expertise, leading to the best possible outcomes for all our children including our most vulnerable'

Impact

We will be successful if:

- The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident through teaching and teacher's conversations that they have a deep understanding of what we want the curriculum to look like in school and it's intended impact on our children.
- Across the school, series of lessons contribute well to delivering the curriculum intent.
- The teaching and learning provide, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning.
- Pupils' work across the curriculum is consistently of a high quality and children are able to articulate their learning (Pupil voice supports understanding of curriculum impact at SLT and subject leader level)
- Pupils consistently achieve well, particularly those identified within our vulnerable groups (PP, SEND etc)
- Teachers and leaders use ongoing assessment successfully. They use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching/next steps including intervention programmes and the deployment of staff.
- Pupil outcomes will be in line with or exceeding national markers at the End of KS1, EYFS and in the Y1 phonics screen and all children will make good progress (5 Points +) SLT ensure swift intervention for children requiring support.
- Teachers are empowered by research lead quality first teaching tools and as subject leads have a confident knowledge and understanding of learning and progression within their subject area and know their next steps.
- There is a continued sharp focus on ensuring all children gain the phonics knowledge and language comprehension necessary to read, together with the skills to communicate, gives them foundation for future learning.

Evaluation Strategy:

- Pupil Progress meetings and statistical analysis.
- Internal and external 'Deep Dives'
- Outcomes of lesson observations, learning walks and planning scrutiny.
- Pupil voice and feedback from stakeholders
- Book and work scrutiny.
- Performance Management.

Intent	Implementation	Monitoring Strategy and Person	RAG Rating			Questions To Support Governor Monitoring	Resources/ Finance/ CPD	Evaluation and Evidence
			Aut	Spr	Sum			
To ensure our curriculum offer continues to be ambitious in its content and in its ability to ensure quality outcomes for all our children. (Lead by KB)	- Develop and build upon schemes of work to support transparency of coherent and sequenced learning progression and the development of substantive and disciplinary knowledge across subjects - Subject Leader led. - Review opportunities within schemes of work for promotion of protective characteristics and British values. - Link learning to opportunity to create and build cultural capital with specific reference to our children's context, school values and those previously identifies by stakeholders. - Ensure EYFS ELGs are woven through schemes to reflect on schools' commitment to subject focused learning from the outset - Subject Leader Lead with support from EYFS staff. - Ensure established progression documents reflect best practise, meeting latest guidance and CPD with clearly defined end points for all. - Subject Leader Lead - Review and develop the scaffolded conversations model to ensure children are able to articulate/demonstrate their ability to know and remember more. - Ensure 'assessment tasks' are clearly defined within schemes of work and support children to articulate their understanding whilst also being a tool to allow staff to plan next steps in learning and develop curriculum content. - Create 'child centred' knowledge organisers to support children's recall of knowledge and assessment of the outcomes of non-core subjects. - Utilise ROSIS subscription and work with Infant Partnership schools to compare learning and outcomes in other similar settings. - Continue to purchase new and relevant texts that promote both independence and reading for pleasure whilst focusing on knowledge growth and enquiry linked to curriculum learning.	Stakeholder questionnaires - Pupils Planning scrutiny Lesson Observations Deep Dives Pupil Interviews Review from external partners (Monitored by Holly Anderson)				Are the school's values and vision reflected in the curriculum? Does the curriculum in place address the 22-23 outcomes? Does the curriculum provide high quality, inclusive and relevant education for children at Ryecroft? How does SLT ensure the curriculum is effectively reviewed? How is assessment used to drive adaptations to the curriculum? Is their evidence of techniques being used in EYFS?	Staff Meeting and INSET Time Subject Leader Release Time Management time for SLT ROSI Leadership Events and ROSIS subscription.	<u>Autumn</u> <u>Spring</u> <u>Summer</u>

	Review the curriculum offer in annual whole staff INSET ensuring it continues to meet the needs of our children, adapting and changing on reflection of SL CPD and children's outcomes. (Specific consideration for equality/diversity and vulnerable groups)					How is children's substantive and disciplinary knowledge in non-core areas developed to ensure readiness for their next phase in education?		
To enhance classroom practise and expertise in delivery of the curriculum, knowledge recall and building schema. (Lead by SS)	- Refresher CPD on staff understanding on the importance of building schema and the use of scaffolding within learning to support children ability to retain and deepen understanding. - Clarify and provide CPD on staff understanding/requirement to focus on quality of outcomes and effective T and L over speed of completion. - Create a T and L audit for Deep Dives/ Observations/Walk throughs/Pupil Voice to evaluate impact of pre teaching, I do/we do/you do and 'sticky knowledge' checks, subject specific books etc on development of knowledge recall and use of subject knowledge within other curriculum areas. How do children know and remember more? - Embed and review 'subject specific books' to support revisiting learning and engaging children in structured conversations. Ensure books provide high quality evidence/parity of opportunity across year groups. - Lead teacher (SS) to work with SLT to build T and L audit, looking at outcomes across classrooms. - Lead teacher to work with targeted staff on planning lessons to include strategies and develop practise. - Evaluation through staff feedback and pupil interviews to gauge success alongside evaluation of data.	Lesson Observations Paired teaching Deep Dives Pupil/Staff Interviews Analysis of data (Monitored by Kate Blythe)				Is the 'sticky knowledge' format used successfully and how do staff utilise information gained? How has CPD developed staff confidence in the use of scaffolding/development of recall? How has the lead teacher developed teaching and learning? (TLR Role)	Staff Meeting and INSET Time Subject Leader Release Time Management time for SLT	<u>Autumn</u> <u>Spring</u> <u>Summer</u>
To embed subject leader roles and the Ryecroft model with accountability for progression and standards through effective pedagogy and understanding (Lead by SS)	- SS (TLR) to lead on continued good practise/ effective subject leadership model and what this looks like at our school. - Leaders and Governors to demonstrate commitment to SL role and well being by providing time within staff CPD and termly non-contact opportunities. - Subject leaders to continue to attend subject specific CPD through ROSIS offer, sharing learning and good practise through CPD within school. (Planned on CPD model through the year) - All subject leader to complete their annual Deep Dive (Spring/Summer Term) alongside SLT member and or LA/Infant Partnership with action plans evolving from this. - Subject leaders to continue to evidence through triangulation documents, monitoring and subject understanding. - Evaluate use of subject specific books and their ability to allow subject leaders to monitor progression across children's time within the school and the parity of opportunity available across year groups. - Subject leaders to provide or source effective training relative to their knowledge of school and staffing requirements utilising opportunities provided within subject leader network meetings. - Subject leaders to evaluate and articulate the impact of their actions within their subject area including developments within schemes or work and progression documents. - Subject leaders to provide information for governors and other stakeholders in relation to their curricular area including meeting significant challenge and demonstrating their accountability.	Scrutiny of subject leader files Subject leader monitoring triangulation and deep dive outcomes Governor feedback from subject leader presentations CPD outcomes Staff interviews Subject books (Monitored by Kate Blythe)				Do subject leaders understand how and why their subject is taught in a particular way and can they articulate this clearly, knowing their next steps? Can subject leaders discuss how the curriculum maps are used in schemes to support children's learning and development of substantive and disciplinary knowledge? Do subject leaders understand attainment and progress within their subjects? Are subject leaders able to present information and demonstrate both accountability and impact?	Staff Meeting and INSET Time Subject Leader Release Time CPD through ROSIS Offer and other identified opportunities.	<u>Autumn</u> <u>Spring</u> <u>Summer</u>

To maintain school's focus on the development of core subjects – raising attainment and progress in reading, writing and maths. (Lead by KB)	- Continued use and view of Staff Data Analysis, Pupil Progress Reviews (After Assessment Periods) to ensure challenge and that teaching addresses disadvantage. - Termly monitoring of core subject areas by SLT and subject leaders using new T and L audit framework and expectations developed through CPD linked to Maths and English action plans. - Use internal, ongoing data to provide intervention and support for those vulnerable to not making expected progress and attainment. - Continue to utilise internal and external partners to build parental engagement and understanding of age-related expectations/ how learning can be supported (Rotherham Creative (X6), Stay and Play, Stay and Learn, Reading for Pleasure etc) (SEE ADDITIONAL MATHS AND ENGLISH ACTION PLANS)	Staff analysis of data Pupil Progress meeting content and staff contributions Stakeholder evaluations and surveys. (Monitored by Holly Anderson)			Are SLT using the most effective model for staff to support staff analysis and PP reviews? What's the evidence? Can SLT demonstrate provision and practise has been adapted to provide appropriate support for under achieving children? How is parental engagement generated and has this grown over the last year?	Staff Meeting and INSET Time RWInc Development and Training Package Rotherham Creative Package	<u>Autumn</u> <u>Spring</u> <u>Summer</u>
To enhance and develop the impact of support staff on teaching and learning across the curriculum (including the most vulnerable) and continuously improve subject, pedagogical and content knowledge. (Lead by KB/HA)	- Ensure all staff have clarity on effective use of support staff within the classroom and - Focused CPD and training for TAs within the CPD and monitoring calendar linked to BEP and emerging needs across the years. - Whole school phonics refresher training and use of RWInc online portal by all support staff to ensure quality first teaching in phonics. - Review of interventions and staffing to ensure teaching assistants are able to provide the most effective use of their time and skills. - Ensure TAs are allocated to planned interventions that address the gaps in learning and provide feedback to other staff on progress of interventions – monitor success of interventions. - Utilise good practise and specific training to share and disseminate information through the team. - Monitor support staff understanding of curriculum rationale and sequencing including how lowest 20% are supported, their role in scaffolding learning and strategies to support children's ability to know and remember more (including their ability to articulate this to external parties)	TA Led Interventions Review TA one to one conversation. TA Performance Management Pupil Progress Meetings and Data Analysis (Monitored by Sarah Sinclair)			How do TAs contribute to the raising of achievement? Is their performance management reflective of the role they perform? How are TAs made accountable for the progress and attainment of individuals they support? Can TAs articulate the curriculum offer and their role in scaffolding learning.	Man. Time for SLT CPD on scaffolding learning/pedagogy TA release time to develop and research. CPD on curriculum development and rationale. CPD through ROSIS Offer/RWInc	<u>Autumn</u> <u>Spring</u> <u>Summer</u>
To ensure effective support through research/evidence-based interventions for SEND pupils supports progress and inclusion for all. (Lead by HA)	- Inclusion lead and SENDCo to work closely with EYFS staff to ensure all children with additional needs are quickly identified and referred to the correct agencies. - Introduce use of sensory circuits to support children with identified sensory requirements. - Seek additional training and support as required based on any new cohort needs. - Utilise talk boost intervention and bought in Sp and L support to improve the internally identified oracy needs within school. - Link effective positive behaviour practise to ensuring the needs of our most challenging children are met and impact on their learning is minimised. (SEE ADDITIONAL SEND ACTION PLANS)	SENCO Led Observations Pupil Progress Meetings and Data Analysis Stakeholder evaluations and surveys. (Monitored by Kate Blythe)			How are pupils needs identified and how is this supported in each year groups? How are research /evidence-based interventions used to support additional needs?	Sp and Lang bought in service. Talk Boost assessment costs. Sensory circuits materials and training	<u>Autumn</u> <u>Spring</u> <u>Summer</u>



Priority 2

Behaviour and Attitudes/Personal Development/Leadership and Management)

To support the development of 'outstanding' behaviour and attitudes by understanding and addressing barriers, strengthening practice and refining approaches (inc. for children with additional or complex needs).

Impact

We will be successful if:

- 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. They demonstrate resilience to maintain a strong focus on learning at all times.
- Pupils make a positive contribution to the life of the school and/or the wider community.
- Pupils actively support the well-being of other pupils and they demonstrate positive social interactions (inc. online behaviour). Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to learning. Where pupils struggle, staff take well-informed, fair and highly effective action to support them to succeed in their education.
- Pupils have high attendance and come to school, sustaining any previous improvements. There is evidence of swift and effective action taken, for pupils or groups of pupils, when this is not the case.

Evaluation Strategy:

- Pupil Progress meetings and statistical analysis.
- Outcomes of lesson observations, learning walks and planning scrutiny.
- Book and work scrutiny.
- Performance Management.
- Attendance monitoring.
- Information from External Agencies.
- CPOMS Logs

Intent	Implementation	Monitoring Strategy and Person	RAG Rating			Questions To Support Governor Monitoring	Resources/ Finance/ CPD	Evaluation and Evidence
			Aut	Spr	Sum			
To review and develop new behaviour policy and structure linked to research/evidence-based theory (Paul Dix/ Trauma Informed practice etc) (Lead by HA)	• Initial staff CPD on behaviour policy and best practise, considering why and how we support positive behaviour in school and consideration of the barriers to this and how we break those down (ACES, Specific Needs, Cultural changes) • Whole school training on implementation of policy and guidance - how does it look with school context with focus on low level disruption and greater challenge linked to SEND needs. • Provide and use scripted speech to support restorative conversations. • Provide ongoing support and challenge for staff in implementing changes and encourage/highlight good practise. • Use walkthroughs and formal observation (for core subjects) to evaluate change, feeding back to SLT and reviewing - What/Who needs further development? • Provide individualised support through team teaching, modelling and coaching for staff requiring further development and advice. • Utilise support and advice from external sources for specific needs i.e., SIT, Aspire etc. • Review use of rewards in school - Values jars, always always club, teacher led incentives, celebration awards. • Gather stakeholder voice data on behaviour and reward changes.	Observations Walk throughs. Pupil /Staff/ Parent Surveys CPOMS entries (Monitored by Kate Blythe)				Can you explain the changes made to practise in school to support improved behaviour and expectations? What has the impact been and how do you know?	Leadership time to support staff. Reward costs	<u>Autumn</u> <u>Spring</u> <u>Summer</u>
To develop and improve the breaktime offer to increase positive and cooperative engagement and play. (Lead by HA)	• Initial whole school CPD to introduce new breaktime offer and the rationale for changes (improved behaviour, staff and child wellbeing, feedback from stakeholder surveys) • Training on how this will be implemented/staff. • Support from SLT to model and lead expectations (First 3-4 weeks) • Alter staffing/timetable to allow addition support in and around the school hall/corridor during lunchtime and transition to promote excellent behaviour and use of good manners. • Introduce 'Play Leader' role for children through assembly. • Audit and purchase new equipment (as required) based on children's preferences and successful activities/identified needs. • Purchase Reading Sheds and model effective use with children and staff. • Informal observation on behaviour and analysis of CPOMS logs	Informal Observations and feedback Pupil /Staff/ Parent Surveys CPOMS entries (Monitored by Kate Blythe)				How is unstructured play different? What changes have been made and why? What are the outcomes of changes and investment. Is there an impact and how do you know?	Leadership time to support and model. Cost of new equipment Reading sheds, books and seating	<u>Autumn</u> <u>Spring</u> <u>Summer</u>

	Gather stakeholder voice and assess for next steps							
To ensure best practise model of pastoral supports and effectively meets the needs of children with additional and complex needs. (Lead by KB and HA)	- Research and utilise support from external agencies such as SIT, specialist provisions and Aspire as required. - Focused and updates training on specific needs such as ASD and PDA. - Introduce use of sensory circuits and morning/afternoon check ins - Evaluated potential developments in school to support the sensory needs of children. - Provide additional support and best practice observation for staff who may require further mentoring or advice. - Review transition periods and how school can minimise the stress for children who find this challenging. - Work alongside families to develop their role as partners and build in structured meeting opportunities to discuss and improve children's experience or formalise plans of support (IBP as and when required)	Observations Walk throughs. Pupil /Staff/ Parent Surveys CPOMS entries Meeting notes/ IBPs (Monitored by Sarah Sinclair)				Where has advice been sought? What has the impact been on children's behaviour and learning outcomes? Has parental engagement improved?	Leadership time to support and model. Access to training costs	<u>Autumn</u> <u>Spring</u> <u>Summer</u>
To ensure attendance and punctuality meet or exceed targets allowing children to access education and make the best possible progress and attainment. (Lead by KB)	- Promote importance of punctuality at school through direct work with identified families and whole school through Class Dojo and home school communication. - Develop use of text messaging to increase punctuality in targeted families. - Daily attendance check, with first day phone calls made. - Termly attendance prizes and home school communication. - Build attendance celebration board and continue to promote regular attendance through the school website. - Half termly and Termly attendance awards to celebrate children's success. - Yearly Attendance Award given for pupils meeting and exceeding school targets and achieving 100% attendance. - Collate half termly data sets for all pupils including vulnerable groups, identifying trends and acting upon these. - Specifically focus on attendance of vulnerable groups and children falling it to these categories for support - Offer enhanced curricular and extended school opportunities for PP children. To support improved attendance. - Monthly attendance team meetings identifying children falling below expectations. - Utilise attendance policy to implement letters and meeting procedure working with parents whose attendance has fallen below expectation, - Provide and signpost support for families to support increased attendance. - CPOMS to be used as a single point to collate all information on significant poor attendees (those falling below the LA target) - Use LA Early Help Attendance Pathways and tools to issue fixed term penalty notices (regular poor attendance and holidays in term time) raise parental awareness of the significance of regular school attendance.	Attendance records and files - including fixed term notice data and use of Early Help Pathways SIMS information Attendance meetings minutes CPOMS information Meeting notes Attendance Documentation Breakfast and After School Club Data (Monitored by Holly Anderson)				How is the attendance of PP children being addressed- Have improvements been made? Is poor attendance and punctuality challenged in school and how is this achieved? How is good attendance and upwards trends encouraged by school? How are parents supported to build positive attendance patterns? How is school policy and national agenda used to ensure positive attendance behaviours?	Clerical time for attendance monitoring Costing for prizes and awards Breakfast and after school club subsidy. Staff release time for Attendance Meetings	<u>Autumn</u> <u>Spring</u> <u>Summer</u>



Priority 3

Personal Development

To ensure children's personal development supports their social and emotional wellbeing, increasing their opportunities and ability to access the school's ambitious curriculum.

Impact	We will be successful if: - The school consistently promotes the personal development of its pupils by going beyond what is expected, to ensure pupils have access to a wide and rich set of experiences. - Ryecroft and its staff seek opportunities for the children beyond those they may otherwise access linked to the specific context of the school. - Opportunities for pupils to develop their talents and interests are of a high quality. - There is strong take-up by pupils of the opportunities provided by the school. Disadvantaged and vulnerable children consistently benefit from this work. - The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they support the school's high-quality offer. - Ryecroft seeks to develop pupils' character and this is noted by visitors and stakeholders.	Evaluation Strategy: - Statistical analysis. - Internal and external 'Deep Dives' - Outcomes of lesson observations, learning walks and planning scrutiny. - Pupil voice and feedback from stakeholders - PLT Meetings+. - Performance Management.
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Intent	Implementation	Monitoring Strategy and Person	RAG Rating			Questions To Support Governor Monitoring	Resources/ Finance/ CPD	Evaluation and Evidence
			Aut	Spr	Su m			
To develop personal characteristics linked to school and British values which strengthen mental robustness and develop cultural capital. (Lead by KB)	- Re-introduce school values and how these are rewarded/celebrated through whole school assembly. - Significantly promote Resilience and Community (previously challenging) and link to push on behaviour as being part of the community. - Build school values into celebration assemblies with specific values identified by staff. - Link values to Dojo posts weekly to promote to parents further. - Map Protected Characteristics and British Values within taught curriculum - CPD formal staff (teachers and TA's on how this can be promoted further for our children. - See opportunities throughout the year to extend the established offer or visits, visitors and experiences linked to the curriculum to build cultural capital and understanding of diversity within the UK. - Ensure a range of people, families and communities are represented through the high-quality texts offered to children and the images seen within school - review text within book corner and favourites boxes. - Work with PLT to establish pupil voice and historical statistical data (ND) on take up of afterschool clubs, seeking to extend the offer available based on findings (Investigate pay for TA's willing to undertake clubs)	Protected Characteristics Mapping Document PLT Meeting Notes Celebration Assemblies Pupil Voice and statistical data on ASC's (Monitored by Holly Anderson)				How are school values demonstrated within school? How would we know? Do staff understand the protected characteristic/ British Values and where these are supported within the curriculum? How has the ASC offer been improved and how do we assure parity of access to this for all children including vulnerable groups?	Investment in text and books - cost Potential pay for after school provision lead by TA's. Resources for After School Clubs	<u>Autumn</u> <u>Spring</u> <u>Summer</u>
To develop the role of subject ambassadors who can talk confidently about their learning within it. (Lead by KB)	- Introduce the concept of subject ambassadors and what this aims to do on whole school CPD. - With new cohort, establish children within each year group who would suit the role (Across a range of abilities) - Staff CPD time to develop expectations and how best to support children. - Subject ambassadors to work with subject leads and look at their subject, asking and answering questions (Deep Dive focus) - Formal meeting to be set up with SLT to develop confidence when speaking about their subject. - Subject Leads to use pupil voice outcomes within monitoring, feedback for governors and on the website.	Subject Leader folders Triangulation Documents Deep Dive outcomes (Monitored by Sarah Sinclair)				Are Subject Ambassadors able to explain their learning within their subject? How has this supported the work of the Subject Leaders?	Non-Contact Time for Subject Leads	<u>Autumn</u> <u>Spring</u> <u>Summer</u>

To extend the role of the Pupil Leadership Team to create maximum impact. (Lead by KB and JN)	- Initial assembly advertising the roles and what the PLT have previously been involved in before. - Children to apply for positions and be interviewed by JN and KB as required. - Initial team meeting where school values are shared, and projects planned for each half term - link to specific areas within SEF if possible. (Playtime offer, Recycling push, Improving school environment, After School Clubs, Lunchtimes) - Timetable in school diary regular (every 3/4 weeks) meetings with JN and KB to discuss projects. - Children to evaluate success of projects (with support) and use of pupil voice. Provide feedback to governors at the end of the academic year.	PLT Meeting Notes Photo Evidence Pupil Voice Outcomes (Monitored by Sarah Sinclair)				What has been the impact of the PLT this year? How have they represented the school positively?	Costs of projects Noncontact time for JN	<u>Autumn</u> <u>Spring</u> <u>Summer</u>
To ensure children are emotionally and socially equipped to make positive choices now and within the next phase of their life. (Lead by HA)	- Review PSHE provision to ensure it meets the needs of the current cohort and represents challenges and choices the children may face. - Does this promote the school values within in? - Re-visit the RSE offer, sharing this with parents to ensure all stakeholders are clear on the content delivered at Ryecroft. - Utilise the science and PSHE curriculum alongside, assemblies and significant planned events to promote healthy lifestyles and choices - how is this evidenced? - Map how Online Safety is taught through school and develop this further through information shared with families (In personal and through social media) - Plan significant events through the school calendar linked to mental health and PSHE - Odd Socks Day, Anit Bullying Company, Road Safety Awareness, Aspirations Events etc. - Review how children's mental health is supported within school and reflect the offer within the school mental health policy. - Evaluate outcomes achieved and use pupil voice to understand impact and next steps. (SEE ADDITIONAL PSHE/RHE ACTION PLANS)	PSHE/RHE curriculum documents Photo evidence of events Pupil Voice Mental Health Policy Online Safety Map (Monitored by Kate Blythe)				How is the PSHE/RHE curriculum offer communicated to parents? Which significant events/assemblies have the biggest impact and how do you know? How does school address the evolving issues linked to online safety?	Non-Contact time for PSHE/RHE Lead Costs of bought in services, visits and events. ROSIS Package ROSIS Subject Lead CPD	<u>Autumn</u> <u>Spring</u> <u>Summer</u>



Priority 4

Leadership and Management

To strengthen and develop the expertise of all staff and leaders, in developing a fully inclusive learning environment, committed to Wellbeing, so that the school effectively meets the needs of all groups and stakeholders.

Impact	We will be successful if: • Leaders ensure that teachers receive focused and 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 aim to ensure that all pupils successfully complete their programmes of study. They provide support for staff to make this possible. • Leaders create an inclusive culture for all. They engage effectively with pupils and others in their community including, when relevant, parents/carers and local services. • The school has an outstanding culture of safeguarding. There are effective arrangements to identify pupils who are vulnerable, who may need Early Help or who are at risk in any way. • Leaders engage highly effectively with staff and are aware, and take account, of the main pressures on them. Progress in Wellbeing continues to be developed and improved through feedback from staff. • The Governing body holds leadership to account, understanding and monitoring school priorities and committing to the long-term vision. • Leaders and Governors ensure the school pays due diligence to investigating the available MAT offer within the locality and how that could positively impact the school.	Evaluation Strategy: • Pupil Progress meetings and statistical analysis. • Outcomes of lesson observations, learning walks and work/book scrutiny. • Attendance monitoring. • Information from External Agencies. • Stakeholder Surveys • Governor minutes and monitoring
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Intent	Implementation	Monitoring Strategy and Person	RAG Rating			Questions To Support Governor Monitoring	Resources/ Finance/ CPD	Evaluation and Evidence
			Aut	Spr	Sum			
To empower all staff to excel through participation in quality CPD and professional networks (internally and externally) (Lead by KB)	• Provide whole staff access to CPD through use of the ROSIS offer and other bought in services which support whole school development and personal professional goals. • Linked to survey outcomes, utilise links made through LAMH and Infant Partnership to allow staff opportunities to visit other excellent practise, build professional networks and support improvements at Ryecroft. • Encourage staff to access NPQH qualifications related to their work within school and professional next steps. • Governors attend school to have a strategic overview on school improvement and receive quality CPD allowing them to create and shape the long-term vision. • SLT and Governors seek further information on the offer for MATs within the locality and make informed decisions on how this may benefit the school. •	Staff HR/CPD Records Performance Management records Subject Leader folders (Monitored by Holly Anderson)				How is CPD provided for staff and what is the impact? What monitoring has been carried out by the governing board and how has this strengthened their understanding of the school?	SLT time for performance management CPD/ROSIS Costs	<u>Autumn</u> <u>Spring</u> <u>Summer</u>
To continue to ensure an outstanding culture of safeguarding in school with children protected from all forms of harm. (Lead by KB)	• Provide updates safeguarding training and access to updates policies (signed for) for all staff and governors linked to KCSIE 2023 and latest DfE guidance. • Update all policies and procedures to ensure parity with KCSIE and best practise. • Attend termly safeguarding forums through ROSIS and Local Authority • Update SCR as required and training records to reflect latest updated CPD. • Maintain excellent relationships with external agencies (EH, Social Care etc) and ensure support and advice is sought quickly for vulnerable children and families. • Provide a safe and welcoming venue for school to work with families, children and other agencies. • Hold termly meetings with safeguarding governor to ensure detailed knowledge and understanding of practise and need within school. • SLT and Business Manager to conduct annual ROSIS Safeguarding Audit to ensure best practise is in place and seek further guidance as required (LWA - Rotherham LA)	Safeguarding Audit/SCR Gov Minutes Safeguarding Forum Notes CPD and Training records (Monitored by Holly Anderson)				Can SLT demonstrate staff understanding of KCSIE and how to respond to a safeguarding concern? How do school evidence their own going safeguarding work and how is this understood by the safeguarding governor/fed back to whole governing body?	CPD/ROSIS Costs	<u>Autumn</u> <u>Spring</u> <u>Summer</u>
To ensure vulnerable groups are a priority for support with	• Use summative assessment data outcomes and staff feedback in PP meetings to establish gaps within children knowledge and understanding and progress of specific children. • Utilise transition and links with EYFS settings to identify specific children who fall within vulnerable groups and quickly identify other children on entry.	Formative assessment outcomes				How have SLT ensured that Vuln groups needs are identified and effectively met after on Entry to FS2?	Staff release time for Pupil Prog Meetings	<u>Autumn</u> <u>Spring</u> <u>Summer</u>

identification of gaps in learning is effective and intervention swift. (Lead by KB)	- Strategically plan intervention strategies and develop curriculum to combat arising issues and provide additional targeted supports for vulnerable individuals and groups. - Monitor interventions through data grabs and planning to ensure effective use of time and addition staffing. - In line with latest attendance guidelines and school policy, promote regular attendance for vuln groups of children and use attendance pathways as appropriate. - SENDCo to ensure interventions both academically /social and emotional perspective are swiftly and effectively put into place. - Act responsively on the impact of cost-of-living crisis to ensure vulnerable children and families are effectively supported by school and external agencies.	Attendance meeting outcomes. PP meeting notes SENCO Meeting notes Planning scrutiny Lesson Observation and walk through. (Monitored by Holly Anderson)				What intervention are in place for these pupils and what is the impact? How has school established and addressed gaps in learning and specific children requiring additional support? How have SLT monitored the interventions in place and ensured best value for money?	Staffing for intervention groups Release time for SENDCo Staff Meeting and INSET Time	
To continue to build on school commitment to positive mental health and wellbeing for all staff and children. (Lead by KB/HA)	- Consider commitments made within Wellbeing Manifesto when setting out CPD and timetabling for the new academic year. - SLT to ensure workload is effectively managed and supported without compromise to core purpose - including workload of SLT. - Provide check in meetings/supervision with SLT at key points through the year and one to one interview with staff at the beginning of the year. - Ensure high-level of SLT visibility and accessibility at key points in the day to support behaviour goals that impact on wellbeing. - Utilise Senior Mental Health Lead to provide inhouse support and CPD linked to wellbeing and outcomes of stakeholder's surveys. - SMHL to review Mental health policy and establish its practice. - Ensure opportunities for staff are available to attend family events i.e. - appointments/children's school performances, meetings etc. - Link all members of staff into clear lines of support and 'buddy systems' to ensure opportunities to talk - Mentoring, staff teams, EYFS meetings etc. - Staff to be provided with information to support MH and well-being re- bought in services, HR and other support streams. - Children and parents to be provided with information and support to access external agencies/ charities to help with children's mental health and well-being and/ or for specific needs-for example, CAMHS, SIT, Sunbeams/ other -Bereavement Service, Educational Psychology, 0-19 service (School Nursing) e. - Reactive work with parents, children and staff in challenging situations to try to resolve issues, build positive relationships and provide support.	Wellbeing Offer Performance Management School policies and procedures Meeting notes - Mentoring etc Staff / Pupil Survey CPOMS Entries (Monitored by Sarah Sinclair)				Do children and staff feel happy, safe and valued at Ryecroft and how do you know? Do staff have clear channels of support and feel confident to approach others for help? How are external agencies and support networks signposted or liaised with by SLT? Can SLT demonstrate that this has been effective? Are records kept of actions untaken and the impact of these?	SLT Time for Perf Mang/Surveys Staff Mang time for mentoring	<u>Autumn</u> <u>Spring</u> <u>Summer</u>



Priority 5

EYFS Provision

To build an EYFS offer that allows all children to reach their potential with access to the full curriculum and prepares them for the next phase of their education.

Impact

We will be successful if:

- The EYFS curriculum provides ensures there are no barriers to children's achievements regardless of their background, circumstances or needs. The high ambition it embodies is shared by all staff.
- The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being engaged in their learning and sustaining high levels of concentration in their activities and play.
- Children, including those from vulnerable backgrounds, do very well. Children with SEND achieve the best possible outcomes.
- Children are highly motivated and eager to join in. They share and cooperate well, demonstrating high levels of self-awareness and respect for others. Children are increasingly resilient, particularly if they encounter difficulties.
- Children meeting EYFS goals meets or exceeds national outcomes including number of children with GLD (67% - 2023 Initial National Data)

Evaluation Strategy:

- EYFS observations and walk throughs.
- Book/Evidence scrutiny
- Pupil Progress meetings and statistical analysis.
- Pupil Surveys.

Intent	Implementation	Monitoring Strategy and Person	RAG Rating			Questions To Support Governor Monitoring	Resources/ Finance/ CPD	Evaluation and Evidence
			Aut	Spr	Sum			
To ensure EYFS curriculum meets the needs of all children and establishes disciplinary and substantive knowledge to create readiness for Y1. (Lead by HA)	- Ensure quality of teaching of teaching and learning (Whole class, small groups and focused group) meets the needs of all children and reflects the structures used in KS1 to build long term memory. (Sticky knowledge and vocabulary checks etc) - Ensure EYFS curriculum is reflected in Schemes of Work to allow for clear progression of disciplinary and substantive knowledge from the outset of children's education at Ryecroft. - Utilise small class sizes to allow teaching in smaller groups and targeted support for children across the curriculum regardless of need. - Focus on fine motor skills, leading to successful pencil control and accurate letter formation through daily practise and modelling. - Ensure learning in Subject Books is quality evidence of children's curriculum access and has parity across both classes. - Strategically plan opportunities to develop increasingly independent learning and skills outlined as supporting successful Year 1 transition through liaison with Y1 team.	Stakeholder questionnaires - Pupils Planning scrutiny Lesson Observations Deep Dives Pupil Interviews Review from external partners (Monitored by Sarah Sinclair)				Are subject leaders able to explain how the EYFS curriculum links seamlessly to KS1 building on their prior learning? Can we see examples of children's learning? Are children able to articulate their learning? How is the EYFS team preparing children for Year 1?	Subject Leader Non-Contact time. Y1/EYFS Team Meeting time Rosis Subscription and CPD	<u>Autumn</u> <u>Spring</u> <u>Summer</u>
To develop outdoor provision which complements provision within the classroom and enhances learning. (Lead by RH)	- Review outdoor learning planning and how this reflects the EYFS curriculum being taught. - Audit resources available and costs of new resources required - what aspects of the curriculum need further development. - Purchase required resources to enhance area and curriculum offer. - Purchase Reading Coop and seating to promote access to quality text in the outdoor environment. - Review timetabling of staff to ensure access to outdoor learning is available throughout the day. - Consider staffing implications for high quality set up of the environment - additional hours. - Staff CPD on developing learning outdoors (including language-based opportunities) - Monitor access to outdoor provision and which aspects are used well and have impact on learning. - Pupil voice on outdoor learning to plan for future development and next steps.	Audit outcomes Walk throughs. Observations Pupil Voice (Monitored by Sarah Sinclair)				How has the outdoor environment and resources been improved and developed? How is this being measured and what are the implications for next steps?	EYFS outdoor resource costs FS2 Reading Shed and books cost. SLT and EYFS Non-contact time	<u>Autumn</u> <u>Spring</u> <u>Summer</u>

To ensure successful swift intervention is in place for EYFS children based on early identification of need. (Lead by HA)	• Conduct EYFS Baseline and in school baseline assessments of children's attainment profile • Consider information from nursery settings regarding children with needs already identified - are children currently referred to external agencies/professionals. • Screen children's Sp and L needs using bought in services and set up programmes to support development. • Ensure all children requiring further assessment of need are referred to CPC prior to cut off point before 5th birthday. • Create Gateway to Learning Plans to provide specific targets for children to work towards • Create and run intervention groups and evaluate their success based on statistical outcomes. • Liaise with and support parents (individually and through access/signposting to groups) for children with specific needs identified. (SEE ADDITIONAL SEND ACTION PLANS)	SEND Meeting Notes Referral Documents GtoL Plans Intervention groups Statistical data. (Monitored by Kate Blythe)				What are the challenges facing the currently EYFS co-hort? How do you know? What steps are in place to support these children and what has been the impact?	SENDCo Release time	<u>Autumn</u> <u>Spring</u> <u>Summer</u>
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