

## Rayleigh Primary School Development Plan 2023-24 - draft



### SEAMAT Priorities:

PRIORITY ONE: TO HAVE A VERY ACCURATE VIEW OF EACH SCHOOL AND TO DRIVE UP STANDARDS WHERE THEY ARE SHOWN TO BE LESS THAN EXCELLENT

PRIORITY TWO: ENSURE THE TRUST AND CENTRAL TEAM IS ECONOMICALLY VIABLE

PRIORITY THREE: EMBED A SHARED SIMPLIFIED VISION & VALUES

PRIORITY FOUR: DEVELOP A ROBUST, INDEPENDENT, CENTRAL TEAM THAT ACTIVELY SHARES BEST PRACTICES AND HOLDS LEADERS TO ACCOUNT

PRIORITY FIVE: DEVELOP THE SEAMAT GRADUATED "IN A BOX" PACKAGE AND IDENTIFY 2 SCHOOLS TO JOIN SEAMAT IN JAN 2025

PRIORITY SIX: SYSTEMS DEVELOPED TO ENSURE STAFF ARE FULLY SUPPORTED & CHALLENGED, IN ORDER TO BEST SUPPORT PUPILS

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#### Quality of Education

- Develop our Writing curriculum offer, providing aspirational opportunities for all, and to achieve 80% EXS across Y1-6
  - To achieve Multiplication Check results in the top 20%

Development Priority	Actions	Lead	Monitoring and Evaluation
Strengthen and develop the expertise of all staff and leaders, in developing a fully inclusive learning environment, so that the school effectively meets the needs and improves the outcomes of SEND and disadvantaged pupils, and exemplary practice (inc. outcomes) is strengthened and shared.	SENCO Training offer to train assistant SENCO (JM).  SENCO to deliver training to all teaching staff on scaffolding for SEN children.  Writing twilight/s re scaffolding, challenge etc within writing cycle.  Team teaching / observations.	JC, JM	Aut 1 JM led staff meeting on CMPs to support targeted, personalised approach and provision for our SEN pupils.
Strengthen and develop Jolly Phonics teaching to include consistent approach to handwriting instruction	EYFS/KS1 meeting/s to agree approach  Lead to monitor phonics teaching for consistency	Kay Gilbert	
Effectively develop vocabulary and language acquisition and use in writing	Agree a Word of the Day type approach to teaching and embedding vocabulary (to be displayed and discussed regularly)  Dedicated special vocabulary space on English working wall	English team (KG, AS)	
Review approach to teaching spelling and consider strategies to support children who are struggling at the earliest stages of spelling/phonics.	Review, monitor and evaluate spelling teaching scheme and structure.  Review provision for personalised spelling instruction, including how to address spelling mistakes in marking.	English team (KG, AS)	

	Evaluate and adapt, if necessary, use of whole class feedback / mini plenaries to support children's spelling progress.		
To improve times tables multiplication check outcomes	<p>Review and monitor teaching of times tables.</p> <p>Dedicate short but frequent slots within the timetable for times table fluency.</p> <p>Increase the usage of TT Rockstars to promote engagement at home.</p> <p>To continue to engage with parents about best possible learning of times tables at home.</p>	KL	

### Behaviour and Attitudes

- 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).

Development Priority	Actions	Lead	Monitoring and Evaluation
Review approaches to recognising and celebrating/rewarding desirable behaviour so the focus on excellence is front and centre.	<p>Focus on learning behaviour, respect and transitions around the school.</p> <p>Certificates, and/or something else, to be given out in assemblies.</p> <p>All staff to use positive, reinforcing language.</p>	Jen Cole	<p>Aut 1 -</p> <p>Positive reinforcement: pupils responding well to teachers', KS and Headteachers' certificates; entry into half termly raffle adding extra incentive/reward/acknowledgement.</p> <p>Behaviour Steps introduced. Used effectively in classrooms. Further training needed for middays to embed practice.</p>

	<p>Ensure a tightness &amp; precision, amongst all staff, in ensuring 'relentless routines' within classes and at key transition points such as moving around corridors: Procedures and expectations shared in Staff Handbook.</p> <p>Assembly consultations with pupils (plus reminders and rewards).</p> <p>Efficient and effective feedback, modelling and coaching to staff (by peers and not just SLT) when behaviour is observed below the acceptable standard.</p> <p>Ensuring visibility of staff (inc. leaders) as often as possible during key transition points and lunchtimes/playtimes.</p>		
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<b>Personal Development</b>			
<ul style="list-style-type: none"> <li>Enrichment experiences for children are planned coherently and considerably strengthen the school's offer.</li> </ul>			
Development Priority	Actions	Lead	Monitoring and Evaluation
a) To further increase the range of enrichment opportunities (physical activity, creative and nature based opportunities) which enhance children's wellbeing but which also support curriculum learning.	Forest School?  Increased range of clubs offer  Art competitions	Jen Cole	Aut 1 Yoga, Photography, Chess, Art, Music clubs - well received. Parent survey to be shared Aut 2.

b) To measure and evaluate the impact of the enrichment offer	<p>Develop use of school systems to track engagement and update of out of school and in school enrichment offer.</p> <p>Develop targeting of enrichment offer to disadvantaged / PPG children.</p> <p>Consultation - identify children, staff and families views of enrichment.</p>	Kevin Leeman	
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<b>Leadership and Management</b> <ul style="list-style-type: none"> <li>• To develop effective subject leadership to ensure high quality learning and teaching in all subject areas.</li> <li>• To achieve at least 'Good' grading in external inspection / peer reviews.</li> </ul>			
Development Priority	Actions	Lead	Monitoring and Evaluation
Clear goals and structure for subject leaders (folder format).	Termly subject leader meetings to discuss progression/developments.	KL + JC	Aut 1 New Subject Leader handbook shared with template forms etc for consistency.
Ensure subject leaders are confident in observing and providing feedback effectively in order to improve teaching and learning.	<p>Opportunities to train staff in coaching (Jo W).</p> <p>Team observations and team learning walks.</p> <p>Time to reflect and provide subject updates in staff meetings.</p>	KL + JC	
Collaborative subject leadership between the three schools.	Cross-trust training, subject leader meetings and moderation (including sharing of good practice).	KL + JC	

Ensure robust use of assessment systems	<p>Staff training for Sonar</p> <p>Half termly formative assessments against curriculum objectives.</p> <p>Termly summative data.</p>		
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<b>Early Years</b>			
Development Priority	Actions	Lead	Monitoring and Evaluation
To strengthen the EYFS curriculum, practice and learning environments to improve outcomes for all children.	<p>Visits to local schools to observe best practice.</p> <p>Attend EYFS network meetings and make links with trust schools to share ideas and good practice.</p> <p>Develop EYFS curriculum linked to high quality texts with a focus on developing speaking and listening skills and to develop a language rich learning environment.</p> <p>Jolly Phonics lessons to be planned for and taught consistently across both Reception classes from Autumn 1. Including appropriate challenge for more able pupils and support for children when gaps are identified or who have additional needs.</p>	KG + CY	<p>Aut 1</p> <p>Baseline assessments completed (RPS and RBA)</p> <p>Reception - First 2 texts (not previously taught last year) planned for and taught - children engaged well with the 2 stories and they also allowed flexibility for settling time.</p>

<p>Nursery to trial the scheme 'Super Sounds' as an introduction to phonics with a focus on listening skills during autumn 1.</p> <p>Ensure displays (working walls, celebration of work, alphabet, numberlines etc) are in line with the schools expectation document and consistent across the 2 Reception classes. Nursery displays should also meet the schools expectations and will show progression from Nursery to Reception.</p> <p>Ensure fine motor skills are being modelled and taught consistently across both Nursery and Reception.</p> <p>Embed print handwriting style, whereby all letters are taught to start from the top and consistently join digraphs when introduced as part of the Jolly Phonics scheme of learning.</p> <p>To continue to develop the teaching of early number using the updated Whiterose maths resources.</p> <p>Complete a resource audit for the indoor and outdoor classrooms and evaluate.</p> <p>Complete safety audit for the outdoor classroom and evaluate.</p>		
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