



## Russell Hall Primary School

### Priorities for Development 2017

#### Overall effectiveness:

	1	2	3	4
Grade		x		

**In order to ensure that the overall effectiveness of our school continues to improve, we need to:**

- Ensure all groups of pupils learn as well as each other by targeting support and intervention accurately and matching provision to children's needs accordingly.
- Continue to focus on learning and enable all teachers to develop the skills and expertise to deepen the learning of all pupils. In addition, we need to ensure that the potential of assessing without levels is fully exploited to support pupils' learning and meet all pupils' needs.
- Continue to develop pupils' aptitudes, skills and desire to take responsibility for their own learning and to become independent and creative learners. For pupils to develop 'Pride in their school' so that they want to be at school every day and be the best they can be.
- Further increase the percentage of outstanding teaching and ensure that no teaching, including that provided by support staff, is ever less than good.

#### Effectiveness of leadership and management:

	1	2	3	4
Grade		x		

**In order for leadership to become outstanding, we need to:**

- Continue to develop the knowledge of all members of the Governing Body and ensure that new members are well inducted, having access to high quality training, in order for Outstanding leadership to be developed in the future.
- Ensure that leaders at all levels take greater responsibility for continuing and, where needed, accelerating pupils' progress, especially for disadvantaged pupils, so that progress scores are in line with or above NA for all groups of pupils.
- Refine the development programme for all staff, eg. Teaching Assistants, Apprentices, future Middle Leaders, future Senior Leaders, so that they continue to refine their skills, add value and remain motivated.
- Develop 'Pride in our School' across all stakeholders.
- Increase the percentage of outstanding teaching and ensure that all teaching continues to be at least good.
- Embed the new policy for SMSC and scheme of work for PSHCE with the children, including sections on Equality and diversity, sex education, transgender, homophobia

### Quality of teaching, learning and assessment:

	1	2	3	4
Grade		x		

#### **In order to further increase the quality of teaching, learning and assessment we need to:**

- Embed the use of the Learning Continuum in Mathematics in order to improve attainment in Maths for all year groups.
- Use the Depth of Learning tool more effectively to inform Pupil Progress update meetings.
- Continue to increase the impact of the Phase Leaders in improving the quality of teaching in their phase, so that no teaching is less than good and the proportion of outstanding teaching increases.
- Deepen teachers' knowledge and understanding of the subjects that they teach.

### Personal Development, behaviour and welfare:

	1	2	3	4
Grade		x		

#### **For personal development, behaviour and welfare to become outstanding we need to:**

- Continue to ensure that all teachers plan learning activities that match pupils' learning needs more precisely, so that, where pupils' levels of engagement may be weaker, teachers understand that this may result from weaknesses in their planning and provision. Consistent use of the Learning Continuum approach in Maths and Pre Assessments in other subjects will support teacher's planning accuracy.
- Ensure through analysis of behaviour and bullying records that incidents are declining over time and that any issues are swiftly addressed
- Reduce the % of persistent absenteeism
- Develop a sense of 'Pride in our school' across all stakeholders.

### Outcomes for pupils:

	1	2	3	4
Grade		x		

#### **In order to further improve pupils' outcomes more rapidly, we need to:**

- To further diminish the difference between the achievement of disadvantaged pupils and non-disadvantaged pupils, through same day, targeted intervention.
- Continue to improve the teaching of writing to ensure standards are raised in line with Reading and the % of pupils achieving the expected standard is in line with NA
- Raise attainment in Maths at KS2
- Raise standards in spelling across all year groups
- Continue to secure a rising trajectory in standards at the end of every year group, so that

attainment shows consistent improvement each year.

- As a 'boy heavy school' focus on boys achievement and creating a 'boy friendly' curriculum and environment that better supports their learning, narrowing the gap between boys and girls achievement in Writing.

**The effectiveness of the Early Years Foundation Stage provision:**

	1	2	3	4
Grade		X		

**In order to further improve early years provision so that it is securely good and moving to being outstanding we need to:**

- Further develop the role of parents as partners in their children's learning, so that they make a greater contribution to ongoing assessments, especially in the case of parents returning to work.
- Continue to diminish the difference between boys and girls achievement
- Continue to develop the outdoor area, so that quality of provision outdoors matches that of the indoors.
- Ensure that the transition in the Autumn term continues between EYFS and Y1 for those children who have not yet achieved a GLD to ensure that progress continues to be rapid for these pupils.