Ryecroft C.E. Middle School – Key Priorities 2020-21

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| Priority 1 | | |
| Ensure that Teaching, Learning and Assessment is consistently good, robust and fit for purpose across the School, with all pupils knowing how well they are doing in each subject and understand what they need to do to improve. | | |
| Focus Area | Linked SDP Objectives | Teacher Standards |
| Quality of Education | Identify gaps and underachievement, particularly with those who experienced barriers to learning and engagement during remote learning, as a result of Covid-19. | 1 Set high expectations which inspire, motivate and challenge pupils  2. Promote good progress and outcomes by pupils  3. Demonstrate good subject and curriculum knowledge  4. Plan and teach well-structured lessons  5. Adapt teaching to respond to the strengths and needs of all pupils  6. Make accurate and productive use of assessment  8. Fulfil wider professional responsibilities |
| All schemes of work are fit for purpose and are scrutinised for quality. Where possible these are compared against other middle schools/outstanding schools. |
| Audit assessment practices in each subject area to ensure they are robust and relate directly to 'I can' statements. Each department is expected to assess after each unit of work. |
| Effective systems are in place to ensure each pupil knows how well they are doing in every subject. |
| Marking, feedback and assessment is rigorous, robust and fit for purpose. |
| Use the EIF to guide and inform the QA process to ensure that work is appropriate, inclusive and progressive. |
| Use target setting procedures to implement expectations and benchmarks with core and foundation subjects. |
| Staff are integral to and responsible for improving their own teaching and learning and know how to deliver high quality lessons. |
| Leadership and Management | Leaders and governors have a deep and accurate understanding of the school’s effectiveness by using and analysing a variety of sources. |
| Ensure that Performance Management targets address the areas of weakness within the school – Reading, Boys attainment, SEN |
| Invest in high quality professional development to support the improvement and effectiveness of staff and governors |
| Introduce the new QA process |  |

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| Priority 2 | | |
| Engage effectively with parents, stakeholders and the wider community to gauge views and perspectives which drive school improvement forward. | | |
| Focus Area | Linked SDP Objectives | Teacher Standards |
| Leadership and Management | Enhance parental engagement to support their child's learning in response to Covid-19 | 5. Adapt teaching to respond to the strengths and needs of all pupils  8. Fulfil wider professional responsibilities |
| Leaders and governors will develop ways of collating the views of staff and parents in order to inform and drive school improvement. |
| Leaders and governors have a deep and accurate understanding of the school’s effectiveness by using and analysing a variety of sources. |
| Behaviour and Attitudes | Pupils are happy to come to school and value their education.  Pupils are recognised and celebrated for their positive contributions to learning, both in school and externally and for their resilience. |
| Quality of Education | Visitors to the school and visits add value to pupils' learning. |
| Personal Development | Opportunities are planned for pupils to be actively involved in shaping the development of the school. |
| SIAMS | To further develop the evaluative procedures that monitor the impact of the school as a church school |
| To continue with Link Governor pupil, parent and staff voice to help to identify how we can evaluate and improve the Christian experience of our pupils. |

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| Priority 3 | | |
| Improve the outdoor learning environment to improve the provision for all pupils, increase the number on roll and effectively market the School. | | |
| Focus Area | Linked SDP Objectives | Teacher Standards |
| Leadership and Management | Raise money for school improvement | 1 Set high expectations which inspire, motivate and challenge pupils  2. Promote good progress and outcomes by pupils  5. Adapt teaching to respond to the strengths and needs of all pupils  7. Manage behaviour effectively to ensure a good and safe learning environment  8. Fulfil wider professional responsibilities |
| Research and invest in marketing strategies to raise NOR and raise the profile of the school |
| The school meets the needs of all learners. |
| Pupils are happy to come to school and value their education Pupils are recognised for their positive contributions to learning, both in school and externally and for their resilience |
| Opportunities are planned for pupils to be actively involved in shaping the development of the school |
| Personal Development | Opportunities are planned for pupils to be actively involved in shaping the development of the school |
| SIAMS | Develop an area in or around school for quiet reflection and meditation. |

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| Priority 4 | | |
| Ensure the School’s vision and values are embedded and reflected in all aspects of school life. | | |
| Focus Area | Values | Teacher Standards |
| All | Our School’s vision and values underpin and link to all areas of development throughout the plan.  These are:  Perseverance  Humility  Trust  Inspiration  Care and Community  Vision – Embracing a culture where no child is left behind, we value and respect all the children that God has put in our care. We enrich the lives of our children and ensure that Ryecroft is a safe, happy and inspiring place, embodying the Christian values of trust, humility and perseverance. | 1 Set high expectations which inspire, motivate and challenge pupils  2. Promote good progress and outcomes by pupils  4. Plan and teach well-structured lessons  5. Adapt teaching to respond to the strengths and needs of all pupils  7. Manage behaviour effectively to ensure a good and safe learning environment    8. Fulfil wider professional responsibilities |