

Ranvilles School Improvement Plan: Implementation 2022 – 2025

School Vision

Be you...Explore...Excel...Commit to making a positive impact to help create a responsible world that values, embraces and celebrates diversity.

School Values

Ranvilles Learning STARS

- Secure, happy individuals
- Talented contributors
- Ambitious Learners
- Responsible teammates
- Successful communicators



Key Priority 1 - Area of Development – Curriculum leadership + subject expertise implementation

All leaders will ensure all subjects have discrete and cumulative knowledge pathways (influenced by school values), mapping clear age-related expectations to secure good progress and attainment and promote debate to answer SMSC questions underpinned by intelligence.

Rationale:

Subject knowledge pathways will clearly define developmental age-related, expectations to support pupils to actively engage with each other to debate local, national and international topics supporting our curriculum entitled, 'Exploring the World...Exploring Me...' Children will use this specific subject knowledge to develop their vocabulary through spoken language, to challenge each other respectfully and to establish and deepen their own values in a safe, respectful learning community.

How school values will be enriched:

Secure individuals, Talented contributors, Ambitious Learners, Responsible teammates, Successful communicators

1. Children will feel secure as learners through the inclusive environmental provision and resources; all voices are valued.
2. Learners will have opportunities to practise, prove, and perfect to develop skills and talents; staff will focus on – 'how do we help children learn?'
3. Progression and attainment will be maximised with opportunities to revise and consolidate core skills carefully facilitated through standardised and personalised procedures. Teachers will increase pupils' autonomy to empower motivation.
4. Reciprocal responsibilities will enhance through high expectations; pupils will have voices and learn with and from their peers.
5. Learners will become skilful in their ability to listen, reason and debate, exploring and appreciating alternate viewpoints to value diversity and develop their identity.



KP1 End of Year 1 Summary Outcomes 2023	KP1 End of Year 2 Summary Outcomes 2024	KP1 End of Year 3 Summary Outcomes 2025
<ol style="list-style-type: none"> 1. The work given to pupils, over three terms and across the school, consistently matches the aims of the RJS, SMSC curriculum. Cohesive and cumulatively sequenced learning is ambitious for all. 2. Teachers facilitate school procedures that are flexible and ensure learners are active agents in maximising their potential. 3. Pupils employ sophisticated speaking and listening skills to debate local, national and international concepts, widening their horizons and deepening their understanding of themselves, people and the world. 	<ul style="list-style-type: none"> • Teachers' subject and pedagogical content knowledge consistently builds and develops over time to improve teaching the curriculum so pupils are active agents. • Pupils skilfully access prior learning to persevere and problem solve. They recognise characteristics of a successful learner and employ these to make greater gains. • Learners actively engage with RJS Behaviour & Learning Attitudes; they know and have high expectations of themselves and each other. 	<ul style="list-style-type: none"> • Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of challenge. Pupils make a highly positive, tangible contribution to the life of the school, influencing the curriculum and valuing its purpose.
<p style="text-align: center;">Year 1, Autumn Term 2022 KP1 Success Criteria</p>	<p style="text-align: center;">Year 1, Spring Term 2023 KP1 Success Criteria</p>	<p style="text-align: center;">Year 1, Summer Term 2023 KP1 Success Criteria</p>
<ol style="list-style-type: none"> a. <i>How school values and key improvements will be secured is precisely detailed in all subject action plans; implementation, achievement, monitoring and evaluation is identified (see Y2 Autumn Term success criteria)</i> b. Subject provision maps are evaluated c. <i>Professional development enables all leaders to challenge and support each other to ensure pupils maximise their capacity (see Y2 Autumn Term success criteria)</i> d. Insight is explored as an assessment tool e. RJS Behaviour & Learning Attitude grids are explored and planned for used consistently f. <i>Pupil provision, progress and attainment, for all groups, is effectively planned for with flexibility and opportunity for increasing autonomy (see Y2 Autumn Term success criteria)</i> 	<ol style="list-style-type: none"> g. 'Every Child Counts' meetings focus on high standards for all, ensuring key knowledge is secured through flexible interventions and structures h. <i>Subject moderation, monitoring, evaluation and feedback underpin effective provision</i> i. <i>Subject leaders are confident to challenge, advise and guide (see Y2 Autumn Term success criteria)</i> j. Subject provision maps are improved k. RJS Behaviour & Learning Attitude grids are used consistently l. <i>Pupil provision, for all groups, is effective and flexible with opportunity for increasing autonomy (and this is sustained) (see Y2 Autumn Term success criteria)</i> 	<ol style="list-style-type: none"> m. Subject knowledge pathways depict clear, cumulative expectations n. RJS procedures reflect practice and underpin curriculum and learning values o. RJS Behaviour & Learning Attitude grids are woven effectively through the curriculum p. <i>Children explore curriculum values (STARS) confidently by weaving subject learning to debate big SMSC questions. They skilfully demonstrate how to apply knowledge and learning skills to explore and challenge (see Y2 Autumn Term success criteria)</i> q. Insight is used effectively as an assessment tool r. Pupil provision, progress and attainment is at least good+ for all groups

Year 2, Autumn Term 2024 KP1 Success Criteria <i>(reflective of and building on Y1 outcomes)</i>	Year 2, Spring Term 2024 KP1 Success Criteria <i>(reflective of and building on Y1 outcomes)</i>	Year 2, Summer Term 2024 KP1 Success Criteria <i>(reflective of and building on Y1 outcomes)</i>
<ul style="list-style-type: none"> a. How school values and key improvements will be secured is precisely detailed in all subject action plans; implementation, achievement, monitoring and evaluation is identified <i>(Year 1 outcome)</i> b. Professional development enables all leaders to challenge and support each other to ensure pupils maximise their capacity <i>(Year 1 outcome)</i> c. Pupil provision, progress and attainment, for all groups, is effectively planned for with flexibility and opportunity for increasing autonomy <i>(Year 1 outcome)</i> d. Pupil provision, for all groups, is effective and flexible with opportunity for increasing autonomy (and this is sustained) <i>(Year 1 outcome)</i> e. Subject moderation, monitoring, evaluation and feedback underpin effective provision <i>(Year 1 outcome)</i> f. Subject leaders are confident to challenge, advise and guide <i>(Year 1 outcome)</i> g. Children explore curriculum values (STARS) confidently by weaving subject learning to debate big SMSC questions. They skilfully demonstrate how to apply knowledge and learning skills to explore and challenge <i>(Year 1 outcome)</i> – learners reference subject knowledge for the SMSC Big Debate h. KAPOW resources are utilised to facilitate ARE expectations, understanding cumulative learning with a focus on retaining and accessing prior learning / knowledge i. Learners are regularly exposed to RJS Behaviour for Learning Attitudes to appreciate expectations of a resilient, focused learner - PPP is climactic and effective 	<ul style="list-style-type: none"> a. Subject leaders monitor and evaluate provision to assess teacher subject knowledge and expertise in relation to ARE expectations and beyond b. Pupils access a wide range of resources in the classroom, taking control of their learning with confidence c. Adopted RJS procedures are implemented with consistency in approach with adaptations for improvement shared and planned for in staff meetings d. The pupil leadership team continues to promote positive attitudes to learning in weekly assemblies, sharing examples of exemplar Behaviour for Learning Attitudes and referencing the values in the RJS grid e. SLT and subject leaders meet with the pupil leadership team to promote subjects and support commitment f. PPP evidences attainment gaps closing – data analysis is used effectively to plan to meet the needs of the children – subject leaders monitor g. Subject leaders identify KPI statements that are uploaded to INSIGHT h. Subject action plans are implemented, reviewed and monitored 	<ul style="list-style-type: none"> a. Subject leaders confidently manage their subject responsibility, ensuring successful implementation of expectations through careful monitoring – they know where children are coming from and what they must secure and effectively report this to each other, SLT and governors b. Data analysis is agile and secure, ensuring teaching and learning judgements are accurate and all stakeholders are well informed c. Effective teamwork focused on learning outcomes supports training and secures areas for improvement d. Pupils confidently articulate the learning values and consciously engage with behaviour and Learning Attitude actions to set ambitious targets

Governor Monitoring Autumn Term	Governor Monitoring Spring Term	Governor Monitoring Summer Term
<p>Compliance Line of Inquiry: How do whole school shared procedures positively impact on holistic / learning outcomes?</p> <p>Governor Activity: Meet with HT / DHT/ Subject Leaders to discuss impact of feedback policy on pupil progress.</p> <p>Culture Line of Inquiry: How well do all staff and children know how to stay safe and keep each other safe?</p> <p>Governor Activity: Meet with ECTs to identify their level of knowledge and understanding of statutory documents / expectations and school policy.</p> <p>Curriculum Line of Inquiry: How well does the school meet the needs of all children and staff?</p> <p>Governor Activity: Establish Equalities targets with SLT</p>	<p>Compliance Line of Inquiry: To what extent does practice reflect policy?</p> <p>Governor Activity: Health & Safety compliance in partnership with the Site Manager and Business Manager.</p> <p>Culture Line of Inquiry: How effective are home/school links?</p> <p>Governor Activity: Send questionnaires to ascertain viewpoints.</p> <p>Curriculum Line of Inquiry: How effectively is statutory guidance met and positively impacting on pupils?</p> <p>Governor Activity: Read PE plan and intentions in relation to contextual need – support and challenge with subject leader.</p>	<p>Compliance Line of Inquiry: Are all groups of children making appropriate progress? How does provision reflect their need adequately?</p> <p>Governor Activity: Analyse pupil progress and attainment results, from HT reports, to assess impact of Equalities targets.</p> <p>Culture Line of Inquiry: How effectively does evidence substantiate Teacher Assessments?</p> <p>Governor Activity: Meet subject leaders to ascertain how effectively assessment outcomes inform teaching and learning.</p> <p>Curriculum Line of Inquiry: How does the school’s shared pedagogical approach impact on pupil progress through Teacher Assessment and test data?</p> <p>Governor Activity: Analyse learning outcomes with subject leaders to ascertain how well all pupils secure age-related expectations.</p>
<p>Governor Open Days</p> <p>TBC</p> <p>Parent Open Mornings</p> <p>17.10.23= Year 3 18.10.23= Year 4 19.10.23= Year 5 20.10.23= Year 6</p>	<p>Governor Open Days</p> <p>TBC</p> <p>Parent Open Mornings</p> <p>27.03.24= Year 3 28.03.24= Year 4 29.03.24= Year 5 30.03.24= Year 6</p>	<p>Governor Open Days</p> <p>TBC</p> <p>Parent Open Mornings</p> <p>03.07.24= Year 3 04.07.24= Year 4 05.07.24= Year 5 14.07.24= Year 6</p>

Key Priority 2 - Area of Development - Inclusive Learning Environment

A systematic, inclusive learning environment supports every child to feel confident and secure to achieve their potential through:

1. low threshold, high ceiling opportunities
2. equity learning steps from Years 3-6
3. facilitating independent access to a wide-range of suitable resources
4. a uniformity in 'house-style' resource presentation

Rationale:

An inclusive learning classroom will create a supportive, respectful learning environment that promotes diversity and fairness. Teachers will have high expectations of all ability learners showing faith in their abilities. RJS will create a supportive peer culture both inside and outside the classroom, empowering learners to respect, trust and help each other. Teachers will plan learning which includes participation from everyone, encouraging individual and team success. Pupils of all abilities will have equal access to a wide range of house-style resources to support and enhance their learning. Agreed RJS procedures will underpin consistency in approach to help secure high standards.

How school values will be enriched:

Secure individuals, Talented contributors, Ambitious Learners, Responsible teammates, Successful communicators

1. Familiar procedures, flexible opportunities and high expectations will enable learners to feel secure to make some autonomous choices
2. Learners will feel valued to share ideas and contribute; everyone will have a voice
3. Teachers will foster creative approaches to ambitious learning development to provide a rich range of support; pupils will access a wealth of resources to help secure knowledge and skills
4. Children will have space and time to develop and express their identity, to empathise and show understanding and appreciation of diverse need
5. All learners will ask questions of themselves and each other to contribute to and learn from SMSC debates, thus broadening their horizons and developing their identity



KP2 End of Year 1 Summary Outcomes 2023

1. Classroom layout and resources offer a house-style and consistency in approach focused on inclusivity, efficiency and degrees of autonomy (established through team consultation)
2. Pupils feel safe as learners to harness their unique intelligence and confidently explore further through EPIC Learning skills
3. Pupils know the high expectations made of them and develop independent and collaborative responsibilities to focus on and achieve learning outcomes and STARS values

KP2 End of Year 2 Summary Outcomes 2024

- The school culture fosters opportunities for learners to think and develop reflective of their unique learning styles – children have a great sense of belonging
- Increasing pupil autonomy empowers and improves motivation
- Teachers self-evaluate, reflect and ask questions of themselves to facilitate the best learning opportunities

KP3 End of Year 3 Summary Outcomes 2025

- The education facilitated to all children, of all abilities, offers flexibility in its systems to ensure pupils feel safe to explore, be autonomous and ask questions to challenge and influence. Children flourish because teachers constantly reflect on how to help children to learn and secure ambitious goals.

Year 1, Autumn Term 2022 KP2 Success Criteria	Year 1, Spring Term 2023 KP2 Success Criteria	Year 1, Summer Term 2023 KP2 Success Criteria
<ul style="list-style-type: none"> a. Access to ‘house style’ practical resources promotes independence and supports application of learning skills for all ability groups b. Independent activities (ACE) are purposeful, achievable and challenging for all c. Differentiated resources support, challenge and motivate all learners d. Scaffolding ensures learners are successful s. Teachers facilitate and encourage pupils to think independently, work collaboratively and function as effective teams (<i>see Y2 Autumn Term success criteria</i>) e. Sunrise provision offers meet and greet opportunities, breakfast and a chance for pupils to prepare to learn f. Access to alternative provision at break and lunchtime provides choice and support 	<ul style="list-style-type: none"> g. Outcomes of learning are presented and recorded in a variety of different ways (not always written work) h. ICT resources enhance and advance learning i. Flexible groupings enable children to learn with and from each other j. Learners make conscious choices to use resources that will help with and deepen their learning k. All children have equal access to standardised, whole school opportunities l. Learners are engaged, motivated and excited to practise core skills and extend their knowledge m. The quality of teaching and learning is consistently good across all curriculum subjects n. Home/school links support learning effectively and communication is valued 	<ul style="list-style-type: none"> o. Children feel they have choices and value the opportunities they have to develop as independent and collaborative learners p. Children have security and flexibility to reach milestones in different ways t. Learning outcomes are good and school values are effectively underpinned and evidenced (<i>see Y2 Autumn Term success criteria</i>)
Year 2, Autumn Term 2023 KP2 Success Criteria	Year 2, Spring Term 2024 KP2 Success Criteria	
<ul style="list-style-type: none"> a. Teachers facilitate and encourage pupils to think independently, work collaboratively and function as effective teams (<i>Year 1 outcome</i>) b. Pupils have clearly defined roles as learners and know how to be active learners c. Learning outcomes are good and school values are effectively underpinned and evidenced (<i>Year 1 outcome</i>) 	<ul style="list-style-type: none"> a. The quality of teaching and learning is consistently good and above b. Good practice is shared and built upon c. Learners access resources with confidence to maximise their full potential -the classroom resources support a growing independence as children progress throughout the school d. ICT resources are maximised to support learners e. Children evidence actively engaging in the school values 	<ul style="list-style-type: none"> a. All subjects have high outcomes b. Children actively engage in learning with a desire to be the best version of themselves c. Easy access to standardised resources facilitates an independence d. Children evidence living the school values – they debate, listen with care and evaluate alternate ideas to build a repertoire of knowledge and skills

Governor Monitoring Autumn Term	Governor Monitoring Spring Term	Governor Monitoring Summer Term
<p>Compliance Line of Inquiry: How effectively do areas for improvement reflect the need of the school?</p> <p>Governor Activity: How effective is the school in responding to internal outcomes and external expectations, weaving new areas for improvement with planned objectives? Analyse / evaluate Headteacher reports to FGB – challenge as appropriate.</p> <p>Culture Line of Inquiry: What opportunities exist for all stakeholders to make substantial contributions?</p> <p>Governor Activity: Meet with staff representatives to assess how well they can make recommendations and changes to practice to inform / drive improvements.</p> <p>Curriculum Line of Inquiry: How does SMSC underpin the school values to enable children to fully access the National Curriculum in relation to contextual need?</p> <p>Governor Activity: Observe the Learning environment – meet with children</p> <p>Governor Open Days</p> <p>TBC</p>	<p>Compliance: What progress is being made in relation to identified areas for improvement</p> <p>Governor Activity: Meet SENDCo to discuss TA deployment in supporting pupils' to realise ambitious targets. Identify the impact of practice with a focus on assessment for learning.</p> <p>Culture Line of Inquiry: How well do staff and children communicate shared learning values and expectations? What impact is this having?</p> <p>Governor Activity: Meet with a range of subject leaders to evaluate action plans. Meet with children to establish their perspective.</p> <p>Curriculum Line of Inquiry: How does funding effectively support provision to reflect pupil need? What is the impact?</p> <p>Governor Activity: Analyse progress and attainment data for pupil premium groups in relation to starting point. HT report – Insight analysis, SEND provision analysis. Meet SENDCo to discuss P/LAC progress and attainment / provision</p> <p>Governor Open Days</p> <p>TBC</p>	<p>Compliance Line of Inquiry: How is the RJS team effectively contributing to whole school improvement? How does the school meet the needs of individuals?</p> <p>Governor Activity: Meet with subject leaders and a range of staff to analyse how their expertise is deployed effectively.</p> <p>Culture Line of Inquiry: How efficiently does the AfL system enable teachers to focus on pupil need and support Quality First Teaching and Learning?</p> <p>Governor Activity: Meet with a range of subject leaders to evaluate Insight as a tool to support effective teaching and learning.</p> <p>Curriculum Line of Inquiry: How does the school's shared pedagogical approach affect pupil progress as evidenced through Teacher Assessment and test data outcomes?</p> <p>Governor Activity: Compare internal data for core subjects with work moderated samples, Hampshire and national data.</p> <p>Governor Open Days</p> <p>TBC</p>

Parent Open Mornings	Parent Open Mornings	Parent Open Mornings
17.10.23= Year 3 18.10.23= Year 4 19.10.23= Year 5 20.10.23= Year 6	18.03.24= Year 3 19.03.24= Year 4 20.03.24= Year 5 21.03.24= Year 6	03.07.24= Year 3 04.07.24= Year 4 05.07.24= Year 5 14.07.24= Year 6