MAT 5 Key Areas for Development

- Rainbow Trust has a mission and vision that is relevant, in the changing landscape of education

- Every teacher in the classroom to be as good as they can be, in <u>what</u> they teach and <u>how</u> they teach

- All our schools offer a broad and balanced curriculum, which meets the needs of all our learners

- A robust Leadership and Governance structure which has the systems and clear intention to hold each 'layer' to account

- A strong and capable central team that can deliver School Improvement, Finance, HR and Estates

School 6 Key Areas for Development

- Key Priority 1: Reading: Increase reading outcomes for children by raising the quality of teaching early reading.
- Key Priority 2: Environments: To develop a school environment that inspires and supports learning.
- Key Priority 3: Behaviour for Learning: To enable children to work hard and feel proud of their achievements.
- Key Priority 4 : Parents: To actively engage our parent community in their child's education.
- Key Priority 5: Assessment: To ensure purposeful day to day assessment drives our teaching.
- Key Priority 6: Attendance: To ensure all children maintain excellent attendance throughout the year.

Key Priority 1: Reading: Increase reading outcomes for children by raising the quality of teaching early reading.

INTENDED IMPACT:
- All children are able to read fluently by the end of year 2.
- All staff are confident and able to deliver high quality Read Write Inc training.
- 1:1 Read Write Inc tutoring is used effectively to ensure all children 'Keep Up'.
- Parents are actively involved in their child's reading progress.
- Reading books that go home are carefully matched to the sounds children know.

Success Criteria	Actions required	Led by	Resources (including costs)	Monitoring Impact KPI January	Monitoring Impact KPI April	Monitoring Impact KPI July
All staff receive Read Write Inc Training 'Speed Sounds Lesson'	- Whole staff Read Write Inc Training September 5th	Emily Lewis & Sarah Wilkins	Ruth Miskin Portal	Lesson observations show that staff are delivering high		

	- Story Book training delivered by Kirsty Hitchens. Week commencing 3rd October	Kirsty Hitchens		quality RWI sessions		
Parent Workshops are held to provide information about RWI and how parents can support at home.	- Invite parents offering Face to Face and virtual meeting.	Emily Lewis & Sarah Wilkins	RWI resources to share PP presentation	Good parental engagement. Children remember to bring RWI packs into school		
Half Termly Assessments show that children are making good progress.	- Emily Lewis reading lead to assess children approx. every six weeks and re-group children accordingly.	Emily Lewis	Assessment sheets from RWI	All children are grouped according to ability.		
Pupils in Year 1 passing the PSC meet or exceed National Expectations. This was 82% in 2019	- High quality phonics lessons taught daily. - 1:1 tutoring used to help children keep up.	Emily Lewis Rachel Basen All staff delivering RWI	RWI RESOURCES	Children who need support receive 1:1 tutoring.	Number of children on track for passing the PSC is close to the NA.	
End of KS1 results in reading meet or exceed National Expectations.	- High quality phonics lessons taught daily. - 1:1 tutoring used to help children keep up. - Fluency and comprehension lessons are delivered daily to	Emily Lewis All staff delivering RWI	RWI resources Whole Class reading materials.	Children working below NA have been identified and are receiving additional support.		

	pupils off the RWI program.				

Key Priority 2 – • Key Priority 2: Environments: To develop a school environment that inspires and supports learning.

INTENDED IMPACT:
- Classrooms are purposeful environments that enable pupils to learn effectively.
- Displays are current and support learning.
- EYFS classrooms ensure pupils have access to high quality learning in the key areas.
- Outdoor Learning environments promotions

Success Criteria	Actions required	Lead by	Resources (including costs)	Monitoring Impact KPI January	Monitoring Impact KPI April	Monitoring Impact KPI July
Whole – school approach for display boards	All rooms to be backed Hessian coloured paper	Sarah Wilkins	Backing Paper from Consortium (£20 per roll)			
Learning Walls are reflective of current learning in English and Maths	Class teachers to ensure working walls are reflective of current learning. - Pupils use display to support daily learning. - Examples			Learning environments are effective in enabling pupils to learn. Pupils use and refer to displays within the classroom to support learning.		
Learning environments in the EYFS classrooms	- Key areas of learning are	Jon Hart Sarah Wilkins Kirsty Hichens	EYFS learning and play resources.	Classrooms are well organised and key areas		

| support and enhance the key areas for learning. | clearly identified.
- The Early Excellence audit is used to asses current provision and look at how the classroom environment can be enhanced further. | Jon Hart | New furniture | are identified. Continuous provision is of a high standard. | | |

Key Priority 3 -Behaviour for Learning: To enable children to work hard and feel proud of their achievements

INTENDED IMPACT:

- The school has a consistent and effective approach to behaviour management.
- All pupils are able to learn in a calm and orderly environment.

Success Criteria	Actions required	Lead by	Resources (including costs)	Monitoring Impact KPI January	Monitoring Impact KPI April	Monitoring Impact KPI July
All staff are consistent with their approach to behaviour.	Staff meeting to review and refine current policy.	Sarah Wilkins Emily Lewis	N/A	Number of behaviour incidents have reduced.		

				Low level disruption in classrooms is rare.		
Children are motivated by class dojo rewards	- Class Dojo Shop to be set up. - Class Dojo displays in each classroom.		Class Dojo prizes Approx £200 per term			

• Key Priority 4- <mark>Parents:</mark> To actively engage our parent community in their child's education.

INTENDED IMPACT:

Success Criteria	Actions required	Led by	Resources (including costs)	Monitoring Impact KPI January	Monitoring Impact KPI April	Monitoring Impact KPI July
Communication between school and parents is good	Weekly Newsletter Use of Class Dojo Facebook Page Emails/Texts	Sarah Wilkins	Microsoft Sway Newsletter	Parent survey shows that Parents and Carers are happy with the school's methods of communication		
Parents attend school events such as assemblies and workshops	Staff to plan regular events throughout the year to invite	Sarah Wilkins Emily Lewis Class Teachers		Parents have attended class assemblies,		

				reading workshop,		
Termly parents evenings/open afternoons are well attended	Each term the school organises an opportunity for parents to find out about their child's learning. Teachers to make contact with parents that were unable or did not attend to re-arrange.	Sarah Wilkins Emily Lewis		Good attendance at Parent consultations		

Key Priority 5 – • Assessment: To ensure purposeful day to day assessment drives our teaching.						
Success Criteria	**Actions required**	**Lead by**	**Resources (including costs)**	**Monitoring Impact KPI January**	**Monitoring Impact KPI April**	**Monitoring Impact KPI July**
day to day assessment is effective and as a consequence children make good progress	- Staff meeting on what effective assessment looks like.	Emily Lewis Sarah Wilkins	N/A	Children's progress is clear and evident in books.		.
Teaching and learning is of a high standard due to quality assessment by the class teacher	- Assessments are used to inform planning.	Emily Lewis Sarah Wilkins	N/A	Children can talk about what they need to do to progress further in their learning.		

The marking policy is used consistently across the school	- Review current policy and amend where necessary	Emily Lewis Sarah Wilkins All taechers	N/A			

Key Priority 6 Attendance- Wole school attendance is in line with or above National Average.						
Success Criteria	Actions required	Lead by	Resources (including costs)	Monitoring Impact KPI January	Monitoring Impact KPI April	Monitoring Impact KPI July
Whole school attendance is at least 96%	- MAT attendance policy and procedures agreed - Seek effective advice and support from EWO to challenge poor attendance - Celebrate attendance in celebration assembly and on school newsletter	Sarah Wilkins	FLO time EWO	Attendance and punctuality has improved and number of PA children and children below NA compared to same time last year has reduced		.

	- Late Gates - Monitor consistently late children - - Monitor groups – see if there are any trends - - Pupil conference any attenders below 93% - investigate why					