

Redwell Primary School (RPS) Developing Excellence Plan (DEP) 2019-2020

Ofsted Priorities:

- Improve teaching, learning and assessment and improve outcomes by ensuring that teachers: – **use assessment information** to plan activities that are well matched to pupils' abilities in English and mathematics so that more pupils, **particularly lower-attaining pupils** and pupils in key stage 1, make **stronger progress in reading, writing and mathematics**
 - **use questioning more effectively** in key stage 1 and the early years, to deepen and extend pupils' knowledge and understanding
 - have **high expectations** of what pupils can achieve in subjects other than English and mathematics.
- **Improve leadership and management** by ensuring that **subject leaders** monitor, evaluate and improve teaching and learning in their areas of responsibility so the quality of pupils' work in subjects other than English and mathematics continues to improve.
- **Improve the curriculum for religious education (RE)** by planning in sufficient depth for pupils in key stage 2 to acquire a broad knowledge and understanding of major faiths and religions and so be better prepared for life in modern Britain.

School Priorities:

Striving to achieve excellence in an outstanding, inclusive & nurturing community, through embedding values & effective partnerships.

Be The Best You Can Be

- To thread the school Values through everything that we do
- To improve outcomes for ALL pupils with a specific focus on pupil premium pupils and pupils not at Age Related Expectations (ARE)
- Provide a curriculum that the pupils enjoy with an emphasis on creativity and enrichment opportunities

Challenge:

- Governors will provide challenge through link visits once a year. The DEP will be an agenda item on FGB and discussed at these meetings, referring to reports submitted by DEP group leaders.
- DEP leaders will report to the FGB once a year regarding developments and progress of their area.

Monitoring:

- Each half term the leader will monitor their area using their monitoring schedule and report back to a member of SLT.
- Each half term the SLT will check the leaders monitoring schedules against the action plans and budget spent and report this back to the HT.
- Every term the leaders will report back to the governors using the DEP leader SEF report to explain the improvements made and the impact this has had. If things have not had an impact leaders will explain what they will now do differently and any changes that they will make.

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Whole School DEP Priorities

Focus
LEADERSHIP <ul style="list-style-type: none">➤ Improve quality of teaching and learning through;<ul style="list-style-type: none">○ Setting high expectations which inspire, motivate and challenge pupils - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions○ Promoting good progress and outcomes for pupils - guide pupils to reflect on the progress they have made and their emerging needs
CURRICULUM <ul style="list-style-type: none">➤ Increased accountability of Subject Leaders in their given subject➤ Increase creativity within the school to enrich the school environment➤ Monitoring of all Subject Leaders to ensure curriculum covered and assessed appropriately
INCLUSION <ul style="list-style-type: none">➤ Developing intervention structure to improve outcomes➤ Developing nurture & Social, Emotional Mental Health (SEMH) provision to support for vulnerable pupils➤ Improve outcomes for all vulnerable pupils including lower ability➤ Improve attendance of persistently absent pupils
MATHS <ul style="list-style-type: none">➤ Provide opportunities for depth and challenge through Teaching for Mastery (TfM) for with a focus on LA children➤ Improve progress measures throughout KS1➤ Increase % of children achieving greater depth in Y6➤ Prepare children for the new Y4 Times Table Check in 2019-20
ENGLISH <ul style="list-style-type: none">➤ Improve Teaching, Learning & Assessment in KS1 to accelerate progress➤ Improve Teaching, Learning & Assessment for lower-attaining pupils to accelerate progress & outcomes➤ To improve the Teaching & Learning of GD reading & writing across the primary phase➤ To secure the assessment & moderation of GD writing across the primary phase
EYFS <ul style="list-style-type: none">➤ Improve quality of teaching and learning in EYFS<ul style="list-style-type: none">○ Improve the transition from Preschool into EYFS and from EYFS into Year One○ Improve the quality and coherence of teaching and learning across EYFS○ Increase parental involvement