

Redwell Primary School (RPS) Developing Excellence Plan (DEP) 2021-2022

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

Intent	Implementation	Impact
1. For children not on track, to make more than expected progress	Refining the curriculum ensuring skills and knowledge are built upon. Subject leaders become the expert.	All learners make at least good progress, bottom 20% make accelerated progress, to close gaps. Outcomes for RPS are in line or above NA ARE.
2. To increase effectiveness of teaching and learning	Providing appropriate challenge and support Providing a quality climate for learning	All teaching and learning is at least good.
3. To empower our children to be well rounded learners	Improving our wellness offer Developing links within the school community	Decrease behaviour incidence, engaged learners and above NA attendance.

Challenge:

- The DEP will be an agenda item on LAB and discussed at these meetings, referring to reports submitted by DEP group leaders.
- DEP leaders will report to the LAB 3x a year regarding developments and progress of their area.

Monitoring:

- Each term the leader will monitor their area using their monitoring schedule and report back to a member of SLT
- Each 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

TEACHING & LEARNING

- For children not on track, to make more than expected progress by refining the curriculum and focussing on progress
- To increase effectiveness of teaching and learning by providing appropriate challenge and support and a quality climate for learning
- To empower our children to be well rounded learners by Improving our wellness offer and developing links within the school community

CURRICULUM

- Create an immersive and enriching curriculum to give children a range of learning opportunities
- To ensure the curriculum builds skills and knowledge across the primary phase
- Use assessment effectively to close the gaps in all subjects

SEND

- Improve provision for SEND pupils
- Continue to enhance the wellness offer

MATHS

- Close the gaps in attainment across all year groups in mathematics.
- Improve percentage of children achieving greater depth.
- Improve children's fluency in number facts and times tables.

ENGLISH

- More children to meet ARE in reading & writing by the end of the year.
- To develop greater depth thinking across English
- To close the gap in reading & writing by meeting the needs of the lower 20 %.

EYFS

- Improve Teaching and Learning in EYFS
- Close the gender gap in attainment
- Improve Physical Development and Writing
- Improve transition from nursery to EYFS and EYFS to Year One.