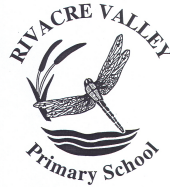


School name: Rivacre Valley Primary School



Strategic School Improvement Plan

2025 to 2026

'securing continuous improvement through rigorous and accurate self-evaluation'

Strategic School Improvement Planning at Rivacre Valley Primary School

The agreed and shared **principles** for writing the Strategic school improvement plan at our school are:

Leadership is distributed at all levels throughout the process to create ownership, opportunities for developing leadership potential and capacity for continuous improvement

A leadership environment and school climate are created that are conducive to good implementation.

It addresses all potential opportunities and barriers to achievement in the pupils' environment, both inside and beyond the classroom

Clear outcomes and success criteria are identified and planned for

There is a direct link to accountability for both teachers & leaders with opportunities for governors to hold leaders to account

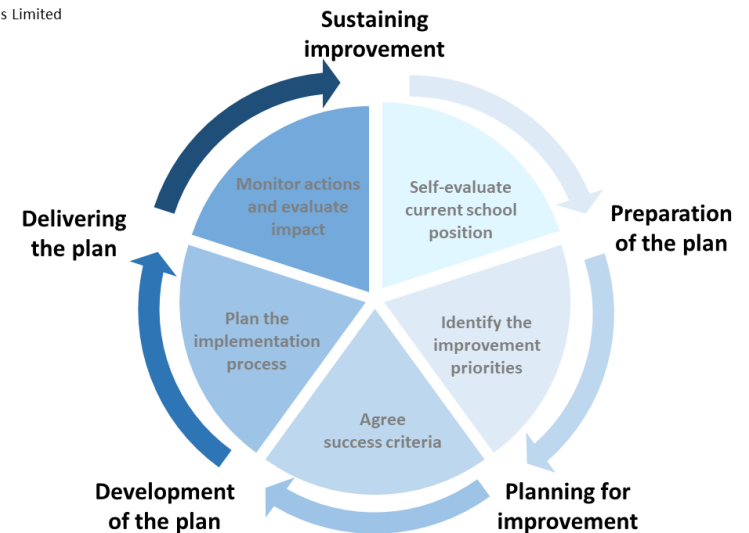
Improvement in pupil outcomes and wider measures of success, including personal development and well-being are evidenced

Developing leadership of learning and professional development opportunities to secure and sustain improvements in teaching, learning and assessment are at the core of the plan

There is a continuous cycle of self-evaluation and improvement, clearly linked to the Ofsted inspection framework

An evaluation of the **impact** of the previous academic year's priorities is undertaken in leadership teams, which incorporate all members of staff and Governors. The impact upon outcomes and improvement is discussed and agreed, alongside an evaluation of the school's achievement of the success criteria.

© Leading Schools Limited

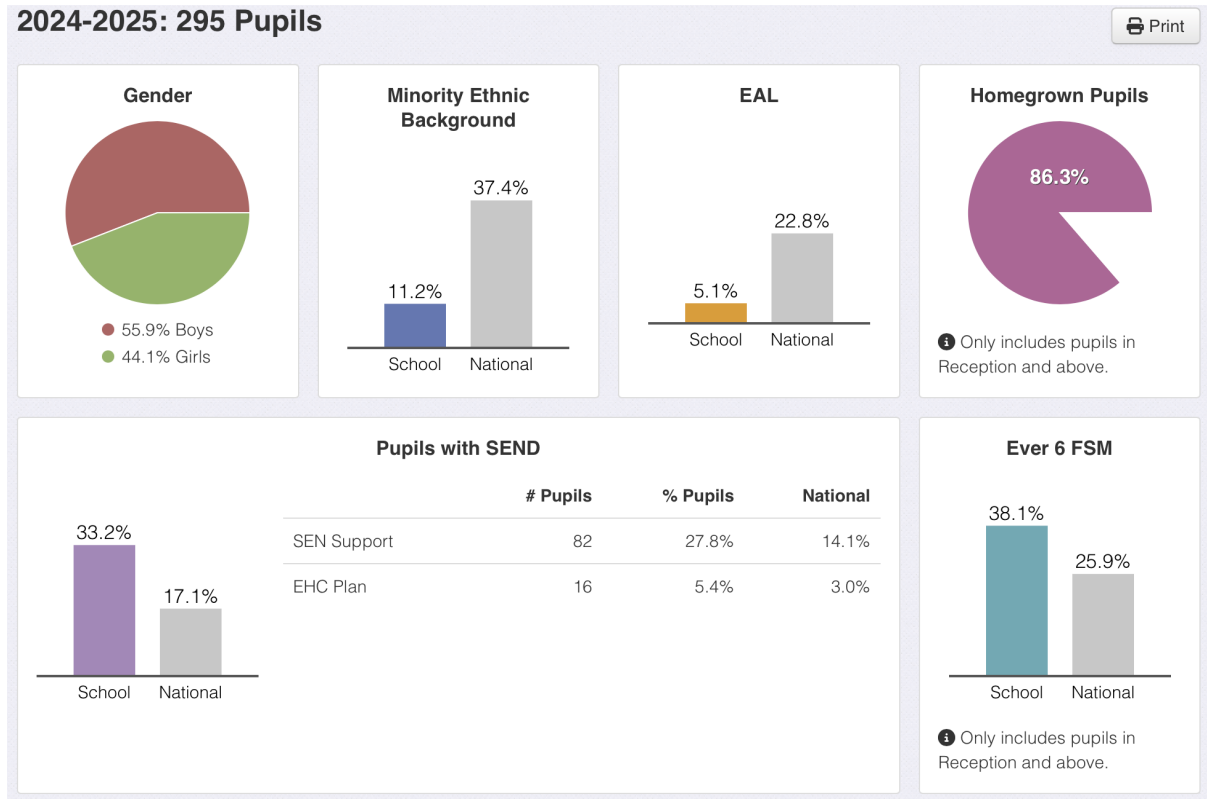


School self-evaluation against the Ofsted school evaluation schedule is undertaken by leadership teams to identify further priorities. **An analysis of outcomes** (progress, attainment & quality of teaching and learning) is undertaken by the Senior Leadership Team and phase leads in July (reviewed considering the release of the validated external data) and findings shared with staff and governors to inform **future improvement priorities**. Performance Management objectives, based on the Teacher Standards, are agreed with all staff ready for the start of the autumn term. The performance management objectives are informed by the schools evaluation and areas of future improvement priorities. During this process the staff and governors **identify strengths and areas for development**, including any barriers within the context of the school. As part of the school's monitoring cycle a **review** of the school's progress of implementing the agreed actions is undertaken by the Senior Leadership Team at regular intervals throughout the year.. Review outcomes are shared with the Governing Body.

Contextual Information

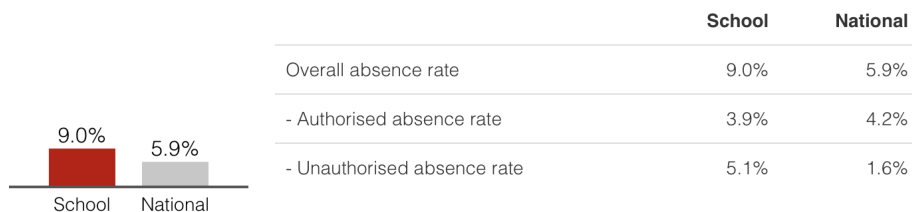
School characteristics - Update

The last inspection at Rivacre Valley Primary School was on 18th & 19th October 2022 when the school was rated Good and Early Years rated Outstanding.



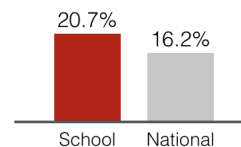
SEND Specific Needs		
	# Pupils	% Pupils
Speech, Language and Communication Needs	46	15.6%
SEN support but no specialist assessment of type of need	37	12.5%
Social, Emotional and Mental Health	20	6.8%
Autistic Spectrum Disorder	12	4.1%
Specific Learning Difficulty	8	2.7%
Other Difficulty/Disability	3	1.0%
Moderate Learning Difficulty	2	0.7%
Physical Disability	2	0.7%
Hearing Impairment	1	0.3%
Vision Impairment	1	0.3%

Absence Rates



❗ School absence figures only include pupils in Y1 to Y6. This is to be inline with national reporting.

Persistent Absence



❗ Percentage of Y1 to Y6 pupils who miss 10% or more sessions

Year Groups

	Pupils	Boys	Girls	EAL	Summer Born	Ever 6 FSM	SEN Support	EHC Plan	Absence Rate
Nursery 2	17	10	7	3	0	2	0	0	0.0%
Reception	32	17	15	1	15	6	5	1	7.1%
Year 1	41	28	13	2	9	10	14	4	8.7%
Year 2	38	19	19	4	19	21	8	5	12.1%
Year 3	45	24	21	1	17	18	11	3	5.9%
Year 4	46	28	18	2	15	16	18	0	6.7%
Year 5	39	19	20	2	18	20	17	1	12.2%
Year 6	37	20	17	0	13	15	9	2	9.5%

Last Inspection Report

Date 18th and 19th October 2022

Overall school effectiveness judgement Good

Next steps for school:

- Leaders should ensure that, in a small number of subjects, teachers are clear about the knowledge that pupils should learn and when this content should be delivered.
- Leaders should ensure that staff afford sufficient time and prominence to all aspects of the personal development curriculum. This will help to ensure that pupils are prepared well for life in modern Britain.

Three-year key school improvement priorities

	Academic Year 2025/26	Academic Year 2026/27	Academic Year 2027/28
Curriculum and teaching (including Inclusion / Achievement)			
Focus: - Curriculum – knowledge and skills at each stage (Intent) - The way the curriculum is taught (Implementation) - Outcomes for pupils (Impact)	Ensure teachers are clear about the knowledge pupils should learn (in a small number of subjects) and when this should be delivered - Ofsted Development point Leadership of all subject areas is “secure”. - Staff understand content of each subject area, - have the skills and expertise to teach it and - the progression in knowledge and skills of the children is clearly evident in outcomes achieved. Reading: Confidence with phonics high (staff and children) - Phonics screen outcomes in line with national Ensure children have opportunities to develop comprehension and inference. Increase opportunities for children to develop and enhance fluency. Maintain focus on “love of reading” Maths: Improving trend in outcomes across school - vast majority of children working on correct age related text book Personal, Social, emotional development - afford sufficient time and prominence to all aspects of curriculum - cultures, religions so children are prepared for life in modern Britain - Ofsted development point Jigsaw programme (including RSE) + Commando Joe’s character education SEND - Identification of pupils is accurate and access to appropriate support is timely, to include successful applications for additional support. SEND - Widgit online is used across KS1 and LKS2 to help and support children with their communication needs Science: Deliver a strong Science curriculum using a consistent approach across school. Use a STEM inspired programme of study (DEVELOPING EXPERTS) in order to give the children real life context. Give children and staff confidence within the subject. Computing: To deliver a strong Computing curriculum across the whole school. Explore new schemes (trialing Teach Computing in Summer term of 2024/25) to improve outcomes, have a more streamlined approach and improve teacher confidence across school.	Teachers clear about the knowledge pupils should learn in all subjects. Reading: improving trend in outcomes enjoyment high Maths - improving trend in outcomes Personal Development an integral part of the curriculum whilst also being taught discretely where required (Relationship Education / Online safety ...) SEND - early identification in place. By KS2 - Most children have correct support in place to enable accelerated learning SEND - Widgit online further used in UKS2 to enhance learning and communication for children who need it. Developing Experts scheme fully embedded across school and staff more confident teaching science. Children are more engaged and seeing the ‘how/why’ as well as the ‘what’. New scheme (Possibly Teach Computing) fully embedded across school and staff are confident with the content and delivery of Computing Curriculum.	Teachers have strong curriculum knowledge. Reading is a strength of the school Maths - 3rd year of improving trend (at least in line with National) PSED fully embedded. Children are well prepared for life in Modern Britain and have a good knowledge and understanding of different cultures and religions. SEND - Leadership of SEND is proactive, children identified early and requests for support are successful ensuring support is in place. SEND - Widgit online fully established across the school to ensure we have a fully inclusive environment Science- teachers are confident and have good curriculum knowledge. Teachers see an improvement in children’s engagement with Science. Y6 data more in line with National. Computing - Staff are confident and have a secure knowledge and understanding of the computing curriculum. Children leave KS2 with the knowledge and skill set to continue Computing in KS3.

Attendance and behaviour			
Focus: - Focus on attendance / punctuality - Motivated pupils with positive attitudes towards learning	Attendance Overall absence in line or close to with National Persistent absence reduced to be within 10% of National	Attendance Overall absence in line with National Persistent absence reduced to be within 5% of National	Attendance Overall absence better than National Persistent absence reduced to be in line with National
Personal development and wellbeing			
Focus: - PSED - British values of democracy, individual liberty, rule of law and mutual respect and tolerance - Develops confidence, resilience and knowledge - Physically active / healthy lifestyles/ healthy relationships - Careers programme	Character Education: Commando Joe's - move to school led programme: to develop resilience, empathy, self-awareness, passion, and teamwork. Jigsaw programme - developing children's understanding of british values	Commando Joe's - school led programme Jigsaw programme - continued focus on british values and life skills	Commando Joe's - continuing the school led programme to develop children's resilience and confidence. Jigsaw programme - continued focus on british values and life skills
	PSED – ensuring emotional health and wellbeing is paramount: Jigsaw 2 x ELSA	Develop a careers programme with termly visits / chats with people in business giving children aspirational opportunities	Continue to develop the careers programme with visits /chats forming external links
	Personal development - afford sufficient time and prominence to all aspects of curriculum - cultures, religions so children are prepared for life in modern britain - Ofsted development point - Introduce Jigsaw curriculum in one phase of school British Values: (Assemblies / visits / discussions / books) Acceptance of and engagement with the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs: No outsiders No outsiders - monthly assemblies from the 'No Outsiders' website No-outsiders RSE: Delivered through Jigsaw programme in Summer Term	PSED continued focus of ensuring sufficient time and prominence in curriculum Each classroom will have a British Value display Continuation of Aspiration books year on year Continue to deliver RSE through Jigsaw programme	All aspects of PSED taught well, children knowledgeable and well prepared for life in modern Britain

Leadership and governance

Focus: • High expectations for all • Focus on education provided – better outcomes • Align CPD with curriculum • Consistent expectations • Engagement of community / parents • Safeguarding • Workload!	Regular monitoring of quality of education – books / planning / teaching Ensure that in all subjects knowledge builds progressively. Staff teach knowledge and skills at the appropriate time so children’s knowledge and understanding is not hindered by gaps. Children are able to recount previous learning and describe how it relates to current work - sticky knowledge.		
	Outcomes & Progress: school tracking shows good progress in all areas diminishing difference to ARE Attainment: in line with National More children to achieve GD	Outcomes & Progress: school tracking shows good progress in all areas diminishing difference to ARE Attainment: in line with / or above National	Outcomes & Progress: school tracking shows good progress in all areas diminishing difference to ARE Attainment: in line with / or above National
	Outcomes for Pupil premium children in line with “others”		

Strategic School Improvement Plan 2025/26 – Curriculum and teaching (including Inclusion / Achievement)

Actions	Who	Cost	Monitoring activity	Monitoring outcome
Ensure teachers are clear about the knowledge pupils should learn (in a small number of subjects) and when this should be delivered - Ofsted Development point Leadership of all subject areas is “secure”: Staff meeting time each half term to focus on subject leadership so that subject leads / teams can: - Ensure published information about each subject is accurate and reflects current curriculum offer - Ensure that curriculum knowledge is broken down into components that are sequenced in a logical progression - Monitor delivery of subject area so that they are confident that knowledge is taught systematically and explicitly and to provide support / coaching when this is not yet securely in place - Collate evidence to show progression in knowledge and skills - Check that children are able to recall key information linked to each subject demonstrating that it has transferred into their long term memory - Check that Children able to utilise key knowledge across subject areas, adapting it where necessary and applying knowledge and skills fluently - Utilise research to ensure subject area continues to develop learning from best practice and evidence based research Reading: Phonics - continue to use Read, Write Inc in our teaching of phonics Reading Lead to: - Ensure fidelity of approach to RWInc. - Led Half termly meeting to provide training and support to whole staff - Provide targeted support and coaching to staff to ensure skills continue to develop - Continue to invest in RWInc scheme so resources continue to be of high quality and appealing to all readers - Regular assessments - each half term to track and monitor progress - Regroup children as a result of assessment information - Increase opportunities for children at yellow / orange stage to develop fluency Reading across the school - dedicated time each day for reading - to develop key skills such as fluency, inference, deduction and confidence as a reader A love of reading - A wide range of texts read to children each week so they become familiar with different genres, know what they like and why, whilst enjoying the process of understanding and engaging with the world through texts. <i>Reading spine in each phase to further enhance the love of reading and a larger breadth of texts. New 'Book Nook' on the playground to enable children to access books during their playtime and encourage reading for pleasure. Dedicated teacher-lead storytime at the end of each school day.</i> <i>Cross-curricular writing??</i> Maths: Maths leads provide half termly meeting to provide training and support to whole staff Regular assessments and focussed teaching to identify gaps in knowledge, rectify any misconceptions to accelerate learning acquisition so more children are able to access correct age related text book	SLT YC / SC JD / YC EW SC / RM	£ Read, Write Inc. online subscription £1,250 1 day per term £450 – reading coach The Literacy Curriculum subscription £1910 pa £500 (ongoing development of books for reading spine) Potential for school council to raise funds for Book Nook - comics, etc. Power maths - text books (£900 per term)	what / by whom / when Performance management reviews and mid year meetings Half termly book looks (English / Maths / Topic / SEN) CPD – impact of training on quality of teaching and learning Building blocks on website - scrutiny Subject leads - termly monitoring of topic books Subject teams + SLT - each term review planning. “Sticky” knowledge identified on plans and high profile in classrooms / displays. Can children recall this? SLT - monitor subject documents each term. Presentations to GB Read, Write Inc assessments each half term Insight tracking end of each term Phonics screen End of KS assessments (Summer 2026) <i>Pupil voice</i> Maths: SC lead monitoring / support and review with RM - outcomes improved across school July 2026	

	RM/AP		Computing team to collect feedback from colleagues based on their trial of Teach Computing. Computing team to make a decision, considering feedback and engagement of children, as to whether Teach Computing works well for the school. (End of July. Staff to update LTP/MTP accordingly. Computing team to check coverage in Cycle A+B. Ensure EARWIG has sufficient evidence of computing across school.	
SEND - Identification of pupils is accurate and access to appropriate support is timely Widgit online used across the school - possible increase to our subscription??? Makaton Level 1 training for all staff in Key Stage 2 to upskill staff when working with children who have communication difficulties Implementation of either the Equals Curriculum or AET Framework to ensure bespoke and personalised planning for our children with Autism and Developmental Needs + SEND pages on curriculum docs JH	JH / VV	Makaton Level 1 training - cost?? curriculum cost???	JH / VV to monitor SEN targets are updated half termly or as necessary and work closely with staff in a supportive role VV to work closely with EYs to identify any early help / support / referrals for children JH / VV to offer support to parents - offering advice and signposting to other agencies if needed JH / VV to monitor the use of Makaton to ensure support is given to those children who struggle with their communication	
Ongoing assessment updates to parents – know what their child can do and next steps - Regular reporting to parents on curriculum and progress / outcomes (Earwig/Tapestry - WOW moments) - Website curriculum, class pages and facebook notifications	All staff		Ongoing reporting to parents throughout year	

Attendance and Behaviour:

Actions	Who	Cost	Monitoring activity	Monitoring outcome
Attendance Overall absence in line with National Persistent absence reduced to be within 10% of National Punctuality – at last 95% arrive on time - Monitor attendance on a daily basis – follow CWAC process - Whole school summary doc completed each term - focus on groups of PA children - shared with GB - Breakfast club – school funded - Rewards - attendance awards	KD / KR	Breakfast £3000 Arbor £3415 £1000	Monitor attendance at GB meeting each term KD / KR monitor attendance information from Arbor / DfE monitoring absence each week	

Personal development and wellbeing:

Actions	Who	Cost	Monitoring activity	Monitoring outcome
Character Education: Commando Joes - School Led (KS2) - Full day Training whole staff - Utilise curriculum materials and resources from CJ website - Ongoing support / training for lead staff Forest school (EYFS & KS1) Memory makers (Educational trips)	AB KMcN AG	£3000 pa	Positive Feedback and any improvements noted in book after each FS session by staff who attend session. Commando Joe - Ensure lead staff feel confident and have access to appropriate resources to deliver sessions effectively. Termly conversations with phase leads regarding planned educational trips/ fieldwork opportunities. Feedback from staff and collect pupil voice (forest school/ Commando Joes/ educational trips).	
Personal development - afford sufficient time and prominence to all aspects of curriculum - cultures, religions so children are prepared for life in modern Britain - Ofsted development point - Jigsaw curriculum - Create opportunities to teach PSED discretely as well as part of a topic / other subject area - British Values - prominence in school - Displays / Assemblies / visits / discussions / books	Phase leads TS VV	Cost of PSED curriculum approx. £1,000pa Commando Joe's (cost in	Termly monitoring by SLT Monitoring by TS / VV / COR each term - coverage by staff for Jigsaw lessons - assemblies taking place in classes following the termly timetable - British values ethos shared in each class	

Acceptance of and engagement with the Fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs: No outsiders Jigsaw programme - whole school	COR	above section)		
PSED - ensuring emotional health and wellbeing is paramount 2 x ELSA - Staff meeting focus each half term	KD JH / VV		JH / VV termly meetings with ELSA staff to discuss current children and progress JH / VV to make greater links with Early Help Navigator team to signpost parents / children for support	

Leadership and Governance: KD

Actions	Who	Cost	Monitoring activity	Monitoring outcome
Regular monitoring of quality of education – books / planning / teaching Ensure that in all subjects knowledge builds progressively. Staff teach knowledge and skills at the appropriate time so children's knowledge and understanding is not hindered by gaps. Children are able to recount previous learning and describe how it relates to current work - sticky knowledge (key vocabulary displayed) - SLT to carry out book scrutiny across year (Writing / maths / science / topic / SEN) - Phase leads continue to monitor of planning - SLT / phase leads conduct lesson observations / learning walks - SC to monitor and support for maths across whole school (SLE role) - Inclusion Manager - Monitoring of SEND provision across school - in class / interventions / books / pupil voice - SEND additional class resource - monitor impact / evolve practice in line with advice and guidance from SEND team / outreach	SLT & SC JH / VV	£	what / by whom / when SLT conduct book scrutinies across year in different subjects Phase leads monitor planning –weekly Lesson observations / learning walks when necessary as a follow up to a book scrutiny SC time each week to monitor maths across school	

Outcomes and Progress: school tracking shows good progress in all areas diminishing difference to ARE Attainment: in line with National (70%) More children to achieve Greater Depth (identify on tracking)	KD / YC / JD	Management time	Monitor and analyse data each term. Review / amend provision. Formative assessment ongoing - feedback policy Team meetings Identify any training needs for team	
Outcomes for PP children: Children in line with "others"	TS		Track PP children's celebrations, concerns, interventions and their impact each term. Identify any next steps. Analyse attendance and attainment each term, comment on any trends, additional support needed. Discuss with SLT. Feedback to SLT and governors in the Summer Term.	

Costs for 2025/26: Gemma McCann update with new figures

Aspect of budget	Provider	Cost	Review (annual ...)
Subscriptions £17,151	Literacy Curriculum Power maths Read, Write Inc. Oxford University Press (RWI Spelling online) Jigsaw Tapestry CPOMS Earwig Numbots/ TTRockstars School Spider (website) Arbor Perspective insight Tracking Makaton school Sign In App (Entry sign in system)	2550.00 (£850 per term for new text books) (Pearson 1155) + Ruth Miskin 1463.00 160.00 1075.00 305.00 1161.00 2400.00 121.82 1000.00 4900.00 925.00 1047.00 105.00 1696.80 345.00	New science scheme subscription- From Jan 25 Clicker to start in September 2025

	PLN (Primary Languages Network) NGA Wellcomm Misco Microsoft licence AfPE?? The Literacy Tree PlanBee Numberstacks Team Teach Geographical Association Unicef (Paddington subscription) Developing Experts (Science) Comic Book subscription Widgit Online	192.00 298.00 51.00 1426.50 154.00 716.00 83.00 72.00 150.00 115.00 96.00 180.00 224.00 ???	
Professional Services £16,303 + 18,554 = 34,857 Sports grant £18,462	Music - Ged Barry + Hannah McKenzie Dance (Sports grant) Gymnastics (Sports Grant) S&L - Rachael Cohen Beanstalk readers Vara Sports (after school club) ELSA supervision SENCO Network Storyhouse	13814.00 6368.00 2400 1000.00 1050 850.00 380 (190 per ELSA) 60 1800	
Premises R&M building planned £30,000 Grounds maintenance £4,011 Waste Management £8,160	MJ Spence RAW EP&N security Asset register Grounds maintenance Veolia waste ROSPA Annual inspection Sports safe annual inspection water logic annual inspection Chubb fire extinguisher maintenance DEC certificate (annual charge) Barlows (intruder alarm maintenance)	1702.00 2400.00 (lighting / fire alarm) + 1400 (CCTV + Access) 640.00 (Barrier) 2200 499 4500 annual charge monthly charge of 375 4620.00 101.50 99.00 2064.37 332.26 191.67 650	
Leases Equipment lease £11,205	Photocopier (Siemens)	4320 (Quarterly charge of £1080)	