

# Riverhill Federation Strategic Priorities



# Success Criteria

## Priority One

- Each school's curriculum's intent and implementation are embedded securely and consistently across the school.
- The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively efficient skills for future learning.
- Pupils work across the curriculum is consistently of a high standard.
- Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND make excellent progress.

## Priority Two

- CPD opportunities for staff are tailored to individuals and are related to the stage in their career e.g. Apprentice, NQT, NPQML
- Subject leadership is highly effective and ensures that all subjects are effectively led and managed.
- Lesson observations indicate motivated and inspiring teaching resulting in outstanding progress and attainment.
- Staff turnover is primarily driven by promotion or family orientated.
- Absence rates are low, reflecting a manageable workload and effective work/life balance.

## Priority Three

- The federation consistently promotes the extensive personal development of pupils. The schools go beyond what is expected, so that pupils have access to wide, rich set of experiences. Opportunities for pupils to develop their talents are of an exceptional quality.
- The federation provides rich experiences in a coherently planned way, in the curriculum and through extra - curricular activities.
- The curriculum and personal and social development in the school ensures children's opportunities and aspirations are not limited.

## Priority Four

- Financial management is strong and opportunities to maximise resources and generate further income are actively sought.
- The learning environments are exceptional, classroom displays are of high quality and all areas of the schools are well maintained.

## Priority Five

- Leaders engage actively with pupils and others in the community, including, when relevant, parents, employers, the local community and local services. Engagement opportunities are focused and purposeful and result in improved provision.

## Priority Six

- Governors understand their role and carry this out highly effectively. They ensure that the school has a clear vision and strategy and that resources are well managed. They engage proactively with all stakeholders. Leaders are held to account for the quality of education.
- The federation constantly reviews local and national policies to ensure that the governance structure supports excellence across the schools within the federation.

## RPS Quality of Education

Ensure transition back to school for all pupils are effective	Strengthen the quality of teaching and learning (Pr 1 -Offer high quality CPD Ensure NQT support is effective and target setting enables NQT to make good progress towards achieving the teaching standards.	Continue to develop the effectiveness of modelling, questionng, marking and feedback to enure that it maximises direct impact on outcomes for children.	Improve the standards and progress in reading across the school to secure at least National ARE at KS1 and KS2 (Pr1)	Diminish the differences between different groups identified through the School Profile Tracking Information:  SEND & PP	Address the gender differences between girls and boys (note: A high number of boys in year 4 and 5 are also on the SEND register)	Further increase the progress for pupils with SEND
Ensure writing attainment and progress is consistently good or better in all year groups across the school.	Establish the use of Knowledge organisers and consider approaches to their use in the classroom.	To develop and support subject leaders in effective subject leadership resulting in further improvements to progress and attainment	To develop the Computing curriculum	Develop staff confidence in online teaching methods		

## RPS Behaviour and Attitudes

Increase the % of overall attendance in the school and reduce the % of persistent absences further.	Improved play provision for pupils led by pupils	Structured and specialised support for children with significant Pastoral Needs including those who are identified as vulnerable following national lockdown.				
---	--	---	--	--	--	--

## RPS Personal Development

To continue to strengthen pupils' voice	To review the PSHCE and RSE curriculum to	Improve the quality of careers information and	Pupils are able to recognise the dangers of	Children have an understanding of how to keep	As part of becoming a Trauma Informed school	To improve engagement and attendance of
---	---	--	---	---	--	---

	reflect the new relationships and health changes to the curriculum 20	opportunities.	inappropriate use of mobile technology and social media	physically healthy and safe	continue to offer target support for pupils	children in Reception
Introduce class Moto of Respect, Ready and Safe						
Each class to display this in class						

## RPS Leadership and Management

Ensure leaders are effective within their roles and make make significant contributions that lead to good impact in their respective areas of leadership.	Develop the leadership of subject leaders	Develop the Art and DT curriculum.	Continue to support staff wellbeing and workload	Manage the new build changes taking effect from August	Continue to engage with parents to ensure they become active partners in their children's education	Establish the use of Knowledge organisers and consider approaches to their use in the classroom.
To maximise the physical and financial resources to ensure good outcomes for pupils	Governing Body continues to be effective					

## RPS Effectiveness of Early Years provision

Ensure a broad and balanced curriculum which involves and is informed by children's interests.	Further improve phonics teaching across EY	Introduced a more structured approach to reading in addition to existing reading provision.	Introduced a more structured approach to writing in addition to existing writing provision.	Introduce Maths Mastery in Reception	Outdoor provision to be a strength	
--	--	---	---	--------------------------------------	------------------------------------	--

Key: Achieved Partially achieved

Not achieved