



Ryecroft C.E. Middle School – Key Priorities 2020-21

Priority 1		
Ensure that Teaching, Learning and Assessment is consistently good, robust and fit for purpose across the School, with all pupils knowing how well they are doing in each subject and understand what they need to do to improve.		
Focus Area	Linked SDP Objectives	Teacher Standards
Quality of Education	Identify gaps and underachievement, particularly with those who experienced barriers to learning and engagement during remote learning, as a result of Covid-19.	1 Set high expectations which inspire, motivate and challenge pupils
	All schemes of work are fit for purpose and are scrutinised for quality. Where possible these are compared against other middle schools/outstanding schools.	2. Promote good progress and outcomes by pupils
	Audit assessment practices in each subject area to ensure they are robust and relate directly to 'I can' statements. Each department is expected to assess after each unit of work.	3. Demonstrate good subject and curriculum knowledge
	Effective systems are in place to ensure each pupil knows how well they are doing in every subject.	4. Plan and teach well-structured lessons
	Marking, feedback and assessment is rigorous, robust and fit for purpose.	5. Adapt teaching to respond to the strengths and needs of all pupils
	Use the EIF to guide and inform the QA process to ensure that work is appropriate, inclusive and progressive.	6. Make accurate and productive use of assessment
	Use target setting procedures to implement expectations and benchmarks with core and foundation subjects.	8. Fulfil wider professional responsibilities
	Staff are integral to and responsible for improving their own teaching and learning and know how to deliver high quality lessons.	
Leadership and Management	Leaders and governors have a deep and accurate understanding of the school's effectiveness by using and analysing a variety of sources.	
	Ensure that Performance Management targets address the areas of weakness within the school – Reading, Boys attainment, SEN	
	Invest in high quality professional development to support the improvement and effectiveness of staff and governors	
	Introduce the new QA process	



Priority 2

Engage effectively with parents, stakeholders and the wider community to gauge views and perspectives which drive school improvement forward.

Focus Area	Linked SDP Objectives	Teacher Standards
Leadership and Management	Enhance parental engagement to support their child's learning in response to Covid-19	5. Adapt teaching to respond to the strengths and needs of all pupils 8. Fulfil wider professional responsibilities
	Leaders and governors will develop ways of collating the views of staff and parents in order to inform and drive school improvement.	
	Leaders and governors have a deep and accurate understanding of the school's effectiveness by using and analysing a variety of sources.	
Behaviour and Attitudes	Pupils are happy to come to school and value their education. Pupils are recognised and celebrated for their positive contributions to learning, both in school and externally and for their resilience.	
Quality of Education	Visitors to the school and visits add value to pupils' learning.	
Personal Development	Opportunities are planned for pupils to be actively involved in shaping the development of the school.	
SIAMS	To further develop the evaluative procedures that monitor the impact of the school as a church school	
	To continue with Link Governor pupil, parent and staff voice to help to identify how we can evaluate and improve the Christian experience of our pupils.	



Priority 3		
Improve the outdoor learning environment to improve the provision for all pupils, increase the number on roll and effectively market the School.		
Focus Area	Linked SDP Objectives	Teacher Standards
Leadership and Management	Raise money for school improvement	1 Set high expectations which inspire, motivate and challenge pupils 2. Promote good progress and outcomes by pupils 5. Adapt teaching to respond to the strengths and needs of all pupils 7. Manage behaviour effectively to ensure a good and safe learning environment
	Research and invest in marketing strategies to raise NOR and raise the profile of the school	
	The school meets the needs of all learners.	
	Pupils are happy to come to school and value their education Pupils are recognised for their positive contributions to learning, both in school and externally and for their resilience	
Personal Development	Opportunities are planned for pupils to be actively involved in shaping the development of the school	8. Fulfil wider professional responsibilities
SIAMS	Develop an area in or around school for quiet reflection and meditation.	

Priority 4		
Ensure the School's vision and values are embedded and reflected in all aspects of school life.		
Focus Area	Values	Teacher Standards
All	Our School's vision and values underpin and link to all areas of development throughout the plan. These are: Perseverance Humility Trust Inspiration Care and Community Vision – Embracing a culture where no child is left behind, we value and respect all the children that God has put in our care. We enrich the lives of our children and ensure that Ryecroft is a safe, happy and inspiring place,	1 Set high expectations which inspire, motivate and challenge pupils 2. Promote good progress and outcomes by pupils 4. Plan and teach well-structured lessons 5. Adapt teaching to respond to the strengths and needs of all pupils



	embodying the Christian values of trust, humility and perseverance.	7. Manage behaviour effectively to ensure a good and safe learning environment 8. Fulfil wider professional responsibilities
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