



Mayville Primary Rapid Improvement Plan

JANUARY 2021-2023

VERSION 1

Purpose of Plan

In December 2021, Mayville Primary had a Section 5 Ofsted Inspection resulting in an overall grading of 'Requires Improvement'. The purpose of the Rapid Improvement Plan is to ensure that the school quickly moves from R.I back to 'Good'. In the inspection 3 out of 5 areas were graded as 'Good', Personal Development, Behaviour and Attitudes and Early Years. Quality of Education and Leadership and Management were graded as R.I.

The Rapid Improvement Plan will focus on the R.I judgements. There will be a range of identified weaknesses that will be addressed over the course of the year. SLT and Trustees will review the plan on a half-termly basis with the expectation that areas of concern are showing clear improvement and moving rapidly back to 'Good'.

Objective of the plan

- To identify areas of weakness
- To ensure pupils with SEND needs have the right provision in place
- To strengthen capacity of Governance and prepare for future inspections
- To embed foundation subjects across the school
- To have a clear timeline of rapid improvement to 'Outstanding'

'Leaders recognise the importance of broadening pupils' horizons. This is evident in the high quality provision for pupils' personal development' Ofsted 2021

Quality of Education		
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Rapid Improvement Plan

Identified Area of concern	Actions	Outcomes	Responsible Person	By When	RAG Rating
<p>A number of the foundation subjects were not embedded across the school. This included P.E, D.T, R.E and Computing.</p>	<p>Create a new position- Curriculum Lead to work alongside the DH to Look in detail at the Foundation Subjects- Identify concerns and improve the quality of specific subject areas</p>	<p>By the end of the academic Year all foundation subject identified in the Inspection will be embedded across the school</p>	<p>Curriculum Lead-Mansura Alam DH-Michelle Griffin Subject Leads</p>	<p>2022-Summer 2023</p>	<p>Making good progress with ensuring all foundations subjects are in place and being taught from EYFS-Year 6</p>
<p>P.E The present P.E curriculum is 6 years old and is no longer fit for purpose. The curriculum did not have a dance curriculum and dance had not been taught across the school for over two years.</p> <p>The lessons taught by the Sports coaches did not allow children to be active and there was a high level of teacher talk and inactivity.</p>	<ul style="list-style-type: none"> • P.E meets statutory Requirements • Introduce a new P.E curriculum, including a dance curriculum to be taught across the school. • DH and HT to observe the current teaching of P.E and improve the practise of the Sports coaches • Recruit a dance teacher to model and teach dance across the school from EYFS-Year 6 • Staff meeting on the new P.E curriculum • Monitoring of the new P.E curriculum by HT,DH and Curriculum Lead • Subject leads actively monitor the progress of their subject 	<p>P.E will be an area of excellence in our school. Children will be taught a range of skills and be confident to participate in lessons. Teachers will have a clear understanding of how P.E should be taught</p>	<p>Curriculum Lead DH Robert Gammons-P.E coach Nia</p>	<p>Spring 2022-Summer-2022</p>	<p>New P.E curriculum in place and Sport coaches have been to observe Outstanding P.E practise in another school</p>

	<p>and give feedback to support improvement.</p> <ul style="list-style-type: none"> • P.E coaches and DH visit schools with Good P.E practise 			January 2022	
<p>D.T D.T was only being taught through Home Project work. No D.T lessons were being taught in school. There was no D.T curriculum in place and no progression document</p>	<ul style="list-style-type: none"> • To introduce D.T to the curriculum (Kapow) across the school from EYFS to Year 6 • Explicit teaching of D.T in school. Each Half term pupils are taught either D.T or Art. • Ensure that D.T has a clear progression of skills document that staff familiarise themselves with. • Teachers will participate in a staff meeting on implementing D.T • Subject leads actively monitor the progress of their subject and give feedback to support improvement. 	<p>D.T will be effectively taught across the school. Pupils can talk about what they have learnt with confidence</p>	<p>Rafia Begum- Art/D.T lead DH Curriculum Lead-Mansura Alma</p>	<p>January 2022- May 2022</p>	<p>New D.T curriculum in place.</p> <p>D.T staff meeting has taken place.</p> <p>D.T policy is now completed and added onto the website</p> <p>D.T resources are now being bought for all classes</p>
<p>PSHE A new PSHE curriculum (1st Decision) was introduced in 2020 but due to Covid had not been fully implemented and embedded across the school</p>	<ul style="list-style-type: none"> • PSHE is clearly identified on class timetables. • Teachers participate in a PSHE staff meeting revising what they know about the new curriculum • Expectation that children are taught PSHE on a weekly basis 	<p>The PSHE curriculum will be embedded across the school Pupils can talk confidently about what they learn in PSHE Work in books reflects</p>	<p>Hannah Roberts-PSHE Lead DH Curriculum Lead-Mansura Alam</p>	<p>Spring 2022</p>	<p>Subject Lead has ensured that the curriculum begins in EYFS up to</p>

	<ul style="list-style-type: none"> • Map into the PSHE curriculum- British values and our school values and vision • Ensure that a clear progression of skills is mapped from EYFS to Year 6 and pupils can refer back to what they previously know with confidence. • Subject leads actively monitor the progress of their subject and give feedback to support improvement. • Subject regularly monitored through book look and drop-ins 	accurately what they are being taught in class			<p>Year 6</p> <p>All progression documents are now in place</p>
<p>Music</p> <p>The music curriculum was not being taught across the school. Pupils were not given opportunities to develop music skills. Pupils were not given the opportunity to play an instrument and learn how to read music.</p>	<ul style="list-style-type: none"> • The music curriculum (Kapow) is introduced and taught across the school. • Teachers participate in a staff meeting music workshop introducing the music curriculum and discussing the implementation of the curriculum. • Subject leads actively monitor the progress of their subject and give feedback to support improvement. • Introduce individual music lessons for pupils including PP, SEN and EAL children • Introduce group music lessons across the school-Y3 and Y4 	<p>The music curriculum will be embedded across the school.</p> <p>Teachers are confident to teach music in their classes.</p> <p>Music is celebrated and there is a love of music across the school.</p> <p>The skills are taught well and pupils can confidently talk about what they have learnt.</p>	<p>Rachel Vanloo- Music Coordinator</p> <p>Mansura Alam- Curriculum Lead</p>	<p>Summer 2022</p>	<p>Individual music lessons are taught</p> <p>Whole class guitar lessons in Year 3 and 4</p> <p>Music curriculum is still in its infancy and the Music co-ordinator is new to role</p>

	weekly guitar lessons				but will be supported by the Deputy Head
<p>R.E The R.E curriculum in place was not fit for purpose and was out of date. There was no clear outline of skills and no progression document in place for R.E. Children could not talk confidently about what they had learnt in R.E and often the topics were repeated in different year groups.</p>	<ul style="list-style-type: none"> • Introduce a new R.E curriculum (Discovery R.E) • Use supporting documents including the Waltham Forest SACRE documents to support improvement of the R.E curriculum across the school • A staff meeting is planned for teachers and lessons are modelled • A progression document is in place • Pupils can confidently discuss what they have learnt in R.E and the learning builds on prior knowledge. 	<p>R.E is embedded across the school. The R.E curriculum is in line with statutory guidelines and fit for purpose Pupils have a range of R.E experiences and the learning builds on prior experiences</p>	<p>Michelle Griffin-R.E lead Mansura Alam-Curriculum Lead</p>	<p>Summer 2022</p>	<p>Work on the R.E curriculum begin after half term</p>
<p>Computing Computing was not being taught across the school Devices were out of date and not fit for purpose. There was only an outline of Intent for the curriculum and no skills or progression documents in place.</p>	<ul style="list-style-type: none"> • Pupils leave school computer literate and competent • The computing curriculum continuously builds on previous skills • Over a 3 year programme new Chrome books and IPad are bought so children have up to date technology in place • Children learning to use technology in a safe and responsible way 	<p>Computing is effectively taught throughout the school. Pupils are computer literate. Pupils are able to apply their learnt skills in a variety of ways across the whole curriculum Pupils know how to keep themselves safe on line. Pupils are taught to use</p>	<p>Mr Ale-Computing Lead DH</p>	<p>Summer 2022 November 2021 December 2021 January 2021</p>	<p>New computing curriculum now in place. Computing lessons are being taught across the school</p>

Identified Area of concern	Actions	Outcomes	Responsible Person	By When	RAG Rating
The provision for SEND was not effective with no clear systems in place to support tracking of children with specific needs	<ul style="list-style-type: none"> • New SENCO to start in September • SENCO to identify the children with EHCPs and 	The SEND provision in our school will have a clear system of tracking and monitoring in place.	Anum Rafique-SENCO Sharon Parson-HT	Spring - summer 2022	IEPs are now in place for children who are a concern.

<p>'...some pupils, and especially those with special educational needs... do not routinely get the help they need to become fluent readers' Ofsted 2021</p>	<p>those in need of SEND Support and ensure that the targets set were being met</p> <ul style="list-style-type: none"> • Introduce a new system (Provision Mapping) for tracking impact and progress that children make during interventions. • Ensure that teachers are completing IEPs for children with any identified needs and the targets discussed with parents • Pupil voice to be implemented within IEPs • IEP targets shared with parents every term • Teacher competently and confidently plan and differentiate lessons for pupils with SEND needs • Phonics lead to observe the teaching of Phonics and both monitor and measure how teachers are supporting children with SEND needs. 	<p>No child will go unrecognised; they will receive the support they are entitled too based on the identified need. Parent and pupil voice implemented through IEP's.</p>		<p>November 2021</p>	<p>IEPs are shared with parents</p> <p>Provision Mapping tool used to track the effectiveness of interventions</p> <p>A range of interventions run by both teachers /TA across the school</p> <p>Several SEND staff meetings to support teachers improvement in both planning and implementation</p> <p>Workshop run by Whitefields on</p>
<p>Monitoring of provision – early reading focus</p>	<ul style="list-style-type: none"> • Phonics interventions and mock tests – monitoring impact of phonics interventions with Phonics lead • Children with EHCPs are regularly monitored to ensure 	<p>SEND Children are quickly identified. Support is in place for the children who need it most. The entry and exit criteria for the provision</p>	<p>Anum Rafique-SENCO Sharon Parson-HT</p>	<p>Spring – summer 2022</p>	<p>RWI consultant suggested one-to-one reading and this is now being run across the school.-mini assessment show</p>

	<p>that they are meeting the targets set.</p> <ul style="list-style-type: none"> IEPs are regularly updated 	<p>is fit for purpose. Provision and targets tracked through IEP's</p>			<p>that more than half of those children are ready to move up to the next level.</p>
<p>Identified Area of concern</p>	<p>Actions</p>	<p>Outcomes</p>	<p>Responsible Person</p>	<p>By When</p>	<p>By When</p>
<p>Trustees cannot confidently talk about the strengths and weaknesses of the school</p> <p>'Trustees lack sufficient knowledge of the curriculum to support and challenge leaders effectively to improve the quality</p>	<ul style="list-style-type: none"> Ensure that Trustees have assigned roles including a SEND Trustee, Safeguarding Trustee, Curriculum Engagement model training for tracking of engagement Ensure that the MTS report details for pre-existing P1 – 4 pupils 	<p>Trustees can confidently talk about the strength and weaknesses in our school</p>	<p>Chair of Trustees- Rasheed</p> <p>November 2021</p>	<p>January 2022</p>	<p>Spring 2022</p>
	<ul style="list-style-type: none"> SENCO to seek support from external networks such as SENDSUCCESS at Whitefield's to ensure SEND provision audit is done and work on next steps 			<p>March 2022</p>	<p>an individual phonics profile</p> <p>Teachers will know the SEND children and have a copy of the profile.</p>

of education' Ofsted 2021	<p>carefully the schools strengths and weaknesses.</p> <ul style="list-style-type: none"> • The HTs report should give a detailed outline of how the areas of weakness are being mitigated • Ensure Trustees have a good understanding of all areas of the curriculum through regular reporting by the Curriculum lead and Subject leads. 			
Trustee although supportive, do not often challenge or analyse the Headteacher's decisions.	<ul style="list-style-type: none"> • To ensure trustees are given training to support their full understanding of the role. • For Trustees to fully understand the role of challenge and to have an expectation that the HT will be held to account. 	Trustees can act as a critical friend to the HT and provide challenge where needed.		Spring 2022