

Every child matters, every moment counts.

Riverview exists to love, challenge and inspire children and adults within a Christian community.

The School Improvement Plan (SIP) is the annual plan based upon the Governors 3 year strategic plan. It sets out the strategic direction for the school. This is created using ongoing monitoring from the previous year, national and local priorities, data and external validation. Leaders at all levels have a shared responsibility for the SIP.

Priorities	Summary of Success Criteria	Summary of Actions
<i>To ensure school's vision and mission is lived out in all aspects of school life</i>	<ul style="list-style-type: none"> • Spirituality is developed throughout all aspects of the school life • A range of opportunities form part of the curriculum where children engage in social activities which support their moral development • Worship is fundamental to the life of the school and enjoyed by all pupils (review with School Council) • SLT know and understand how to lead a church school • Staff are skilled in supporting children with different aspects of wellbeing and spirituality • Partnerships with parents enable the community and children to develop further across all aspects of the curriculum • Staff have an astute understanding of possible barriers that impact on an individual. Strategies for removing barriers are effective • Worship is fundamental to the life of the school and enjoyed by all pupils • Thrive Approach provides strategies to nurture and develop the spiritual child 	<ul style="list-style-type: none"> • Spirituality strategies are developed effectively (Prayer Spaces/ within curriculum time). Leaders to support staff with what spirituality may look like in subjects • Use of Thrive strategies and data to teach vulnerable children key social skills • Embedding key skills within the school curriculum. Leaders to develop ideas for year groups to support teachers subject knowledge • Review external agencies support and plan specific training for staff • Introduce parent/ child workshops about the curriculum within specific focus (retrieval/ memory to support with home learning??) • Forge links with police to share intelligence about the estate so that the school can better support vulnerable children • Opportunities for spirituality outdoors are incorporated into worship/ RE/ reflection • Worship planning incorporates the outdoors more – HT to lead
<i>Leaders accelerate progress of</i>	<ul style="list-style-type: none"> • Leaders have a clear vision which enables them to live out the school's mission • SLT have clear strategic overview of all aspects of school 	<ul style="list-style-type: none"> • All members of SLT have strategic overview of the school and all areas so that there is clarity of expectation and rigour

<p><i>all children (monitored through priorities 3-5)</i></p>	<ul style="list-style-type: none"> • Leaders actions are evident through the whole school improvements in reading, writing and assessment • Leaders monitoring leads to rapid improvements in assessment (Autumn 1 is feedback moving learning forward?) • Safeguarding culture is embedded within all aspects of the school and community • Leaders are confident with Thrive Approach and leading by example to deploy strategies and adapt provision 	<ul style="list-style-type: none"> • Cycle of monitoring carried out by all leaders. Curriculum Assistant headteacher to lead alongside leaders when monitoring. Focus for monitoring is established for all leaders • Next steps from Governors Audit are actioned – succession planning for governor roles, recruitment and retention, streamlining governors visits and monitoring to be in line with SIP • Further development of ‘excellence groups’ to provide additional teaching for higher achievers across the curriculum • Wellbeing for all stakeholders is prioritised and evidenced through all actions • All leaders focus on whole school aspects of reading, writing and assessment so that improvements are progressive across all subjects/ areas • Community focus for the wider SLT which regularly and actively promotes Riverview within the Epsom and Ewell community • SLT and middle leaders focus on new website to used weekly to promote the school, increase parental engagement and usage – how can it be used to support the curriculum?
<p><i>Whole curriculum and the outdoor learning environment</i></p>	<ul style="list-style-type: none"> • Medium term plans identify meaningful opportunities to use the outdoor environment to develop learning experiences • Subject leaders identify and support effective teaching opportunities outdoors • Opportunities for spirituality outdoors are incorporated into worship/ RE/ reflection • Outdoor learning environment is used effectively for SEND provision and remove SEBH needs 	<ul style="list-style-type: none"> • Key skills (school curriculum) is evident through learning. Children know what they are learning • Leaders know how their subject progresses across the school and provide guidance and support to improve teaching and learning • Assessments of all subjects are rigorous with strong progress - are all teachers clear about Insight statements and assessing all subjects? • Personalised CPD – once every half term, teachers will have a CPD time to research and improve subject knowledge. SLT to lead with subject leaders providing guidance • Review lessons begin each unit of learning to ensure that teachers are clear about each child’s starting point and recall of previous learning

		<ul style="list-style-type: none"> • Cultural capital experiences enrich the school’s curriculum offer- reviewed with HT within medium term plans • Subject/ area leaders research meaningful ways that the outdoor learning environment can be used within subjects to engage and motivate all children
Reading	<ul style="list-style-type: none"> • Weekly monitoring of reading routines shows practice grows in consistency across the school with an embedded reading culture • Regular checks on children reading shows books accurately matched to needs • Data shows that action taken to address CPD needs results in accelerated reading progress for children • Observations of teaching of reading by teachers and TAs shows impact of CPD • Progress in reading triangulates with evidence of best practice • New resources motivate children to read • New resources make it easier for teachers to match books to children’s needs • Data used effectively to target children for the intervention with specific focus on PPG and SEND children • Phonics teaching is matched to assessments of children which enables rapid progress for SEND children 	<ul style="list-style-type: none"> • All staff share responsibility for embedding reading culture at Riverview • Establish timetabling expectations for reading • Systems and processes for reading are consistent and established across the school (expectations for lowest 20% readers/ SSP provision and catch up/ reading records expectations/ changing reading books/ increasing engagement in reading for vulnerable children/ reading at home) • All staff know and effectively support lowest 20% of readers in classes. This should accelerate progress and not be a barrier to outcomes across the curriculum • SSP research is undertaken to ensure that scheme for Riverview meets the context of the school and validated by DfE • Purchase decodable books for EYFS and KS1. Establish systems for usage that align with validated SSP program • Monitor reading for active teaching of reading – possible training consideration • Use reading framework auditing tools to provide tailored CPD for staff • PPG barriers to reading and addressed and removed • SEND reading interventions are based on current assessments of children with challenging next steps
Writing	<ul style="list-style-type: none"> • Children can articulate which aspect of their writing they are learning to develop • Writing in books shows clear evidence of progress linked to learning intentions • Over time children show greater stamina for writing 	<ul style="list-style-type: none"> • Increase in expectations of all staff in writing – children to have more opportunities to write at length, increased exposure to new and ambitious vocabulary • Introduce Sentence Stacking in KS1 and KS2 with CPD for all staff. Spring Term introduction for EYFS.

	<ul style="list-style-type: none"> • Opportunities to write at length allow children to demonstrate which writing skills they have embedded • Children take pride and pleased in their writing • Progress in writing is accelerated • Quality of handwriting improves across the school • Regular handwriting practice impacts on progress in spelling • Regular handwriting practice impacts stamina for writing • Provision for SEND meets their needs and enables rapid progress in writing 	<ul style="list-style-type: none"> • Purchase Sentence Stacking license to access planning and resources • Review year group long term plans to ensure opportunities for Sentence Stacking and genre coverage • SLT to be alongside English leader in implementation across the school, ensuring all vulnerable groups progress and expectations are raised • Purchase resources for display • Observations of English leader and Year 6 teacher to support teacher CPD and implementation • Writing across the curriculum to be opportunities to embed knowledge and skills in writing • Purchase Kinetic Letters handwriting scheme- introduce in EYFS and KS1. Develop in KS2 with specific intervention for SEND planned • PPG focus in writing - vocabulary barriers removed by specific teaching to support gaps (0815 Club/ over teaching) • Accelerate progress in writing from September 2021 so that gaps are diminished
<p>Assessment</p>	<ul style="list-style-type: none"> • Progress of all groups accelerated due to timely adaptations to planning and differentiated learning opportunities • Gap analysis used (alongside pupil progress meetings) for refine subsequent unit of learning • Observations in lessons shows that the more able children experience an appropriate level of challenge • Work in books shows that over time the more able children have opportunities to broaden and deepen their understanding • New policy applied consistently by all teaching staff • Work in books shows evidence of pupils reviewing and improving work in response to feedback • Ongoing gap analysis and pupil progress tracking triangulates with marking consistent applications of marking and feedback policy 	<ul style="list-style-type: none"> • Increase in expectations of all staff – review feedback policy so that it provides feedback that the children know and action • Embed gap analysis approach to planning after summative assessments- same models used for Year 1 phonics screening/ end of KS1 assessments/ MTC/ end of KS2 assessments • Pupil Progress Meetings and SEND Reviews focus on outcomes. Insight Tracking used effectively to plan and assess individual/ groups of children • Leaders monitoring for the Autumn term to focus on ‘is feedback moving learning forward?’ SLT to confirm focus each half term • Review of ASP provision for SEND. Clarity of expectations for all staff. Expectations and links to EHCPs are clear

	<ul style="list-style-type: none"> • Children can articulate how feedback from teachers helps them improve their learning • Formative and summative assessments are used to formulate targets and discussions in SEND Reviews • Children own their targets and how they have progressed • Staff are confident with provision for SEND • Progress is evident in books and SEND provision mapping evaluations 	<ul style="list-style-type: none"> • New EYFS curriculum implemented – subject leaders to be clear about the changes within their subjects and how to lead this area • Impact of 0815 Club for PPG to be rigorously monitored so it has the most effective impact on PPG outcomes and curriculum – can impact be evidenced in books/ assessments? • SLT to monitor provision for all PPG and make adaptations where necessary • Assessment procedures are robust and minimise workload. • CPD using Catch up funding – WalkThrus (researched based CPD using Rosenshine’s principles) to develop pedagogy, specifically tailored to individual teacher next steps (Autumn 2)
<p>Personal Development</p>	<ul style="list-style-type: none"> • Relationships between pupils and staff enable everyone to feel safe • Current research develops practice and strategies used by staff • Self-regulation strategies are developing within the curriculum. Staff are confident in how to teach effectively • Extra-curricular activities provide further opportunities to be active develop positive personal traits • Thrive Approach is embedded within the culture of the school. • The outdoors consistently provides opportunities free play/ structured play and opportunities for children to explore new skills. (self-regulation through rough play zone) • Recognition of personal development achievements is evidenced through Healthy Schools Award, Anti Bullying Charter Mark, Thrive ‘excellence’ awards and Wellbeing Award 	<ul style="list-style-type: none"> • Review behaviour policy in line with current research into Restorative Approach. Develop practice with staff. Focus on relationships (Relationships Policy) • Continuous review of lunchtime provision – re-introduce Jenny Mosley zones. Rough play zone introduced (one adult to lead on this) Senior lunchtime supervisor/ Assistant Headteachers to lead effectively on lunchtime provision so that it engages all children. Re-introduce football contracts/ option to be a referee (as previous years) • Develop self-regulation strategies for children – SLT research to support development across the school (introduction of mindfulness/ purposeful activity breaks/ use of the outdoors). Possible INSET training in January 2022 • Thrive strategies implemented across the wider school – used as part of PHSE an Circle Time through Thrive action plans for classes/ School Council focus • Healthy Schools Application made – Autumn Term – PHSE Leader to lead on this • Angel Award applied for - FSW

		<ul style="list-style-type: none">• Thrive certifications to be applied for (£ costings) – HT/ FSW lead• Anti-Bullying Charter Mark to be applied for (est £500 cost) Inclusion Leader/ HT• Wellbeing Award (£2000) SLT• Healthy Schools Award
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