## Summary of RAP 2019-2020

### Princethorpe Junior School

#### Ofsted judgement 1

**Quality of Education**

**Key Priority**

Embed a consistent coherent, challenging and wide-ranging curriculum throughout the school that applies to all children including those with SEND.

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>Improve the R, W &amp; M attainment at ARE/greater depth levels at the end of key stage 2 – 70%, 67% &amp; 72% 65% combined</th>
</tr>
</thead>
</table>

**Priority 2**

Implement the new Spelling scheme throughout the school and foster the love of writing. Impact will be an greater improvement in children’s’ spellings and increase in the number of children achieving ARE+.

**Priority 3**

To continue foster the love of reading and to raise attainment and accelerate rates of progress in reading. End of KS2 – 70% ARE or better.

#### Ofsted judgement 2

**Behaviour and attitudes**

**Key Priority**

Maintain high expectations of pupils’ behaviour and conduct are applied consistently using evidence-based research as a foundation.

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>Ensure that learners are committed to their learning. Equip them to be resilient and adopt a growth mindset to overcome challenges and setbacks.</th>
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</thead>
</table>

**Priority 2**

Continue to build upon relationships among pupils and staff reflect a positive and respectful culture. Everyone at Princethorpe Juniors and the local community create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. Ready, respectful and safe are embedded as the school rules throughout the school day including lunchtime.

**Priority 3**

Improve attendance to 96.5%+ and learners are punctual. Work with parents of children who are not punctual to improve punctuality rates.

#### Ofsted judgement 3

**Personal development**

**Key Priority**

The ethos of the school continues to supports all pupils to develop their character through the curriculum and wider opportunities.

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>Continue to ensure the curriculum and the school’s wider work support pupils to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy.</th>
</tr>
</thead>
</table>

**Priority 2**

Introduce the new core values chosen by the parents, children and staff - the school will prepare learners for life in modern Britain by: – equipping them to be responsible, respectful, active citizens who contribute positively to society.

**Priority 3**

Further develop an enriched curriculum including after school and lunchtime clubs and sporting fixtures provides opportunities for the development of interests and talents.
### Ofsted judgement 4
#### Leadership and management

**Key Priority**
Develop and support middle leaders to empower and equip them to make a substantial and sustaining input into the curriculum area they lead.

**Priority 1**
Increase awareness of the main pressures on staff via consultation and actively seek to reduce workload through a series of practical measures.

**Priority 2**
Continue to ensure school has a clear and ambitious vision for providing high-quality, inclusive education and training to all.

**Priority 3**
Improve staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment.

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**There will be a separate judgement on: SEND and CIC (LAC) children’s needs are fully met**

**Key Priority**
Establish systems to support staff in ensuring that pupils with SEN make progress in all aspects of the curriculum, especially English and Maths, in line with targets and expected outcomes.

**Priority 1**
Maintain an ambitious and interesting curriculum to ensure that even the most disadvantaged and those with special educational needs and/or disabilities (SEN) or high needs, are equip with the knowledge and cultural capital they need to succeed in the next step of their journey.

**Priority 2**
Develop a good range of resources for pupils with SEN to help them improve in all subjects, with a particular focus on English and Maths.

**Priority 3**
Instigate specific interventions that support the individual needs of pupils and ensure that all staff who are implementing interventions have been adequately trained.