



Rudyard Kipling Primary School & Nursery

School Improvement Plan

September 2021 – July 2022

Ofsted 2017 Next Steps

School Leaders and those responsible for governance should ensure that:

- teaching **deepens and extends pupils' mathematical understanding** more effectively
- pupils' behaviour during the lunchtime break is the same high quality as their behaviour during lessons

Whole School Key Priorities:

1. To raise outcomes for all children, including the disadvantaged, through the Quality First Teaching approach - ensuring that **challenge** is present in all teaching with pace, differentiation and deep questioning.
2. Subject leaders to have a 360 degree knowledge of their subjects
3. Behaviour Policy be revisited using a relationships based model and the Attachment Aware approach

2021/22 Strategic Aims and Goals

1. Quality of Education – Teaching and Learning, Assessment, Outcomes and Curriculum	To ensure appropriate challenge for all children, including the disadvantaged, is evident in all learning through the Quality First Teaching approach
Key Development Goals	<p>1a. Quality First teaching ensures that all children are challenged with pace, differentiation and deep questioning</p> <p>1b. STEM learning to support challenge for all children and links across subjects</p> <p>1c. To increase the percentage of children achieving greater depth at the end of KS1 and KS2 in Maths through continued QFT and deep questioning effectively planned by teachers</p> <p>1d. Continue to develop the Power of Reading in all year groups to improve writing outcomes of all groups of children.</p> <p>1e. Embed the teaching of the Sounds Write Programme to ensure consistency of planning and teaching throughout the school</p> <p>1f. Review the teaching of spelling to ensure consistency of planning and teaching in Years 4, 5 and 6.</p> <p>1g. Further develop the assessment of writing, maths and reading across the key stages and ensure that our inschool assessment is fair and accurate</p>
2. Behaviour and Attitudes	To implement a targeted approach to overcome barriers to learning
Key Development Goals	<p>2a. Further improve provision at lunchtimes by continuing and building upon the OPAL Primary Programme</p> <p>2b. Develop our Forest School to enable more children to access the provision</p> <p>2c. To reduce the level of persistent absenteeism across the school</p> <p>2d. Revisit the Attachment Aware behavioural approach and Just Right strategies to support all learners</p>
3. Personal Development	To continue to develop a culture of mutual respect across the whole school community
Key Development Goals	<p>3a. To engage with the LA's new Anti-Racist Strategy</p> <p>3b. To further develop a culture which celebrates diversity</p> <p>3c. To further develop a curriculum and culture which challenges gender stereotypes and creates positive, respectful peer relationships</p> <p>3d. Set up and embed new School Values</p>
4. Leadership & Management	To further develop leadership responsibilities at all levels to increase capacity for school improvement
Key Development Goals	<p>4a. Further develop the role and responsibilities of subject leaders in relation to the monitoring and assessment of teaching and learning across the curriculum</p> <p>4b. To continue to support staff well-being</p> <p>4c. Continue to market the school in order to raise pupil numbers, be able to set a balanced budget and have the money to develop the school</p>
Early Years Provision	To improve writing outcomes for all children
5. Key Development Goals	<p>5a. To further develop independent mark making and writing opportunities in both the indoor and outdoor environment</p> <p>5b. To develop children's thinking skills and communication and language through promoting children's curiosity</p> <p>5c. Embed behaviour for learning in order that children take greater ownership of their learning by developing children's curiosity</p>

6. Covid Catch Up	Ensure that all children receive appropriate Quality First Teaching and targeted interventions as appropriate
	6a. To use the Covid Catch Up funding effectively to target children who are not on track 6b. To use the School Led Tutoring funding to target disadvantaged children and help them to close the gap 6c. To use the Covid recovery grant to close the gap for identified children

Current Judgement: Good	Quality of Education – Teaching and Learning, Assessment, Outcomes and Curriculum Spotlights: To ensure appropriate challenge for all children, including the disadvantaged, is evident in all learning through the Quality First Teaching approach
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Key objective: Quality First teaching ensures that all children are challenged with pace, differentiation and deep questioning

	Core Actions	Led By	Support	Timescale/Resources	Monitoring	Intended Outcomes/Success Criteria
1a.1	Quality First Teaching Policy reviewed and updated	EH/SK/staff	Staff	September	-	Quality First Teaching seen in all lessons
1a.2	360 monitoring model to look at QFT impact	EH/SK	ELT	Spring term teachers out of class to observe other teachers	Book Looks, Learning Walks, Pupil Progress Meetings	Learning Walks; Pupil Progress Meetings show further strengthening in standards which is reflected in data
1a.3	Lesson observations to be focused on maths	EH/SK	SLT	Autumn term	Lesson Observations	All lessons observed are good/outstanding. Children's books show progression.
1a.4	Phase meetings/staff meeting on challenge for all learners	JM/SJ/LV/RLB	SLT	Autumn term	-	Evidence seen in 360 monitoring and learning walks. PPMs show good progress for children.
1a.5	KS1 to take part in Sussex Maths Hub project 'Mastering Number'	JM/SJ	SLT	2021-22	Half termly visits from Maths Hub	Assessments at end of project will show improved fluency in number.
1a.6	Y3 to take part in LA maths project linked to Maths Hub 'Close Your Eyes and You can See it.'	SK/HN/RLB	JM/SJ	2021-22	Half termly visits from Maths Hub	Assessments at end of project will show improved fluency in number.
1a.7	Whole school introduction of 'Times Table Rockstars.'	JM/SJ	ELT	Autumn 1	360 monitoring	All children will be fluent in their times tables and division facts by Y6

Key Objective: STEM learning to support challenge for all children and links across subjects

1b.1	Half-termly whole school STEM projects	AG	SLT	2021-22	Book look	Evidenced in books and photos.
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Key Objective: To increase the percentage of children achieving greater depth at the end of KS1 and KS2 in Maths through continued QFT and deep questioning effectively planned by teachers

1c.1	CPD staff meeting around Deep Questioning	SK/EM/DM/CL	JM	02.11.21	360 monitoring	Evidence seen in learning walk
1c.2	To ensure our HPA children are given challenges and marking provides an orange challenge when appropriate	ELT	SLT	2021-22	360 monitoring	Evidence seen in learning walk, pupil voice, book look and PPMs. % of GD children in maths increases to be in line with or above National

Key Objective: . Continue to develop the Power of Reading in all year groups to improve writing outcomes of all groups of children.

1d.1	To lead training and lesson studies for teachers in B & H to further develop the POR in their schools.	SK/LV/Local Authority	SLT	2021-22	-	All teachers will be more confident in using the POR to teach writing and be able to roll P{OR out across their schools.
1d.2	To monitor the teaching of POR throughout the school	LV/RLB	SLT	2021 -22	Book Looks, pupil voice	All children to make good progress in writing and % of GD children increases to be in line with National

Key Objective: Embed the teaching of the Sounds Right Program to ensure consistency of planning and teaching throughout the school

1e.1	To train staff in Sounds Write	JE/HN	JF/Year group partners	Autumn 2	Book Look, PPMs	All Rec, KS1 and Y3 teachers to have had Sounds Write training. Children to apply phonics correctly in their writing.
1e.2	To monitor Sounds Write	JF/RLB	LV/SLT	2021-22	Book Look, Learning walk, PPMs	Sounds Write is being taught every day and is having an impact on children's writing.
1e.3	Staff meeting to introduce Sounds Write to all teachers	JF	RLB	9.11.21	Book and planning look PPMs Phase meetings	All teachers are using Sounds Write strategies to support children who need it across the school.
1e.4	Children have access to books that match their level of phonics development both in terms of decoding, problem solving and common exception words	JF/RLB	LV/SLT	Autumn 1	360 monitoring – pupil voice	Improvement of phonics and reading data.

Key Objective: Review the teaching of spelling to ensure consistency of planning and teaching in Years 4, 5 and 6.

1f.1	Review No Nonsense Spelling and re-introduction of Word Shark	RLB/LV	ELT	Autumn 2	Book Look 360 monitoring	Book Looks show increased spelling accuracy
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Key Objective: Review the teaching of handwriting

1g.1	To review RKPS handwriting policy	RLB/LV	ELT	Autumn 2	Book Look 360 monitoring	High quality presentation and cursive script evident in Reception and above.
1g.2	To embed daily handwriting across the school and ensure the quality of handwriting is evident across all subjects	RLB/LV	ELT	Autumn 2	Book Look 360 monitoring	High quality presentation and cursive script evident in Reception and above throughout all subjects

Key Objective: Further develop the assessment of writing, maths and reading across the key stages and ensure that our inschool assessment is fair and accurate

1h.1	Half termly moderation meetings in key stages	JM/LV/AS	SLT/RLB	2021-22	PPMs Book Look	Teachers talk positively about their children's attainment and progress and not 'err on the side of caution'.
1h.2	Moderation meetings with schools in the Deans Partnership	SLT/RLB	RLB	2021-22	PPMS	Teachers feel more confident about their judgements

Current Judgement:
Good

Behaviour and Attitudes
Spotlight: To implement a targeted approach to overcome barriers to learning.

Key Objective: Further improve provision at lunchtimes by continuing and building upon the OPAL Primary Programme

	Core Actions	Led By	Support	Timescale/Resources	Monitoring	Intended Outcomes/success Criteria
2a.1	Introduction of 5 new school values	SLT	All staff	Autumn	Governors SLT	School values visible around the school and embedded in the whole school community.
2a.2	Further training on MDSA skills to deal with behaviour incidents e.g. Restorative Justice	SK	SLT	Autumn 2	Governors	Children feel confident to seek help and support from MDSAs
2a.3	SK to send out the OPAL children's survey to assess impact of OPAL	SK	SLT	Autumn	Governors SLT	Percentage of children enjoying playtimes and feeling safe will have increased.
2a.4	Playground Mentors to be re-introduced	JR	SLT and inclusion	Autumn	Governors	Mentors are supporting children at break and lunchtimes to play games
2a.5	Large sandpit to be constructed on the corner of vegetable garden	SK	OPAL working party – EH, AP, EH, SK, MS, CM, JL, PG/LM	Spring 2	Governors	The children will have access to another play medium throughout the year.
2a.6	Apply for bids to raise money for an outdoor gym alongside PTFA funding.	SK	OPAL working party – EH, AP, EH, SK, MS, CM, JL, PG/LM	Spring/Summer	Governors	Children will have another opportunity to improve their fitness and health and increase their daily activity.

Key Objective: Further develop Forest School to enable more children to access the provision

2b.1	AG to attend L3 Forest School training	Sussex Wildlife Trust	RLB to support	8.10.21	-	AG to be trained to lead Forest School lessons
2b.2	To identify targeted group of children to have weekly Forest School sessions. (attendance/disadvantaged)	AG	RLB/DM	2021-22	Attendance group/PPMs	Children's attendance improves and they are making progress in their learning.
2b.3	Staff meeting to develop Forest School type activities across the school	AG/RLB		30.11.21		Outdoor learning approach is embedded throughout the school.

Key Objective: To reduce the level of persistent absenteeism across the school

2c.1	Positive attendance strategies implemented to increase attendance of children with a history of persistent absence	EH/DM/TB/JS – external support	Inclusion	2021-2022	Attendance data	Level of persistent absenteeism is reduced
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Key Objective: Revisit the Attachment Aware behavioural approach and Just Right strategies to support all learners

2d.1	Revisit and amend Behaviour Policy Working with Kit Messenger on behaviour approaches	HN	SLT	Summer	Governors	Whole school community is aware of and follows the new School Behaviour Policy
2d.2	To further embed the school therapy Dogs (Bailey, Hugo and Buddy) in classroom practice to support Attachment Aware approach	SLT	SK/JL	Spring	-	Therapy dogs incorporated more into the teaching and learning within the school.

Current Judgement:
Requires Improvement

Personal Development
Spotlight: To develop a culture of mutual respect across the school

Key Objective: To engage with the LA's new Anti-Racist Strategy

	Core Actions	Led By	Support	Timescale/Resources	Monitoring	Intended Outcomes/success Criteria
3a.1	Complete Racist audit tool when released and write an action plan	SLT	CG/ Strategies and Values Committee.	Spring/Summer 2022	SLT/Strategies and Values Committee.	To identify areas of weakness that need addressing and can be monitored through the action plan
3a.2	To lead pupil voice sessions to assess the areas of need	SLT	CG/ Strategies and Values Committee.	Spring/Summer 2022	SLT/Strategies and Values Committee.	The outcomes from this assessment inform the Action Plan

3a.4	To lead parent voice sessions to assess the areas of need	SLT	CG/ Strategies and Values Committee.	Spring/Summer 2022	SLT/Strategies and Values Committee.	The outcomes from this assessment inform the Action Plan
Key Objective: To further develop a culture which celebrates diversity						
3b.1	To ensure there are a variety of assemblies during the year that are multi- cultural and teach about a diverse range of characters and perspectives	HNew	SK	2021-22	HNew/Govs	All BAME children feel valued and reflected in all areas of the school
3b.2	Weekly equalities section in school newsletter	CG	SLT	Ongoing	CG	All parents are kept up-to-date of year groups' diversity work and it is celebrated.
Key Objective: To further develop a curriculum and culture which challenges gender stereotypes and creates positive, respectful peer relationships						
3c.1	Attend LA training on up dated 'Good To Be Me' PSHE resources	CG		Autumn 2	Govs/CG	Resources updated
3c.2	Playground Buddies to be trained and re-introduced at break and lunchtimes.	JR	Inclusion and SLT	Autumn 2	SLT/Strategies and Values Committee.	Children learn to build positive and respectful relationships with their peers, by leading games and activities at break times.
3c.3	Peer mentoring scheme set up to boost children's self-esteem and self-worth	JR	Inclusion and SLT	2021-22	SLT	Children learn to feel good about themselves and they make good progress in building relationships
Key Objective: . Set up and embed new School Values						
3e.1	Send out a survey to all stakeholders to choose 5 school values	SLT		Autumn 1	SLT/Strategies and Values Committee	Whole school community involved in choosing the values
3e.2	Launch new values	SLT		Autumn 1	SLT/Strategies and Values Committee	All values on display in classrooms and around the school
3e.3	Develop link with local church to deliver assemblies around these values	SLT		Autumn 1	SLT/Strategies and Values Committee	Community links developed
Current Judgement: Good		Leadership and Management Spotlight: To further develop leadership responsibilities at all levels to increase capacity for school improvement.				
Key Objective: Further develop the roles and responsibilities of subject leaders in relation to the monitoring of assessment and teaching and learning across the curriculum						

	Core Actions	Led By	Support	Timescale/Resources	Monitoring	Intended Outcomes/success Criteria
4a.1	Subject leads to work with coach Dave Cole in Autumn Term on subject leadership	All subject leads	EH/SK	Autumn 1	Governors/SLT	Subject leads to be able to speak confidently to Governors about their subject and lead it effectively
4a.2	Governors appointed to individual subjects	Chair of Govs	EH/SK	FGB 11.10.21	Governors/SLT Book Looks	Governors to work with subject leads
	Subject leads to be released for an afternoon to conduct a book look with link Governor focusing on challenge and differentiation	SK	Govs	2021-22	Governors/SLT	Subject leads have a 360 view of their subject.
	Subject leads to conduct a staff meeting to feedback their findings to all teachers	All subject leads	SK	Spring and summer terms	Governors/SLT	All teachers are aware of each subject's strengths and ways forward Teachers to work with subject leads to address the ways forward
4a.3	To further develop the summative assessment of science	Science Leads AG/CL	SK	Spring and summer terms	SLT PPMs	Science will be recorded in SIMS
4a.4	To develop progression in vocabulary document for all foundation subjects	All subject leads	SK		Governors/SLT	All subjects will have a document that maps out the vocabulary taught across the school in each subject
Key Objective: To continue to support staff well-being						
4c.1	Send an anonymous staff well-being questionnaire out after Autumn, Spring and Summer half terms.	SLT	EH	Autumn 1 Spring 1 Summer 1	SLT and govts	To address work related issues and identify areas that impact positively and negatively on staff well-being
4c.2	Analyse staff well-being questionnaire	SLT	SLT	Autumn 2 Spring 2 Summer 2	SLT and govts	Areas that help staff need support with are identified
4c.3	Address issues raised in well-being questionnaires	Staff Health and Well Being group/SLT	ELT	Half termly Spring/Summer terms	Summer term Governors	Staff feel supported Procedures are put in place so that work related stress is reduced, where possible
Key Objective: . Continue to market the school in order to raise pupil numbers, be able to set a balanced budget and have the money to develop the school						
4d.1	Launch new school video on social media	EH/JL	SC		SLT/Govs	Raise the profile of the school.
4d.2	Launch new school website	EH/JL		Autumn 2	SLT/Govs	Marketing the school to increase pupil numbers.
4d.3	Establish closer links with Oak Cottage/Kipling Lions Nurseries and the Holy Cross Church	EH/AS/HNew	SLT	2021-22	SLT/Govs	Marketing the school to increase pupil numbers.

4d.4	Hold community events at Rudyard to raise the profile and location of the school	SLT/PTFA	All stakeholders	2021-22	SLT/Govs	Raise the profile of the school to increase pupil numbers.
4d.5	PTFA to actively promote and advertise the school	PTFA	SLT	2021-22	SLT/Govs	Marketing the school to increase pupil numbers.

Current Judgement: Good	Early Years Provision Spotlight: To improve writing outcomes for all children.
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Key Objectives: To further develop independent mark making and writing opportunities in both the indoor and outdoor environment

	Core Actions	Led By	Support	Timescale/Resources	Monitoring	Intended Outcomes/success Criteria
5a.1	Phase meeting guided by 'Mark Making Matters'	AS	SK	01.11.21	360 monitoring	A range of mark making, tools and resources are available as part of continuous provision and provocations for new thinking
5a.2	Planning to show the links to learning in the environment	CL/JE/AS	AS	2021- 2022	360 monitoring	A range of differentiated mark making, tools and resources are available to aid progression of skills
5a.3	To develop extended independent writing	CL/JE/AS	LV/RLB	2021- 2022	360 monitoring Book Looks PPM	Children to be able to write phrases and sentences independently that can be read by an adult.

Key objective: To develop children's thinking skills and communication and language through promoting children's curiosity

5b.1	To further develop the use of open ended questioning by all adults	CL/JE/AS	LV/RLB Staff meeting	2021- 2022 02.22.21	360 monitoring	Questioning seen in learning walks
5b.2	To further develop a nurturing environment, providing the necessary stimulus to develop children's language skills effectively	CL/JE/AS	LV/RLB	2021- 2022	360 monitoring Learning Walks	Language rich environment evident and children's language skills develop to achieve C & L ELG
5b.3	Adults to explicitly model expressive language	All EYFS staff	AS	2021- 2022	360 monitoring Learning walks.	Language rich environment evident and children's language skills develop to achieve C & L ELG

Key Objective: Embed behaviour for learning in order that children take greater ownership of their learning by developing children's curiosity

5d.1	Nursery to introduce Hygge	EP	AS/SR	2021- 2022	Phase meetings	Successful accreditation awarded
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					Learning Walks	
5d.2	Appraisal target set for support staff to develop Hygge	AS	SLT	2021- 2022	Appraisal meetings	Hygge approach embedded in Nursery
Covid Catch Up						
Spotlight: Ensure that all children receive appropriate Quality First Teaching and targeted interventions as appropriate						
Key Ojectives: To use the Covid Catch Up funding effectively to target children who are not on track						
6a.1	Train all KS1 and Y3 teachers in the Sounds Write phonics scheme	SK/JL/JF	SLT	Spring term	Phonics Walk Pupil Progress meetings	Children's spelling and phonics improve in their writing.
6a.2	AG to train to lead Forest school sessions for disadvantaged children and those with low attendance	SLT	Inclusion/RLB	2021-2022	Attendance/Inclusion	Attendance improves and children make progress in class.
6a.3	To fund whole school Kit Messenger training to support children's social, emotional and mental health	SLT/Inclusion		Spring term	Strategies and Values comittee	Whole school behaviour approachd supports children's learning.
Key Ojectives: To use the School Led Tutoring funding to target disadvantaged children and help them to close the gap						
6b.1	Employ an ECC teacher to lead maths interventions across school for disadvantaged children.	SK/JL	SLT	2021-2022	Pupil progress meetings	Children make accelerated progress.
Key Ojectives: To use the Covid recovery grant to close the gap for identified children						
6c.1	To fund interventions for identified disadvantaged children	SK/JL	SLT	2021-2022	Pupil progress meetings	Children make accelerated progress.
6c.2	To release a TA from class to deliver FFT reading and writing intervention.					Children make accelerated progress.