



RUDGWICK
PRIMARY
SCHOOL



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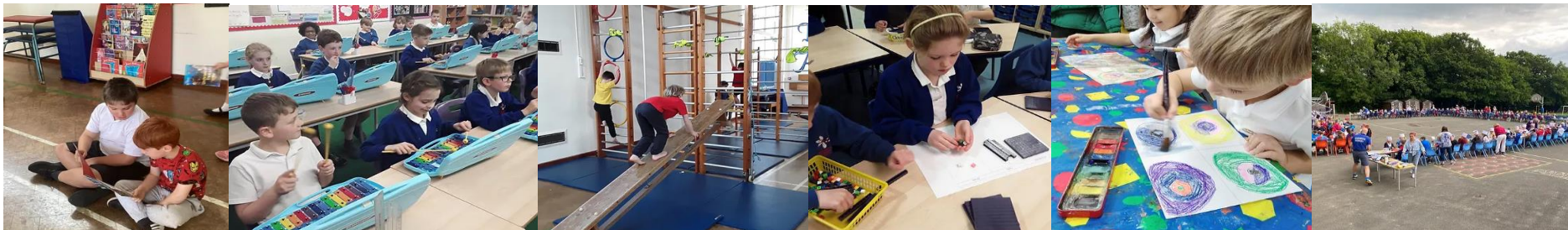
Rudgwick Primary School

School Development Plan

Sept 2024 to July 2025

Staff consultation date: September 2024

Governing Body consultation date: September 2024



Inspire - Believe - Achieve





Our Mission:

At Rudgwick Primary School, our mission is to provide a happy, fun, safe place, where kindness shines through and where:

- Excellent teaching and a wide range of experiences **inspires** a love for learning and a curious mind;
- Everyone is valued and respected and feel that they belong;
- Individual strengths and talents are nurtured and celebrated and children **believe** in themselves and, through strong friendships, each other;
- A growth mind set is encouraged, mistakes are seen as learning opportunities and confident, resilient learners grow;
- Children are successful learners who, through both independence and collaboration, can make progress and **achieve** to their full potential.



Key people involved in implementing this plan
(with abbreviations used to identify them in plan)

Rudgwick's Senior and Middle Leaders

- | | |
|-----------------------|--|
| • Terry Ryan (TR) | Headteacher |
| • Hayley Edwards (HE) | Deputy Headteacher, EYFS Leader |
| • Carmel Wilson (CW) | Assistant Headteacher (Inclusion) / English Leader |
| • Toni Burns (TB) | Maths Leader |
| • Tom Hewitt (TH) | Chair of Governors |
| • Mike Flower (MF) | Vice Chair |
| • Claire Dunsby (CD) | School Business Manager |

Advisers and consultants

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|------------------------|------------------------|
| • Ali Hannant (AH) | LA Link Adviser |
| • Victoria Ludlow (VL) | Area Education Adviser |

Key Actions from previous OFSTED report – March 2023

What does the school need to do to improve further?

Leaders and those responsible for Governance should ensure that:

- In a few subjects, the curriculum is not sequenced precisely enough. As a result, teachers do not design activities that enable pupils' knowledge to build coherently over time. Leaders should ensure that the curriculum sequence is clearly identified for all subjects and that teachers employ effective pedagogy so that pupils learn well across the curriculum.
- Assessment in some subjects is not always as effective as it needs to be. Teachers do not always know how secure pupils are in their knowledge of key content. Leaders need to establish a clear approach to checking what pupils know and remember, so that pupils' knowledge is fully embedded in all subjects.

IDSR (Inspection Data Summary Report) – May 2023

- There is nothing to highlight for key stage 2 progress in reading in 2022; for key stage 2 attainment of the expected standard (100+) and high standard (110+) in reading in 2022.
- There is nothing to highlight for key stage 1 attainment of the expected standard in reading in 2022. Attainment of greater depth in reading (3%) was significantly below national and in the lowest 20% in 2022.
- There is nothing to highlight for pupils meeting the phonics expected standard (32+) in Year 1 in 2022. Of the 30 pupils, 6 did not meet the expected standard. There were 8 pupil(s) that were screened in Year 2 in 2022; 5 of those met the expected standard.
- Key stage 2 progress in writing (-3.0) was significantly below national and in the lowest 20% in 2022.
- Key stage 2 attainment of the expected standard in writing (50%) was significantly below national and in the lowest 20% in 2022. There is nothing to highlight for key stage 2 attainment of greater depth in writing in 2022.
- There is nothing to highlight for key stage 1 attainment of the expected standard and greater depth in writing in 2022.
- There is nothing to highlight for key stage 2 progress in mathematics in 2022; for key stage 2 attainment of the expected standard (100+) and high standard (110+) in mathematics in 2022.
- There is nothing to highlight for key stage 1 attainment of the expected standard and greater depth in mathematics in 2022.
- There is nothing to highlight for overall absence in 2021/22 compared to all schools or schools with a similar level of deprivation. There is nothing to highlight for persistent absence in 2021/22 compared to all schools or schools with a similar level of deprivation.

LA Pupil Premium Review – April 2021

- Use the new Strategy Statement to be clear about specific priorities and areas for focus. Establish how they will be monitored and by whom.
- When revising the school's curriculum intent, content and sequencing ensure it takes into account the needs of our disadvantaged children.
- Continue to work on improving teaching & learning across the school to meet the needs of disadvantaged learners, with an awareness of the importance of language.
- Ensure all staff are aware of what QFT looks like and are implementing this in their practice as well as monitoring consistency in their own subjects.
- Ensure Governors have opportunities to monitor how the curriculum meets the needs of disadvantaged children.

LA SEND Review – Oct 2022

- Collect evidence to demonstrate the QFT is consistently strong, and of support or training given to staff where improvement is required.
- Further develop talking partners and 'talk for learning' so that pupils have rich opportunities to use key vocabulary and rehearse explaining their thinking.
- Embed use of the OAIP to adapt the curriculum and gather firm evidence that this is consistently used well by all staff.
- Consider specifically how to improve engagement from families of children with SEND. Increase co-production and engagement with parents/carers, seeking evidence for the impact of this.
- Invite parents/carers to specialist Consultation and Review Meetings (CARMs).
- Curriculum/subject leaders must evidence how accessible and well adapted the curriculum is, feeding this back to senior leaders and governors to strengthen monitoring and triangulation of evidence.
- Consider specialist SEND and inclusion training for some governors that is cascaded and discussed with the full governing board, so that all governors include monitoring of children with SEND in their activities.



School Priorities 2024 - 2025

Overall Effectiveness

- For outcomes at the end of EY, Year 1, KS1 and KS2 to be above national average
- For all children to be able to write at an age appropriate level and to show improving outcomes in writing at the end of KS2
- For all children to understand how to stay safe through a high quality Safeguarding curriculum

Quality of Education

- To develop assessment across the curriculum in order to enable all learners to be challenged at the right level and achieve their potential

Behaviour and Attitudes

- To improve attendance data for vulnerable groups of children to ensure continued and growing positive attitudes to learning and wider school life.

Personal Development

- To ensure, through a relevant and well planned curriculum delivery, that children understand and can articulate how to maintain healthy relationships and stay safe and recognise their place in a diverse world.

Leadership & Management

- To develop a long term Strategic Development Plan in line with revised School Vision and Values
- To manage the teaching & learning priorities whilst maintaining a balanced budget

Early Years

- To deliver a well sequenced, coherent EYFS curriculum. As a result, all children are ready for the transition to KS1.