



Rudyard Kipling Primary School & Nursery

School Improvement Plan

September 2024 – July 2025

Ofsted 2022 Next Steps

School Leaders and those responsible for governance should ensure that:

- **In a small number of subjects, teachers are not yet familiar with the sequencing of knowledge and skills, or the essential knowledge that pupils must remember. Subject Leaders need to ensure that teachers are sufficiently well trained in these subjects.**

Whole School Key Priorities:

- 1. To raise outcomes for all children, including the disadvantaged, through the Quality First Teaching approach – in writing, phonics, EYFS Good Level of Development and maths**
- 2. Subject leaders to have a 360 degree knowledge of their subjects and disseminate this knowledge to all staff**
- 3. To develop and further embed the Empowerment Approach**
- 4. To develop a consistent whole school handwriting approach**

2023/24 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 and a culture of oracy and thinking thumbs is embedded</p> <p>1b. To continue to raise profile of learning number facts and times tables and to embed the Mastery approach</p> <p>1c. To increase the percentage of children achieving ARE/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. To continue to embed the teaching of the Sounds Write Programme to ensure consistency of planning and teaching throughout KS1</p> <p>1f. To continue to use the 'Spelling Shed' spelling programme in Years 3, 4, 5 and 6.</p> <p>1g. Review and develop consistent approach to the teaching of handwriting across the school</p> <p>1h. Further develop the assessment of writing, maths and reading across the key stages and ensure that our in school assessment is fair and accurate</p> <p>1i. To engage with the LA's 'Our City Our World' sustainability project to ensure all areas of our curriculum address this issue</p> <p>1j. To further develop a successful Alternative Provision Model: 'Rockets'</p>
2. Behaviour and Attitudes	To implement a targeted approach to overcome barriers to learning
Key Development Goals	<p>2a. Develop our Forest School to enable more children to access the provision</p> <p>2b. To reduce the level of persistent absenteeism across the school</p> <p>2c. Continue to develop the Empowerment Approach across the school 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 further engage with the LA's Anti-Racist Strategy</p> <p>3b. To continue to develop a culture that celebrates diversity</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 develop the whole school's workforce, so that staff feel increasingly valued and have the necessary skills to be successful in their roles</p> <p>4c. Continue efforts 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 reading outcomes for all children
5. Key Development Goals	<p>5a. All Early Years teaching staff to have secure knowledge of the new Early Years curriculum, framework and assessment by attending LA training</p> <p>5b. To continue to track GLD half termly</p> <p>5c. To raise outcomes for reading</p>

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				
Key objective: Quality First teaching ensures that all children are challenged with pace, differentiation and deep questioning and a culture of oracy and thinking thumbs is embedded.						
	Core Actions	Led By	Support	Timescale/Resources	Monitoring	Intended Outcomes/Success Criteria
1a.1	360 monitoring model including lesson observations to look at QFT impact in English and Maths	EH/SK	SLT/Heads of KS	Autumn term 11-21 st Nov 24	Book Look, Pupil Conferencing, lesson obs	Monitoring and Pupil Progress Meetings show further strengthening in standards, which is reflected in data
1a.2	Phase meetings/staff meeting on challenge and oracy for all learners	Key Stage leads	SLT	Autumn/Spring/Summer terms	Minutes taken and discussed in SLT	Evidence seen in 360 monitoring and learning walks. PPMs show good progress for children
Key Objective: To continue to raise profile of learning number facts and times tables						
1b.1	Raising the profile of maths and times tables across the school	SJ	SLT	2024-25 Teachers to do Maths Mission weekly EH weekly times table challenge Promote Times Table Rock Stars Bump into Maths	PPMs/MTC results	More children pass the Y4 times table test and all children will be fluent in their times tables and division facts by Y6
1b.2	SJ/NW to attend Maths Mastery training with LA	SJ/NW	SLT	2024-25 Staff CPD planned in half-termly to disseminate training	SJ/SLT/PPMs	Children’s EXS in KS2 increases and is reflected in data
1b.3	KS1 to continue to take part in Sussex Maths Hub project ‘Mastering Number’	SJ	SLT	2024 – 25	Maths PPM data	Children’s fluency and number sense increases and is reflected in data for KS1
Key Objective: To increase the percentage of children achieving ARE/greater depth at the end of KS1 and KS2 in Maths through continued QFT and deep questioning effectively planned by teachers						

1c.1	To ensure our HPA children are given challenges and marking provides an orange challenge when appropriate	SJ	SLT	2024-25	360 monitoring//B ook Looks/FGB	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
1c.2	To ensure questioning is differentiated to enable all learners to participate in the lesson and children reply in full sentences using stem sentence openers	SJ	SLT	2024-25	360 monitoring/FG B	Children's reasoning improves and evidence is seen in 360 monitoring.
1c.3	To monitor the use of concrete apparatus in maths across the school	SJ	SLT	2024-25	360 monitoring	Evidence seen in learning walk, pupil voice, book look and PPMs
1c.4	Develop more talk in maths to extend problem solving and reasoning skills.	SJ	SLT	2024-25	360 monitoring	Evidence seen in learning walk, pupil voice, book look and PPMs
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 and our school to further develop the POR.	SK/LV/Local Authority	SLT	2024-25	Book Look, Pupil Conferencing, lesson obs	All new teachers will be more confident in using the POR to teach writing and be able to support the planningof POR across the school.
Key Objective: To continue to embed the teaching of the Sounds Right Programme to ensure consistency of planning and teaching throughout KS1						
1e.1	To ensure new staff understand how to teach Sounds Write	VB	Key Stage Leads	Autumn/Spring	Book Look, PPMs	All Rec, KS1 and Y3 teachers to have had Sounds Write training with . Children to apply phonics correctly in their writing.
1e.2	To monitor phonics and reading	RB	SLT	2024-25	Book Look, PPMs Hearing children read	Sounds Write is being taught every day and is having an impact on children's writing. Children are reading a book at the appropriate level – 98% accuracy
1e.3	Y1 and Y2 staff to have training on how to use alien words throughout the year.	RB	SLT	2024-25	PPMs	% pass rate of Y1 and Y2 phonics test increases to be inline with National
Key Objective: To continue to use the 'Spelling Shed' spelling programme in Years 3, 4, 5 and 6.						
1f.1	Staff meeting to introduce new spelling programme to Y3-Y6	LV	SLT	Staff CPD 17 th Oct 2023	Book Look 360 monitoring	Book Looks show increased spelling accuracy
Key Objective: To further develop the teaching of handwriting across the school						
1g.1	To embed daily handwriting across the school and ensure the quality of	Key Stage Leads	SLT		Book Look 360 monitoring	High quality presentation and cursive script evident in Reception and above.

	handwriting is evident across all subjects					
1g.2	To introduce Handwriting Hero award.	EH	SLT & teachers	2024-25	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 in school assessment is fair and accurate						
1h.1	Half termly moderation meetings in key stages	NW/LV/AS/VB	Key Stage Leads	2024-25	PPMs Book Look	Teachers talk positively about their children’s attainment and progress and not ‘err on the side of caution’.
1h.2	Y2, Y4 and Y6 teachers to attend all LA modetaion sessions	CG/VB/LV/SJ	Y2,Y4 & Y6 teachers	2024 -25		All teachers will be confident in their end of year teacher assessment and know the procedures
Key Objective: To engage with the LA’s ‘Our City Our World’ sustainability project to ensure all areas of our curriculum address this issue						
1i.1	To survey all stakeholders and feedback to FGB	MD	SLT	Spring 2025	SLT/FGB	
1i.2	Set up a sustainability working group	EH/SK/MD	SLT	Spring 2025	SLT/FGB	
1i.3	To launch the project across the school	MD	SLT	Spring 2025	SLT/FGB	
1i.4	Train all staff and Gobs in carbon literacy and eco-anxiety	SK/MD	SLT	INSET day tbc	SLT/FGB	
Current Judgement: Good		Behaviour and Attitudes Spotlight: To implement a targeted approach to overcome barriers to learning.				
Key Objective: Develop our Forest School to enable more children to access the provision						
	Core Actions	Led By	Support	Timescale/Resources	Monitoring	Intended Outcomes/success Criteria
2a.1	Regular Forest School sessions for every class.	Teachers/Forest School Lead	TAs	2024-25	SLT	All children regularly engage in Forest School outdoor learning experiences
2a.2	Cross – curricular outdoor learning encouraged	Teachers	TAs	2024-25	360 monitoring	Evidence of out door learning in all lessons
Key Objective: To reduce the level of persistent absenteeism across the school						

2b.1	To invite more children to Magic Breakfast to support children to attend school	Inclusion	SLT	2024 -25	SLT/Govs	Children's attendance improves in line with LA data
2b.2	Regular meetings with Euan Hanington, Jackie Storey (EWO) and Tara (Inclusion and Family support worker) to monitor attendance and lates	HT/Inclusion	LR	2024- 25	SLT/Govs	Children's attendance improves in line with LA data
2b.3	Weekly whole class attendance priviledge – sitting on benches in assembly	HT	LR	2024 - 25	SLT/Govs	Children's attendance improves in line with LA data
Key Objective: To further develop and embed the Empowerment approach						
2c.1	To revise with the staff team the 5C needs, teaching the children about the brain	HN	SLT	Spring 2025	Govs	Staff feel more confident to use the Empowerment Appraoch All classes are completing lessons about how their brains work
2c.2	To have CPD sessions to develop the Follow Up- Calm, Connect, Support and coaching conversations	HN	SLT	Spring 2025	Govs 360 monitoring	All staff are confident with using coaching conversations in response to incidents
2c.3	To further embed the school therapy Dogs (Bailey, Hugo and Buddy) in classroom practice to support Attachment Aware approach	SLT	SK/JL	2024 -25	-	Therapy dogs incorporated more into the teaching and learning within the school, particulary reading and inclusion.
Current Judgement: Requires Improvement		Personal Development Spotlight: To develop a culture of mutual respect across the school				
Key Objective: To further engage with the LA's Anti-Racist Strategy						
	Core Actions	Led By	Support	Timescale/Resources	Monitoring	Intended Outcomes/success Criteria
3a.1	To lead pupil voice sessions to assess the areas of need	NG	FGB	Spring 2025	FGB	The outcomes from this assessment inform the Action Plan
3a.2	To lead parent voice sessions to assess the areas of need	NG	FGB	Spring 2025	FGB	The outcomes from this assessment inform the Action Plan
3a.3	All staff to have the latest anti-racist training from the LA	SLT	FGB	Spring 2025	FGB	Changes are made to our curriculum

Key Objective: To continue to 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	SLT	2024-25	HNew/FGB	All BAME children feel valued and reflected in all areas of the school
3b.2	PSHE lessons to be taught weekly. New anti-racist LA lesson plans to be taught	NG	SLT	2024-25	FGB/NG Pupil Voice	All children can talk confidently and celebrate people's similarities and differences.
3b.3	To continue to work towards the Rainbow Award	NG	SLT	2024-25	FGB/NG Pupil Voice	We are a LGBTQ+ friendly school

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 and key stage leads, 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	3 year subject lead deep dive rota to be restarted.	SK	SK	2024- 25	FGB/SLT	Subject leads to have a 360 overview of their subject.
4a.2	Subject leads to be released for 3 afternoons per half term to conduct a deep dive into their subject. They then feedback their findings to FGB.	All subject leads	SLT	2024- 25	SLT/FGB	Subject leads to be able to speak confidently to Governors about their subject and lead it effectively
4a.3	Key stage leads to be involved in 360 monitoring process	SLT	SLT	2024-25	SLT/FGB	Key Stage Leads have a 360 overview of their key stage
4a.4	Key Stage Leads to lead PPMs with SENCO	HN	SLT	2024-25	SLT/FGB	Key Stage Leads have a 360 overview of their key stage and take responsibility for the outcomes
4a.5	Key Stage Leads to continue to mentor ECTs and attend all training	AS/NW/VB/LV	SK	2024-25	SK	All ECTs make good progress
4a.6	To develop the teaching of the music curriculum – singing assembly/choir	VB	SK	2024-25	SLT	Music is high profile in the curriculum and there are regular singing assemblies

Key Objective: To develop the whole school workforce, so staff feel valued and have the necessary skills to be successful in their roles.

4b.1	Send an anonymous staff well-being questionnaire out after Spring and Summer half terms.	SLT	EH	Spring 2 Summer 2	SLT and govs	To address work related issues and identify areas that impact positively and negatively on staff well-being
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4b.2	Analyse staff well-being questionnaire	SLT	SLT	Spring 2 Summer 2	SLT and gobs	Areas that help staff need support with are identified
4b.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
4b.4	To continue peer consultation groups for support staff to support their well-being	SLT	HN	Spring and summer terms	Staff questionnaire	Staff feel supported and valued Procedures are put in place so that work related stress is reduced, where possible
4b.5	To ensure staff are checked in with by a member of the SLT following an incident with a child	SLT	SLT	Spring and summer terms	Staff questionnaire	Staff feel supported and valued Procedures are put in place so that work related stress is reduced, where possible
4b.6	To signpost support staff to online training courses on the new Learning Zone.	SLT	SLT	Spring and summer terms	SLT and gobs	Staff feel supported in their role by receiving CPD.
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						
4c.1	To try and appoint a new Co-opted governor to bring new skills and ideas to market the school	EH/JL/Govs	SLT	2024 - 25	SLT/Govs	To raise the profile of the school and increase pupil numbers.
4c.2	To continue to find different ways to market the school to increase pupil numbers	EH/JL	SLT/Govs	2024 - 25	SLT/Govs	Pupil numbers increase and we attract new families to the school.

Current Judgement: Good		Early Years Provision Spotlight: To improve outcomes for all children.				
Key Objectives: All Early Years teaching staff to have secure knowledge of the new Early Years curriculum, framework and assessment						
	Core Actions	Led By	Support	Timescale/Resources	Monitoring	Intended Outcomes/success Criteria
5a.1	LS and NG to attend all LA Reception training courses	AS	SK	2024-25	AS	Both teachers will have a secure understanding of the curriculum and children’s outcomes are in line with National or above.
5a.2	Half – termly phase meetings to ensure consistency across the year group	AS	SLT	2024-25	AS/360 monitoring	Both teachers will have a secure understanding of the curriculum and children’s outcomes are in line with National or above.

Key objective: To continue to track GLD half termly						
5b.1	Half – termly moderation and phase meetings to track children’s progress in the prime areas	AS	SLT	2024-25	PPMs	Both teachers will have a secure understanding of the curriculum and children’s outcomes are in line with National or above.
5b.2	LS and NG to attend all LA moderation sessions	AS	SK	2024-25	AS/PPMs	Both teachers have a secure understanding of assessment in Early Years and outcomes are in line with National
Key Objective: To raise outcomes for reading						
5c.1	To ensure other sounds that the children may come across in their reading books are taught alongside the phonics scheme.	LS/NG	As/SLT	2024-25	360 monitoring PPMs	Children will move through the red book bands quicker and be on track at the end of the year.
5c.2	To start guided reading sessions in groups earlier in the year	LS/NG	AS/SLT	2025	360 monitoring PPMs	Reading outcomes are in line or better than National
Key Objective: To raise outcomes for disadvantaged in GLD						
5d.1	Half – termly moderation and phase meetings to track disadvantaged children’s progress in GLD	AS/NG/LS	SLT	2024-25		
5d.2	To teach ‘Mastering Number’ approach daily for 15 minutes to improve children’s number sense and fluency.	LS/NG	SJ	Govs	360 monitoring PPMs	Maths outcomes are in line or better than National
5d.3	To ensure there are targeted opportunities for writing in both the indoor and outdoor learning environments.	LS/NG	AS	Govs	360 monitoring PPMs	Writing outcomes are in line or better than National