

Rudyard Kipling Primary School & Nursery

School Improvement Plan

September 2025 – July 2026

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 maths outcomes for all children, including the disadvantaged, through adaptive teaching**
- 2. To shine a spotlight on our most vulnerable pupils, including those open to children's services, providing them with extra**
- 3. To further strengthen RKPS's Inclusion Strategy to effectively meet the needs of the school – including the Inclusion Intervention Space (IIS)/ Alternative Provision (Rockets)**
- 4. To raise standards in maths**

Priority 1: Safeguarding

Ofsted Area: Leadership & Management / Behaviour & Attitudes

Objective (Intent): Safeguarding is robust, proactive and fully embedded in school culture.

Focus	Key Actions (Implementation)	Lead	Timescale	Success Criteria / Impact	Monitoring & Evidence
Online Safety	Update and share Online Safety Policy via newsletters and website Deliver online safety workshops for parents/carers (with an Upper KS2 focus) and provide regular newsletter guidance	DSL / DDSL	Termly	Parents/carers show improved awareness of online risks Parents/carers report improved understanding of apps	• Policy review • Newsletters • Parent surveys
Curriculum	Embed online safety explicitly within PSHE and Computing curriculum; signpost teachers to EAware lessons	Computing & PSHE Leads	Ongoing	Pupil voice shows increased understanding and confidence in online safety	• Curriculum maps • Lesson visits • Book looks
Strengthen link with safeguarding governor	Half-termly review meeting	DSL / DDSL & Link Governor	Termly	Strong governance oversight of safeguarding practice	• Meeting notes
Safeguarding Training	Deliver annual safeguarding training Ensure staff complete Prevent training (2026)	DSL	Annual Termly	Staff demonstrate confidence in identifying and reporting concerns	• Training logs • Safeguarding audits

Priority 2: Leadership & Governance

Ofsted Area: Leadership & Management

Objective (Intent): Leaders and governors provide clear strategic direction, robust challenge and effective support to drive sustained school improvement and improved outcomes for all pupils.

Focus	Key Actions	Lead	Timescale	Success Criteria / Impact	Monitoring & Evidence
Strategic Leadership and Evaluation	• Senior leaders monitor the School Improvement Plan termly, evaluating progress against success criteria and adapting actions where impact is limited. • Subject leaders evaluate the quality of education within their areas through monitoring, pupil voice and outcomes analysis, reporting findings to SLT and governors. • Leaders ensure professional development is sharply aligned to school priorities and identified staff needs.	HT / DHT / SLT	Termly	• Leaders demonstrate a clear understanding of strengths and areas for development. • Actions within the SIP lead to measurable improvements in teaching quality and pupil outcomes. • Staff training results in improved practice across classrooms.	• SIP review documents • Monitoring records • Staff feedback and CPD evaluations
Inclusion and Vulnerable Pupils (Strategic Oversight)	• Governors receive information on outcomes for vulnerable and disadvantaged pupils. • Leaders evaluate the impact of inclusion strategies, including IIS/Rockets, and report progress to governors. • Governors monitor the use and impact of additional	HT / DHT / Link Governor	Termly	• Governors can clearly articulate how funding and provision improve outcomes for vulnerable pupils. • Strategic decisions are informed by evidence and impact evaluation.	• Governor reports • Case sampling summaries • Funding impact statements

	funding, including Pupil Premium.				
Governance and Accountability	• Further strengthen link governor roles through focused visits aligned to SIP priorities. • Governors write up visitor reports • Governors triangulate information through visits, learning conversations, book looks and pupil voice.	Chair of Governors / HT / DHT / Subject Leaders	Termly	• Governors demonstrate a strong understanding of school performance and priorities. • Governance contributes directly to improved outcomes for pupils.	• Governing body minutes • Link governor reports • Training records
Parent Engagement	• Deliver parent workshops on then plan and deliver & half-termly workshops (Phonics, Reading timetables	SLT / Subject Leads	Half-termly	• Increased parental engagement	Workshop attendance & feedback
Managing the budget					

Priority 3: Early Years (EYFS)

Ofsted Area: Early Years / Quality of Education

Objective (Intent): Children build strong foundations for learning through well-sequenced provision with high ambitions for all.

Focus	Key Actions (Implementation)	Lead	Timescale	Success Criteria / Impact	Monitoring & Evidence
Fine motor skills	• Provide a range of age-appropriate manipulative resources through activity stations (e.g., playdough, tweezers, threading, building blocks). • Incorporate daily fine motor challenges into play and structured learning. • Ensure activities are adapted to match individual developmental levels. • Targeted Group Teacher Support: Use assessment data to identify children who need additional support and provide focused small-group or one-to-one activities.	EYFS Team	Termly	• Conduct regular observations to monitor progress. • Compare baseline vs. review to track improvement. • Use photographic/video evidence and notes through observations.	• Observations, baseline vs review • Learning conversations
Strengthen communication, vocabulary and sustained talk	• Model high-quality language through adult interactions, storytelling, and role-play. • Implement the Wordplay Programme with identified target children who need extra support.	EYFS Team APST	Ongoing	• Children show increased vocabulary and more confident oral expression. • Sustained and meaningful interactions are observed in play and structured activities.	• Learning walks, track progress of target children using Wordplay • Observed confidence in vocabulary use and sustained talk over time

	- Encourage small group and one-to-one activities to scaffold language development. - Talk Partner Work: Pair children to discuss ideas, retell stories.				
Oral Health	- Oral Health Team visits EYFS classes to deliver interactive sessions Oral Health Assemblies - Assemblies delivered to EYFS & KS1 - Newsletters, workshops & leaflets to promote oral health at home	Oral Health Team / EYFS team	Throughout the year	- Visit completed with positive pupil engagement - Increased parental engagement and routines at home	Feedback forms, photos Pupil discussions teacher feedback Parent feedback

Priority 4: Inclusion (SEND & Disadvantaged)

Ofsted Area: Quality of Education / Leadership & Management

Objective (Intent): All children, particularly those who are vulnerable, disadvantaged or have SEND, receive timely and targeted support that enables them to achieve ambitious academic outcomes, develop strong social and emotional skills and participate fully in school life.

Focus	Key Actions (Implementation)	Lead	Timescale	Success Criteria / Impact	Monitoring & Evidence
Vulnerable Children	- Provide mentoring, pastoral support and targeted enrichment for identified vulnerable and disadvantaged pupils. - Track and actively support disadvantaged pupils' access to enrichment opportunities and clubs to ensure equity of provision. - Identify a minimum of three vulnerable pupils per term for in-depth Learning Conversations,	SLT / SLM	Ongoing (reviewed termly)	- Vulnerable pupils report feeling safe, supported and valued. - Improved attendance, engagement and participation in learning and enrichment.	- Pupil voice outcomes - Enrichment participation records - Case sampling and learning conversation records - Attendance and progress data

	focusing on attainment, attendance, wellbeing, enrichment and executive functioning (5Cs). • Use case sampling to evaluate the effectiveness of support and adapt provision responsively. • Deliver staff training focused on understanding vulnerability, trauma-informed practice and effective support strategies. • Gather pupil voice from vulnerable pupils to inform provision and evaluate impact. • Monitor disadvantaged outcomes termly using Venn diagrams and case sampling. • Ensure teachers analyse data effectively and plan targeted support for identified pupils.			• Improved social and emotional wellbeing and resilience. • Attainment and progress gaps between disadvantaged and non-disadvantaged pupils narrow over time.	
Alternative Provision IIS/Rockets	• Develop the Inclusion Intervention Space (IIS) in preparation for September 2026 opening. • Establish a working party including APST, Rockets Lead, SENCo and Headteacher to design provision, routines and staffing. • Attend Local Authority IIS meetings half-termly to ensure alignment with best practice. • Create a zoned learning environment (sensory, regulation and learning spaces) with direct access to outdoor provision. • Strengthen emotional regulation support to improve engagement	Rockets Lead / HT / SENCo / SLM	Ongoing (termly milestones)	• IIS provides a structured, supportive environment that meets pupils' emotional and learning needs. • Positive improvements in behaviour, engagement and emotional regulation. • Increased participation of pupils in whole-	• Provision maps • Learning walks • Next Step Framework assessment progress • Reduction un CPOMs

	and reintegration into mainstream learning.			school life and learning. Children are able participate whole school life.	
Disadvantaged Strategy and Governance	- Discuss disadvantaged pupils regularly in learning conversations and governor visits. - Produce and share a one-page disadvantaged strategy document with all staff to ensure a consistent, whole-school approach.	DHT / Link Governor	Termly	- All staff demonstrate a strong understanding of the disadvantaged strategy. - Provision is consistent, well-coordinated and responsive. - Improved academic and wellbeing outcomes for disadvantaged pupils.	- Governor reports - Learning walks - Pupil voice

Priority 5: Curriculum & Teaching

Ofsted Area: Quality of Education

Objective (Intent): To ensure consistently high-quality teaching across the school through a well-sequenced curriculum, effective pedagogy, enabling all pupils — particularly disadvantaged and SEND pupils — to make strong progress, with a clear focus on Mathematics, Oracy and Adaptive Teaching.

Focus	Key Actions	Lead	Timescale	Success Criteria / Impact	Monitoring
Maths – Use of Stem Sentences, Vocabulary and Practical Resources	Provide ongoing CPD and coaching for Maths leaders, including participation in Dean's Schools joint training, to strengthen subject	Maths Leads/SLT	Ongoing	- Increased consistency in maths teaching across year groups. - Teachers demonstrate improved confidence and	- CPD records - Staff feedback - Monitoring reports

	leadership and pedagogical knowledge. • Maths leads to monitor teaching quality and pupil outcomes through lesson observations, learning walks and book looks. • CPD sessions to share best practice, model stem sentences and explore how to move children from concrete to abstract. • Teachers to consistently include and reference key vocabulary and stem sentences within lesson planning, delivery and assessment.			subject knowledge when teaching maths. • Children use accurate mathematical vocabulary and stem sentences when explaining their thinking. • Improved children's outcomes in maths, particularly in reasoning and problem solving. • Children show greater independence and resilience when tackling mathematical tasks.	
Oracy	• Embed structured talk strategies in lessons (talk partners, sentence stems, cold calling). • Teachers explicitly model high-quality talk and reasoning. • Planned opportunities for oracy within all core subjects, particularly Maths reasoning and Reading discussions. • Deliver CPD on effective oracy strategies and modelling high-quality talk. • Share best practice through staff meetings and peer observations.	SLT	Ongoing	• Lessons show consistent oracy strategies • Children learn how to listen actively, build on others' ideas and challenge respectfully • Stronger vocabulary development • Greater independence in their learning	• Learning walks • Observations
Adaptive Teaching	• Deliver termly CPD focused on adaptive teaching, scaffolding and reasonable adjustments. • Support teachers to embed adaptations within everyday classroom practice	Class Teachers / DHT / SENDCo	Termly	• Adaptive teaching is evident in all lessons. • Teachers demonstrate confidence in meeting diverse needs.	• Lesson observations • Learning conversations

	• Develop teacher language around responding to children's needs during lessons using assessment for learning. • Model effective assessment strategies (hinge questions, quick checks, targeted questioning) to identify misconceptions. • Create an Adaptive Teaching Mind Map outlining strategies and resources available to support diverse learners.			• Attainment and progress gaps for SEND and disadvantaged pupils narrow. • More independent learning from children	• Tracking grids and Venn diagrams •
Lesson Model	• Deliver a Twilight on what makes a good lesson with teachers and LSAs to help form ingredients for what makes a <i>tasty</i> lesson. • Develop and implement "What a Good Lesson Looks Like" • Use the lesson model as a framework for observations	SLT & Subject Leads	Autumn–Summer	• High-quality teaching is consistent across the school. • Pupils are engaged, motivated and demonstrate positive behaviours for learning. • Improved progress and attainment across subjects. • Increased inclusion and effective support for diverse learners.	• Observations • Learning Walks

Priority 6: Achievement

Ofsted Area: Quality of Education

Objective (Intent): All pupils make strong progress from their starting points, with attainment gaps closing rapidly, and end-of-key-stage outcomes at least in line with national averages.

Focus	Key Actions (Implementation)	Lead	Timescale	Success Criteria / Impact	Monitoring & Evidence
Maths – whole school	- Track pupil progress termly and identify gaps promptly. - Implement targeted maths groups to address gaps and accelerate progress. - Teachers identify and track six focus pupils per class, reviewing strategies and impact during appraisals and learning conversations.	HT/DHT / Teachers	Termly	- Children receive teaching that directly meets their needs because gaps are identified quickly. - Build confidence for children and secure key concepts earlier. - Overall attainment improves as teaching becomes more responsive and personalised.	- Learning conversations - Book looks - Progress data
Increased mean score in MTC	- Meet with Year 4 team to plan targeted times tables interventions. - Deliver a parent workshop to support home learning. - Add times tables challenges to the weekly newsletter. - Increase regular practice opportunities to build familiarity and resilience of the check.	Maths Lead	Spring Term workshop Termly	- Increased mean score in the MTC by June. - Pupils demonstrate increased confidence and fluency in times tables recall.	MTC data
End of Key Stage 2 Maths Outcomes to be inline/above national	- Deliver targeted success sessions for Year 6 pupils, particularly those identified at working towards expected standard (cusp children). - Small-group interventions led by HT, DHT and Year 6 teacher. - Set weekly maths home learning to reinforce key concepts.	HT/DHT / Y6 Team	Spring Term	- Children receive focused teaching addressing identified gaps. - Increased confidence and readiness for statutory assessments. - Accelerated progress for pupils at risk of underachievement. - End of KS2 maths outcomes in line with or above national averages. - Success sessions shows clear improvement as learning	- Intervention data - KS2 SAT outcomes

				becomes more personalised and responsive.	
Phonics to be in line or above national – Yr 1 phonics test	• Further strengthen phonics teaching, monitoring and assessment. • Phonics Lead to have dedicated time to monitor planning and teaching. • Ensure reading books are accurately matched to pupils' phonics ability.	Phonics Lead	Ongoing	• Consistent, high-quality phonics teaching across classes. • Early identification of gaps • Increased percentage of pupils meeting the expected standard in the Phonics Screening Check, in line with or above national. • Improved decoding, fluency and confidence in reading.	• Phonics assessments • Lesson observations • Reading records
Assessment	• Track pupil progress termly and analyse assessment data to identify gaps. • Track a focus group per class to evaluate the impact of responsive teaching. • Monitor disadvantaged pupils' outcomes using Venn diagrams and case sampling.	DHT / Maths Lead / Class Teachers	Termly	• Children make strong progress from their starting points. • Attainment gaps between disadvantaged and non-disadvantaged pupils narrow. • End-of-key-stage outcomes are in line with or above national averages. • Teachers are more astute with analysing their data	• Progress data • Learning conversations • Intervention evaluations

Priority 7: Attendance and Behaviour

Objective: Promote high attendance, punctuality, and consistent positive behaviour.

Focus	Action	Lead	Timescale	Success Criteria / Evidence	Monitoring & Evidence Sources
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Attendance	• To continue to closely monitor our vulnerable and disadvantaged children. • To support and encourage families to improve attendance. • To work with attendance officer and family inclusion officer to focus on families whose attendance is below 90% including 85 -90%.	Attendance Leads / SLT	Ongoing	• Diminish the difference between non-disadvantaged and disadvantaged children. Increase the attendance of the most vulnerable children and reduce persistent absence. • To reduce % of persistent absence to be line with national • To improve attendance of children between 85-90% to 90+%	Attendance data and meeting s(monthly), family meeting, learning conversations.
Behaviour – children identifying their executive needs and what strategies they can use to support meeting them	• Further develop and embed the Empowerment Approach, ensuring consistent use of coaching conversations across the school. • Deliver CPD focused on coaching conversations, supporting staff to help pupils identify their needs, reflect on behaviour and choose appropriate regulation strategies. • Deliver a twilight CPD session: “Understanding and Supporting Regulation in the Classroom”, focusing on executive functioning, emotional regulation and practical classroom strategies. • Ensure regulation strategies and language are consistently used across classrooms to support	SENDCo / SLT	Termly	• Pupils demonstrate increased awareness of their own regulation needs and can identify strategies that help them. • Improved pupil voice feedback relating to feeling supported, understood and able to manage their behaviour. • Reduction in recorded behaviour incidents over time, particularly repeated incidents. • Improved engagement and readiness to learn in lessons, especially for pupils with SEND.	• CPOMS logs (analysis of frequency and type of incidents) • Pupil voice • Learning walks (focus on regulation strategies and adult–pupil interactions) • CPD attendance and staff feedback

	pupils, particularly those with SEND.				
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Priority 8: Personal Development and Well-being

Objective: Develop resilience, mental health and personal growth through empowerment and coaching.

Focus	Action	Lead	Timescale	Success Criteria / Evidence	Monitoring & Evidence Sources
Vulnerable Children	• Provide mentoring, pastoral support and enrichment. • Disadvantaged children have equal access to enrichment and cultural capital opportunity as their peers • Track and support disadvantaged children attending clubs • Track minimum of three vulnerable children in Learning Conversations – discussing their 5C needs, clubs, attainment and attendance – then discussing their progress and what more we can do • Carry out pupil voice with vulnerable children focus	SLT / SLM	Ongoing	• Children feel safe, supported and valued in school. • Improved social-emotional wellbeing and resilience. • Increased engagement and participation in learning and extracurricular activities.	Pupil Voice Enrichment participation records
Personal Development	• Deliver Empowerment lessons to all children, explicitly teaching the 5Cs and how these skills support learning, behaviour and relationships.	• Class Teachers, SENCO and DHT	Ongoing	• Children develop self-awareness, resilience and key executive skills that support learning and social interactions.	• PSHE book look • Lesson observations, • pupil voice,

	• Support children to reflect on their strengths, needs and choices. • Use consistent language and strategies across classrooms to reinforce empowerment and self-regulation.			• Positive pupil voice reflects engagement, understanding and personal growth.	
To promote and support positive mental health	• Deliver planned mental health lessons through the PSHE curriculum, ensuring age-appropriate understanding. • Celebrate Mental Health Week (Friday 13th February) through assemblies, class activities and discussions. • Create a whole-school mental health display and floor book to capture learning, reflections and pupil voice. • Encourage increased physical activity throughout the school day (as a class), including movement breaks and active learning strategies within lessons.	• PSHE Lead • CTs	Ongoing	• Children understand what mental health is and why it is important. • Children recognise the impact of kindness, positive feedback and activity on mental health and wellbeing. • Children know how to care for their own mental health and where to seek support if needed. • Children demonstrate empathy and understand how to be a good friend and support others.	• PSHE book looks • Pupil voice • Floor book • Learning walks