



Rudyard Kipling Primary School

**School Improvement Plan
January – July 2020**

2019/20 Strategic Aims and Goals	
Quality of Education – Teaching and Learning, Assessment, Outcomes and Curriculum	To improve writing outcomes for all children.
Key Development Goals	<p>1a Implement the Power of Reading in all year groups to improve writing outcomes of all groups of children.</p> <p>1b. Review the teaching of phonics to ensure consistency of planning and teaching throughout the school</p> <p>1c. To develop pupil voice to feed into Pupil Progress Meetings</p> <p>1d. To further develop the assessment of writing across the keystages</p>
Behaviour and Attitudes	To implement a targeted approach to overcome barriers to learning.
Key Development Goals	<p>2a. Improve provision at lunchtimes by introducing the OPAL Primary Programme, in order to limit disruption to learning time.</p> <p>2b. Further develop Forest School to enable more children to access the provision</p>
Personal Development	To further develop PSHE across the school
Key Development Goals	<p>3a. Develop Healthy Living resources to ensure we are meeting Healthy School Award targets</p> <p>3b. Further develop British Values across the school</p> <p>3c. Develop more community links to enhance SMSC development</p>
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. Further develop senior leadership skills to impact on QFT</p> <p>4c. To support staff well-being</p>
Early Years Provision	To improve writing outcomes for all children.
Key Development Goals	<p>5a. To further develop targeted independent writing opportunities in the outdoor environment</p> <p>5b. Develop the teaching of handwriting to ensure cursive script has been introduced by the summer term</p> <p>5c. Embed behaviour for learning in order that children take greater ownership of their learning</p> <p>5d. To continue to develop the teaching of phonics to ensure it impacts writing outcomes.</p>

Current Judgement: Good		Quality of Education – Teaching and Learning, Assessment, Outcomes and Curriculum Spotlight: To improve writing outcomes for all children				
Key objective: Implement the Power of Reading in all year groups to improve writing outcomes of all groups of children.						
	Core Actions	Led By	Support	Timescale/Resources	Monitoring	Intended Outcomes/success Criteria
1a.1	LV/HNew to attend POR training in London	CLPE	JT – ECAR and CLPE trainer	Supply for 2 x days 04.03.20 10.06.20	Book and planning look 11.03.20 & 11.06.20	LV/HNew to plan English and implement POR strategies in their year groups (Y6/Y3) Children’s writing outcomes improve
1a.2	LV/HNew to disseminate POR training to whole school staff in twilights	LV/HNew	JT – ECAR and CLPE trainer	Twilights - 17.03.20 23.06.20	Lesson observations/dr op ins week beg. 23.03.20	All staff are using POR strategies in English lessons and have a good outcome from observations Children’s writing outcomes improve
1a.3	CL/JM/LC attend POR training at Rudyard	CLPE	JT – ECAR and CLPE trainer	Supply for 3 days 26.03.20 21.05.20 25.06.20	Book and planning look 11.03.20 & 11.06.20	CL/JM/LC to plan English and implement POR strategies in their year groups (Rec/Y1/Y4) Children’s writing outcomes improve
1a.4	Support for LC – Y4 teacher	JA – LA teaching and Learning consultant	SK	Spring/Summer terms	Lesson observations, team teaching and writing moderation	Children’s writing outcomes improve Planning and lessons are judged good
1a.5	Support for NW/SJ – Y5 teachers	NM - LA teaching and Learning consultant	SK	Spring term	Lesson observations, team teaching and writing moderation	Children’s writing outcomes improve Planning and lessons are judged good
1a.6	Moderation of Y1/Y3/Y4/Y5 by JA - LA T & L consultant	JA/SK	JT/LV	Spring 2 – 24.03.20	Book look 11.06.20	Assessment judgements are secure Children’s writing shows progression
Key Objective: Review the teaching of phonics to ensure consistency of planning and teaching throughout the school						
1b.1	To conduct a phonics learning walk	JT/SK		Spring 2	PPMs 31.03.20 01.04.20 14.07.20	Identify areas of strength and weakness and plan how to address these

					15.07.20 Governors	
1b.2	To research phonics schemes and plan how phonics should be taught across the school	JT/SK/LV		Spring 2/Summer term		There will be a consistent approach to the teaching of phonics across the school Add phonics actions to English action plan
1b.3	Deliver a staff meeting on the teaching of phonics, addressing any weaknesses identified.	JT/SK/LV		Summer term	Phonics learning walk summer 2	Consistency in teaching and planning of phonics is observed across the school.
Key Objective: To develop pupil voice to feed into Pupil Progress Meetings						
1c.1	To devise questions to ask children about their learning and progress	HN	SLT	Spring 1	Interim PPMs 12.02.20	Children have the opportunity to give their opinions on how they best learn
1c.2	To conduct pupil voice with a sample of disadvantaged children from each year group prior to Feb interim PPMS.	HN		Spring 1	Interim PPMs 12.02.20	Children to have the opportunity to give their opinions on how they best learn Teachers use this information to inform their future planning
1c.3	To further develop pupil voice questions to ensure children	SLT		Spring 2/Summer term	PPMs 31.03.20 01.04.20 14.07.20 15.07.20 Governors	Children will have a voice and ownership of how they learn best. Teachers will use this information to inform and adapt future lesson planning leading to accelerated progress
Key Objective: To further develop the assessment of writing across the keystages						
1d.1	Y2 and Y6 teachers LV/KR/AG/CG attend LA moderation meetings	JA/NM LA T & L consultants	SK		Book and planning look 11.03.20 & 11.06.20	Assessment judgements are secure Children's writing shows progression
1d.2	Y3 and Y4 teachers LC/RS/EM/HN to attend LA writing moderation meeting	JA/NM LA T & L consultants		10.02.20	Book and planning look 11.03.20 & 11.06.20	Assessment judgements are secure Children's writing shows progression
1d.3	LV and JM to train as LA writing moderators.	JA/NM LA T & L consultants	SK	10.12.19 Supply cover	Book and planning look 11.03.20 & 11.06.20	Assessment judgements are secure Children's writing shows progression

1d.4	Moderation of Y1/Y3/Y4/Y5 by JA - LA T & L consultant	JA/SK	JT/LV	Spring 2	Book and planning look 11.03.20 & 11.06.20 Repeat in Summer 1	Assessment judgements are secure Children's writing shows progression
1d.5	KR/AG/SK/JT attend almost a moderator LA training	JA/NM from LA		11.02.20 Supply cover	Book and planning look 11.03.20 & 11.06.20	Assessment judgements are secure
1d.6	Conduct a writing assessment staff meeting to disseminate almost a moderator training	SK/JT/LV/JM		Summer 1	Book and planning look 11.03.20 & 11.06.20	All staff to have a more secure understanding of how to assess writing accurately Book look and moderation shows judgements of children's writing are secure

Current Judgement:
Good

Behaviour and Attitudes

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

Key Objective: Improve provision at lunchtimes by introducing the OPAL Primary Programme, in order to limit disruption to learning time.

	Core Actions	Led By	Support	Timescale/Resources	Monitoring	Intended Outcomes/success Criteria
2a.1	Visit to Fairlight Primary to observe lunchtime provision	SK/Govs/PG/LM		28.01.20	-	To see established OPAL school in action To observe benefits and impact of provision
2a.2	Initial introduction meeting	JS/SK/KB		31.01.20	-	OPAL process fully understood Meeting dates planned in for next 6 months
2a.3	Observation and Audit meeting	KB	OPAL working party – EH, AP, JS, SK, MS, CM, JL, PG/LM	11.03.20	Governors	Strengths and weaknesses to be identified Ways forward identified.
2a.4	Development meeting 1	KB	OPAL working party – EH, AP, JS, SK, MS, CM, JL, PG/LM	12.03.20	Governors	To draw up an action plan based on observation and audit

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

2b.1	AS to attend L2 Forest School training	Sussex Wildlife Trust		08 -11. 06.20	-	AS to be trained to lead Forest School lessons
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2b.2	Use money obtained from funding bid, to buy more tools and resources	AS/RLB		Spring 1		Range of activities undertaken in Forest School
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Current Judgement:
Requires Improvement

Personal Development
Spotlight: To further develop PSHE across the school

Key Objective: Develop Healthy Living resources to ensure we are meeting Healthy School Award targets

	Core Actions	Led By	Support	Timescale/Resources	Monitoring	Intended Outcomes/success Criteria
3a.1	School to take part in the national Veg Power campaign to encourage more children to eat vegetables	SK	Sonia and Caterlink, teachers, Breakfast Club	Spring 2	MDSAs monitor lunch boxes and how much veg children eat and give out stickers	Children eat more vegetables and try different veg.
3a.2	Breakfast club to prepare healthy eating activities and children contribute to a display in the dining hall	Breakfast Club	Sonia, Caterlink and office	Spring 2	-	Children to try different veg. Children to have a better understanding of healthy eating.
3a.3	Ensure healthy living lessons are being taught through RSE/PSHE/Science lessons	LC/CG		Spring/Summer terms	PSHE/ Science book look summer term	All children know how to keep their bodies healthy

Key Objective: Further develop British Values across the school

3b.1	British Value assemblies to be timetabled in for Monday whole school assembly	LC/CG/JE	SK	Spring/Summer terms	-	All children are aware of the British Value headings and what they mean.
3b.2	All British Value display boards across the school to be updated, including those in classrooms	Teachers/TAs and AV	SK	Spring/Summer terms	Learning Walks Governors	All boards throughout the school have upto date work on

Key Objective: Develop more community links to enhance SMSC development

3c.1	To take part in the Smile well-being programme to develop 5 ways to well-being linking it to journeys to school	LC/CG	AS/SK/Rec teachers	Summer term	-	More children walk to school and understand how that links to well-being.
3c.2	To take part in ROAR project	Y3 EM/HN		Summer term	-	To work with children from other local schools To raise the profile of the school in the community
3c.3	All year groups to organise a visit to a religious building with funding obtained	All teachers	HN/SK	Spring/Summer terms	HNew	All children to have the opportunity to partke in spiritual and cultural experiences
3c.4	Take part in Able Writers with other Dean's schools	Y5/6	JS	19.03.20 18.06.20	-	Greater Depth children have the opportunity to work with an author and improve their writing To work with children from other local schools
3c.5	To borrow free boxes of aretefacts from the Chichester.Anglican.Org to enhance RE lessons	All class teachers	HNew	Spring/summer terms	H New	Children have the opportunity to immerse themselves and use real objects to explore a religion.
3c.6	To use community links to resource equipment for the OPAL playground project	All staff	OPAL working party	Spring/summer terms	SLT/Govs	Whole school community works together to resource equipment for the playground. Local community links are established to ensure sustainability of OPAL programme.

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 leaders to have a day out of class in Spring and Summer terms to monitor their subject	All subject leaders	SK	Spring/Summer term Supply cover	Governors/SLT	Subject leaders have:- Conducted pupil voice Looked at books/planning Prepared key documents in a folder Answered Ofsted questions Observed lessons Led a staff meeting on their subject showing strengths and ways forward

						Fed back to Governors Explored assessment in their subject
4a.2	Subject leader toolkit to be updated in line with new Ofsted framework	SK	-	Spring 1	Governors	All subject leads have a clear framework to work from to enable them to monitor and conduct a deep dive into their subject.
4a.3	Subject leaders lead 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.4	Develop subject knowledge maps	All subject leads	SK	Summer term staff meetings	Governors/SLT	All subjects will have a document that maps out the knowledge taught across the school in each year group
Key Objective: Further develop senior leadership skills to impact on QFT						
4b.1	AS to be trained how to be a coach to EYFS staff	JA/AS	SK	Spring/summer terms Supply cover	Support from LA T & L consultant Lesson observations/drop ins week beg. 23.03.20	QFT judged to be good in EYFS
4b.2	LV and JM to train as LA writing moderators. SK and JT to attend almost a moderator training	JA/NM from LA		10.12.19 Supply cover 11.02.20	Book and planning look 11.03.20 & 11.06.20	SLT's assessment judgements are secure. This training to be disseminated in a staff meeting so all staff have a greater understanding of how to assess writing correctly
Key Objective: To support staff well-being						
4c.1	Research a staff well-being questionnaire to send to staff after February half term	SLT	-	Spring 2	Spring 2	To address work related issues and identify areas that affect staff well-being
4c.2	To create an online questionnaire for staff to complete	SC	SK	Spring 1	Spring 2	To ensure the questionnaire is easily accessible for all staff

4c.3	Analyse staff well-being questionnaire	SLT	SC	Spring 2	Summer term Governors	Areas that staff need support with are identified
4c.4	Address issues raised in well-being questionnaire	Staff Health and Well Being group/SLT	-	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

Current Judgement: Good		Early Years Provision Spring Spotlight: To improve writing outcomes for all children.				
Key Objective: To further develop targeted independent writing opportunities in the outdoor environment						
	Core Actions	Led By	Support	Timescale/Resources	Monitoring	Intended Outcomes/success Criteria
5a.1	Order paper protectors 1 per Reception child (to be named) to enable all weather markmaking	AS	Office	April order (new budget) Outside White board pens necessitated.	Use of to be monitored by EYFS lead	Children will self initiate writing/design work, in all weathers.
5a.2	Adult role: To enable children to complete 1 x enhanced planned outdoor writing opportunity outside – linked to current learning	HG and CL	-	With immediate effect on planning.	AS Class teachers	At all times writing/markmaking should be promoted in the outside environment
5a.3	Phase Meeting (CPD): Inspiring/raising the profile writing in the outside environment.	All EYFS team	SK to enable a time for all staff to meet together (Inset)	By end of spring term		Adult role observed: Planning in the moment for mark making/writing opportunities seen
Key Objective: Develop the teaching of handwriting to ensure cursive script has been introduced by the summer term						
5b.1	Expose all children to pre-cursive script. Teach pre-cursive to children with consistent, accurate letter formation Pre-cursive to include lead in and out; not joined.	HG and CL	-	To be introduced Spring 2020 – in following years to be next step for children when ready through year.	In book looks (writing folders/2 Simple)	Example of adult writing in environment both non and pre-cursive. Letter formation prompt cards available.
Key objective: Embed behaviour for learning in order that children take greater ownership of their learning						
5c.1	Super sentences to be introduced Spring 2. Children to write a sentence about given stimuli and put miniature name card in finish	HG and CL	-	Stimuli for writing	HG and CL and Book Look.	Improved independent writing that can be read.

	box when task completed. Sentences to reflect writing next step.					
Key Objective: To continue to develop the teaching of phonics to ensure it impacts writing outcomes.						
5d.1	CPD (phonics) opportunity for both Reception teachers to inspire and grow strategies ???	AS; CL and HG to look out for training opportunities	SK to provide cover and budget AS to contact ME to explore schools that can share good practice.	By end of year.		Children's application in writing shows closer phonetic plausibility and children better able to read own work back.