



Rudyard Kipling Primary School

**School Improvement Plan
January – July 2021**

| 2020/21 Strategic Aims and Goals | |
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| Quality of Education – Teaching and Learning, Assessment, Outcomes and Curriculum | To improve writing outcomes for all children. |
| Key Development Goals | <p>1a Continue to develop 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. Review the teaching of spelling to ensure consistency of planning and teaching throughout the school</p> <p>1d. To further develop pupil voice to feed into Pupil Progress Meetings</p> <p>1e. To further develop the assessment of writing, maths and reading 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 develop mutual respect across the school |
| Key Development Goals | <p>3a. To engage with the LA’s new Anti-Racist Strategy</p> <p>3b. To review the curriculum to ensure all BAME pupils feel included and reflected in the curriculum</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. Senior leadership to coach and support teaching students to impact on children’s progress</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 | | | | |
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| Key objective: Continue to develop 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 | JM, LC,CL to attend POR training at Rudyard | CLPE | JT – ECAR and CLPE trainer | Supply for 3 x days | Book and planning look PPMs | JM/LC/CL to plan English and implement POR strategies in their year groups (YRec/Y1/Y4) Children’s writing outcomes improve |
| 1a.2 | Lesson observations to be focused on writing | EH/SK | SLT | Spring term | Lesson Observations | All lessons observed are good/outstanding. Children’s books show progression. |
| 1a.3 | To trial the CLPE Harry Potter Reading Challenge as a lunchtime club | JT/LV | SK | Weekly in Spring term | All info and feedback sent to CLPE as part of the trial | Children’s reading enjoyment and skills will improve, which will feed into their writing. |
| 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 Governors | Identify areas of strength and weakness and plan how to address these |
| 1b.2 | To research phonics schemes and plan how phonics should be taught across the school | JT/LV | | Spring 2/Summer term | PPMs | 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. |
| 1b.4 | Y3 to stream for phonics/spelling across year group | EM/RLB/LB | JT | Spring term | PPMs | Gaps in phonics knowledge due to the pandemic will be addressed |
| Key Objective: Review the teaching of spelling to ensure consistency of planning and teaching throughout the school | | | | | | |
| 1c.1 | To research spelling schemes and plan how spellings should be taught across the school | JT/LV | SK | Spring 2 | PPMs Book and Planning | There will be a consistent approach to the teaching of spelling across the school Add spelling actions to English action plan |
| 1c.2 | Deliver a staff meeting on the teaching of spelling, addressing any weaknesses identified. | JT/LV | SK | Summer term | Book and planning | Consistency in teaching and planning of spelling is observed across the school. Spelling improves across the school and is evident in English books |
| Key Objective: To develop pupil voice to feed into Pupil Progress Meetings | | | | | | |

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| 1d.1 | To further develop pupil voice questions to ask children about their learning and progress prior to Feb interim PPMs | SLT | SLT | Spring 1 | Interim PPMs | Children have the opportunity to give their opinions on how they best learn |
| 1d.2 | To conduct pupil voice with a sample of disadvantaged children from each year group prior to each PPMS. | HN/SK | SLT | Spring 1 | PPMs | 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, maths and reading across the keystages

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| 1e.1 | Y2 and Y6 teachers LV/KR/AG/CG attend LA moderation meetings | JA/NM LA T & L consultants | SK | Spring | Book and planning look | Assessment judgements are secure Children's writing shows progression |
| 1e.2 | LV and JM to moderate KS1 and KS2 writing as LA moderators and disseminate their knowledge to staff. | JA/NM LA T & L consultants | | Summer 1 | Book and planning look Phase meetings | Teacher's assessment judgements are secure Children's writing shows progression |
| 1e.3 | Phase meetings used to moderate assessment of writing, maths and reading | JM/AS/LV | JT | Monthly | Book and planning look PPMS Phase meetings | Assessment judgements are secure |
| 1e.4 | Redesign writing assessment proforma | LV/JT | SLT | Spring 1 | Book and planning PPMs Phase meetings | All teachers are confident assessing writing and judgements are secure |
| 1e.5 | Redesign maths assessment proforma | JM/AM | SLT | Spring 1 | Book and planning look PPMS Phase meetings | All teachers are confident assessing maths and judgements are secure |
| 1e.6 | Redesign reading assessment proforma | JT/LV | SLT | Spring 2 | Book and Planning look Phase meetings PPMS | All teachers are confident assessing reading and judgements 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 |
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| 2a.1 | Development meeting 2 | KB | OPAL working party – EH, AP, EH, SK, MS, CM, JL, PG/LM | 12.01.21 | Governors | To ensure the Working Party understand how to assess risk and enable the children to play whilst being safe. |
| 2a.2 | Risk/benefit training for MDSAs | KB | SK | 12.01.21 | Governors | To ensure adults understand how to assess risk and enable the children to play whilst being safe. First Aid incidences reduce. |
| 2a.3 | Research building a large sandpit in the KS2 field. | SK/AP | 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.4 | Apply for bids to raise money for an outdoor gym. | 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. |
| 2a.5 | Further develop MDSA skills and confidence at play skills and building relationships with children | SK | Working party | | | Children feel confident to seek help and support from MDSAs All children are engaged in play activities every playtime There are fewer accidents and conflicts |

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

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| 2b.1 | AG to attend L3 Forest School training | Sussex Wildlife Trust | | 08 -11. 06.20 | - | AG to be trained to lead Forest School lessons RLB to support |
| 2b.2 | To identify targeted group of children to have weekly Forest School sessions. (attendance/disadvantaged) | AG | RLB | Summer 1 | Attendance group/PPMs | Children’s attendance improves and they are making progress in their learning. |

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 |
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| 3a.1 | SLT and PSHE leads to attend Racial Literacy training | SK | AS/CG/LC | Spring | - | To understand what racism is and engage with the LA's new Anti-Racist Strategy |
| 3a.2 | To develop Y6 pupil's knowledge and understanding of equal opportunities and ways of tackling racism To involve BAME Y6 pupils in the whole school project | HN | LV/ HNew | | | There are no further racial incidents in Y6 |
| 3a.3 | To work in partnership with John Lynch to develop staff confidence with racial Literacy and strategies to strive for racial equality within our school community | HN/ SK | All staff | | | Teaching staff feel confident to lead whole class circle times with a focus on racial equality Teachers feel confident to reflect on any racial incidents Teachers feel confident with the correct terminology and language to use There is a significant reduction in racial incidents in our school. Parents and children from BAME families feel supported by the school team |
| 3a.4 | To lead pupil voice sessions to assess the areas of need | HN | CG/ LC | | | The outcomes from this assessment inform the Action Plan |
| 3a.5 | Complete Racist audit tool and write an action plan | SLT | LC/CG | Spring/Summer | SLT/Stratevies and Values Committee. | To identify areas of weakness that need addressing and can be monitored through the action plan |
| 3a.6 | Review PSHE curriculum to ensure diversity lessons include race and the correct language is being used | LC/CG | SK | Spring/Summer | PSHE book look | Children understand and can celebrate different races and cultures and understand the correct language to use. |
| Key Objective: To review the curriculum to ensure all BAME pupils feel included and reflected in the curriculum | | | | | | |
| 3b.1 | Review all foundation subjects to ensure it includes a diverse range of characters and perspectives | Subject Leads | SK | Summer | | We are teaching a diverse curriculum that reflects all our children's heritages. |
| 3b.2 | 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 | Spring/Summer | | All BAME children feel valued and reflected in all areas of the school |

| Current Judgement: Good | | Leadership and Management Spotlight: To further develop leadership responsibilities at all levels to increase capacity for school improvement. | | | | |
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| 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 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.3 | Develop assessment for all foundation subjects at the end of each topic | All subject leads | SK | Spring and summer terms | Governors/SLT | All teachers will have a bank of assessments for each topic in each subject Assessments will feed into report writing and will be part of teacher handover in July. |
| 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: Senior leadership to coach and support teaching students to impact on children's progress | | | | | | |
| 4b.1 | SLT to mentor teaching students from Brighton University | SLT/SK | Teachers | Spring | SLT | Teachers will have extra support in class Teachers will be freed up to do catch up group work Children's progress is accelerated |

| Key Objective: To support staff well-being | | | | | | |
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| 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. | | | | |
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| 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 | HG and CL | - | To be introduced Spring 2020 – in following years to be next step for children | In book looks (writing folders/2 Simple) | Example of adult writing in environment both non and pre-cursive. Letter formation prompt cards available. |

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| | Pre-cursive to include lead in and out; not joined. | | | when ready through year. | | |
| 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 box when task completed. Sentences to reflect writing next step. | HG and CL | - | Stimuli for writing | HG and CL and Book Look. | Improved independent writing that can be read. |
| Key Objective: To continue to develop the teaching of phonics to ensure it impacts writing outcomes. | | | | | | |
| 5d.1 | Reception teachers to engage in whole school phonics training | HG & CL | JT/SK research new schemes | By end of year. | Book looks, end of year moderation | Children's application in writing shows closer phonetic plausibility and children better able to read own work back. |