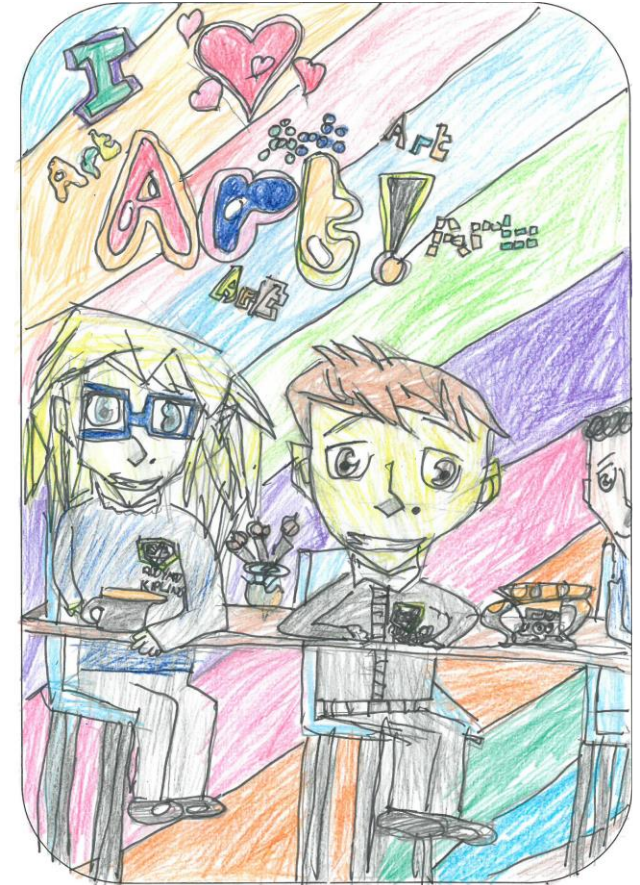




Rudyard Kipling Primary School and Nursery



School Vision 2018-2022



Rudyard Kipling Primary School

“Together we will help each other achieve our best”.

Imagination

Key Priority One Effectiveness of Leadership and Management

Review roles/
responsibilities of subject
leaders.

Develop role of middle
leaders.

Provide opportunities for
governors to be actively
involved in life of school.

Develop working parties to
successfully include
support staff.

Curiosity

Key Priority Two Quality of Teaching, Learning and Assessment

Ensure all teaching is at
least good, or better.

Use moderation to
effectively support
assessment of writing.

Develop opportunities for
cross-curricular learning,
including the use of the
outdoor learning
environment.

Have-a-go

Key Priority Three Improving Outcomes for Pupils

Raise attainment for all
children, accelerating
pupil progress, with a
particular focus on
writing.

Inspire children through
developing sense of ‘awe
and wonder’ in all areas
of curriculum,
particularly in KS2.

Review and develop
home learning policy.

Enrich extra-curriculum
offer.

Concentration

Enthusiasm

Co-operation

Reflective

Key Priority Four Behaviour, Welfare, Safety and Attendance

Develop systems and
activities to promote
positive behaviour
outside at play and
lunchtimes.

Continue to work to
reduce poor attendance,
persistent absences and
lates.

Develop children’s
awareness of diversity
and to celebrate
difference.

Key Priority Four Effectiveness of the Early Years

Develop and improve
outdoor learning
garden.

Provide EYFS specific
CPD to facilitate,
celebrate and develop
uniqueness of
provision, with a
particular focus on
writing.

Develop home/school
links within the EYFS.

Community Partnerships

Inclusion

Ethos and Values

Buildings and Premises

Our School Vision

2018-2021

Our vision for the pupils of Rudyard Kipling Primary School and Nursery is that:

- They will have a love of learning, feel ready for the future and want to keep on learning more
- They will know what it feels like to be good at something and will have achieved their very best
- They will understand just how amazing they are, believe in themselves and have the confidence & resilience to follow their aspirational dreams
- They will have grown healthy and strong and understand how to look after their body and mind
- They will have known friendship and learnt how to get along well with other people
- They will feel part of their community, proud of their school and inspired to make a difference

Every member of our staff team are determined that our children will achieve these aims. This document serves to summarise our priorities for the next 3 year period to enable our vision to become a reality for our young people.

This document represents all members of our school community and we have worked hard to ensure that the voice of children, parents, carers, staff and governors is reflected throughout, through consultation with and input from each group. It is our mission that we continue to work in partnership with out stakeholders to provide the best education possible for our children, building on what we do well and continually reflecting on ways to drive forward school improvement.

Our key priorities for the next 3 years are summarised under the key OFSTED headings and are based on evidence from self-review and self-evaluation. We have also identified priorities under headings which are particularly pertinent to Rudyard and make our school a special place to learn and work. These priorities will be carried forward in the termly RAP documents, with key measurable actions identified to ensure rigorous reflection and demonstration of our successes, as well as newly identified ways forward.



Children

We will instil in our children, through the opportunities we provide, the values and qualities which will enable our children to develop the skills and attitudes that will equip them to embrace the challenges, changes, successes and experiences that the future might bring them as global citizens.



Aspirational
Confident
High self-esteem
Thankful
Inspiring
Feel safe
Positive

Friendly
Respectful
Empathetic
Tolerant
Caring and sharing
Honesty
Be yourself

Enthusiastic
Persevering
Resilient
Have-a-go
Encouraging
Hardworking

Independent
Curious
Reflective
Resourceful
Collaborative
Co-operative

What our children say...

Help is always on hand-
interventions mean that
no one struggles for too
long.

Our Head teacher and
Deputy recognise good
work and behaviour!

We have apparatus and
space and are lucky to have
so much to help us enjoy
our day.

Trips are always fun, we
get at least 2 a year and
they are crazy but with
lots of learning!

Student Council means
we get listened to.

We are listened to and
problems are sorted
before long –you don't
have to worry.

Organising things with the
school council, you can
change and improve the
school and even if you are
little make a difference-
adults don't do it all.

The fact we have
playground buddies
shows we are a caring
school.

We use equipment in
class and no lesson is
really the same.

We are always so nice to
each other, adults, children,
everyone! We encourage
people to be kind too!

I love the new library!

I like assemblies where
we can sing and see and
show off our good work.

All the teachers are
friendly and smiley and
nice!

I like English and Maths
as we learn loads and
grow our brains.

I am a good learner!

We have lots of
friends!

Staff

We will build on our supportive, collaborative and innovative team where staff feel valued, and work together to create a happy, purposeful working environment, enabling adults and children to thrive and flourish.

Professional
Responsible
Role-Models
Respectful
Accountable
Healthy and happy

Highly-Skilled
Knowledgeable
CPD for all
Foster Independence
Appreciated
Moral
Collective responsibility



Collaborative
Reflective
Resourceful
Resilient
Independent

Kind
Caring
Sense of humour
Enthusiastic
Friendly
Empathetic

What our Staff and Governors Say

We provide emotional wellbeing and support.

We focus on the unique child.

The interventions really make a difference to the children!

We create stimulating, celebratory, enabling and creative learning environments

We listen to the children!

We welcome and support our families and community.

We are a happy school!

We are a hugely inclusive school which gives every child the chance to succeed.

We love working at Rudyard!

We really care!

We give all children the opportunity to shine!

The children feel safe and supported.

We are all life-long learners.

Through targeted, evidence based intervention we ensure no child is left behind.

We have a strong, happy and supportive team here at Rudyard!

We believe in the potential of each and every child and strive to ensure they have the best possible life chances.

Parents and Wider Community

We will work with our families and our local community so that they feel valued, welcome, positive and proud of their children's and school's achievements.

Collaborative
Mutual Respect
Mindful
Communication
Inclusive

Outreach
Sharing
Celebrating
Feel pride
Co-operation
Volunteer

Aspirational
Role Models
Encouraging
Supportive
Enthusiastic

Respectful
Empathetic
Listening
Tolerant

Woodingdean
friends
community family
learn Kipling School
learning mindful
respect people love
diverse Rudyard listen
together Primary
from children
education family

What our Parents Say...

There are lots of school trips!

My child is happy and confident at school.

The school teaches children conflict resolution.

Good routines are established early on.

The learning environment is great!

There is lots of opportunity for extra-curricular activities.

Learning is fun! Teachers really engage with children.

The school teaches reading really well!

Maths teaching and sumdog are great!

This feels like a school that cares.

The school teaches the children about wider world issues.

My child feels safe.

Staff are friendly and approachable.

The caretaker is always around to help.

Communication is good!

The school does lots to include and involve parents in their children's education.

Enrichment – by the time children leave Rudyard, they will have had the opportunity to...

- Perform on stage
- Hold an animal
- Spend a night away from home
- Go on a residential trip
- Develop road safety skills
- Learn a language
- Cook a meal
- Build a den
- Erect a tent
- Ride a bike
- Learn to swim
- Play an instrument
- Meet an author
- Go to the theatre
- Go for a hike
- Go on a trip
- Visit an historical landmark
- Send a letter
- Visit a place of worship
- Be a prefect/sports captain
- Feel a part of the wider community of Brighton, visiting key places of local importance
- Have a job interview
- Be a member of the school council
- Take part in an election
- Be a playground buddy
- Take part in a sporting event
- Work with your family in school
- Develop life skills
- Visit a restaurant
- Experience life in past times
- Develop a life-long love of reading
- Explore our local community
- Be involved in a community project
- Visit a farm
- Celebrate different festivals
- Take part in the Children's Parade
- Visit another school, and other inspirational places of learning



Key Priorities

2018-2022

Effectiveness of Leadership and Management

What will we do?	How will this benefit the children
Review subject leader roles and responsibilities, alongside subject leader toolkit.	Ensure that each subject is being well led, managed and resourced, with training facilitated to ensure quality first teaching across all curriculum areas.
Develop the role of middle leaders within the distributive leadership model.	Inspiring and effective middle leaders will impact on standard of teaching and learning across the school, through monitoring, coaching, modelling, action-planning, facilitating responsive training and demonstrating passion and expertise for their subject as well as a drive for further improvement.
Develop working parties to successfully include support staff.	The working parties will be enriched through the involvement of different members of staff, with expertise in specific areas. The goals of the working parties will be increasingly evident across school, including playtimes, through the participation of the whole team.
Provide opportunities for governors to be actively involved in the day-to-day life of the school.	Increased understanding and knowledge of the school will better enable governors to serve as our 'critical friend', working with us to drive forward school improvement.

Teaching, Learning and Assessment

What will we do?	How will this benefit the children
Ensure that all of our teachers will be at least good, or better.	Teachers have deep knowledge and understanding of the subjects they teach, of pedagogical teaching and learning approaches, and of their pupil's individual strengths and challenges, with high expectations of all groups of children and a determination that their children will achieve their very best.
Use moderation across the school and cluster effectively to support assessment of writing.	Securing our understanding of assessment in line with the National Curriculum will enable teaching and learning to be increasingly focussed and serve to raise attainment for all groups of children, with a particular focus on developing greater depth in writing.
Develop use of the outdoor area to inspire, engage and motivates learning, to enhance our deep curriculum learning.	An enquiry led approach to learning, capitalising on the opportunities presented by the outdoor learning environment, will enhance our provision and children's engagement in all aspects of their learning. Opportunities to 'write for pleasure' in the outdoor environment will support us in raising attainment in writing for all groups of children.

Outcomes for Pupils

What will we do?	How will this benefit the children
To raise attainment of all children and accelerate pupil progress, with a particular focus on writing.	Number of children reaching age related/greater depth at end of Key Stage assessment in writing will increase; children will be better prepared for the next stage in their education and will enjoy writing, due to increased skill and motivation.
To inspire, motivate and enthuse children through developing sense of 'Awe and Wonder' in all areas of the curriculum, particularly in Key Stage 2.	Children will continue to benefit from the opportunity to experience a sense of 'Awe and Wonder' throughout their time at primary school, building on their exposure to this approach during their first few years with us at Rudyard. Learning will be brought to life and made meaningful through exciting, rich and varied opportunities to contextualise their learning through 'real life' experiences.
Review and develop home school learning policy.	Children will have a greater understanding of what is expected from them in terms of their homework, be able to work with independence at their homework tasks, with parents feeling confident to support their children as required.
Enrich extra-curricular offer for children.	Children will have the opportunity to access a range of rich and varied extra-curricular activities to enrich the learning opportunities presented to them in class, as well as have the opportunity to nurture talents and interests.

Behaviour, Safety, Welfare and Attendance

What will we do?	How will this benefit the children
Develop systems and activities to promote positive behaviours outside at play and lunch times.	Behaviour outside will mirror the excellent behaviour inside, meaning that children will have a safe, happy, fun and fulfilling time in the playground.
Continue to work to reduce poor attendance, persistent absences and lates.	Improved attendance and time spent in school will improve outcomes for the children affected and their peers.
Develop children's awareness of diversity and celebrate differences.	Prepare children to be respectful citizens in rich and diverse global community during their time at school and beyond.

Effectiveness of the Early Years

What will we do?	How will this benefit the children
Develop and improve outdoor learning garden.	To offer exploration and learning on a larger scale using nature and natural resources to highly support the enrichment of communication and language and development of children's understanding of their world through sensory experiences.
Provide EYFS specific CPD, in collaboration with Dean's cluster to facilitate, celebrate and develop the uniqueness of the provision, with a particular focus on raising attainment in writing.	Through working collaboratively with other schools, practitioner's subject knowledge and skills will develop and grow, impacting on their interactions with children and improving attainment and accelerating progress in writing.
Develop home school links within the EYFS.	Enhanced opportunities for parents and carers to feel connected with their children's development and learning, as well as celebrating their children's achievements. This will enable parents and carers to work in partnership with school to accelerate the progress of their unique child, and supporting them with key moments of transition.

Community Partnerships, Local, National and Global

What will we do?	How will this benefit the children
Develop and strengthen global partnerships, including with our partner schools in Kenya and France.	Children will have the opportunity to communicate with children living in other countries, cultures and who speak another language. This will impact on their knowledge and understanding of the wider world, their place within it and to know what life is like for other children living in communities different to their own.
Make the most of the local community.	Making connections with and visits to 'friend and places' within the Brighton area will be inspiring for children, raising their aspirations for their own potential now, and in the future.
Support local and national charities.	Developing a sense of social awareness through raising the profile of those in need, will increase children's understanding of the challenges faced by others, developing empathy, kindness and compassion in them whilst raising money for good causes.

Inclusion

What will we do?	How will this benefit the children
Provide parents with the opportunity to better understand specific learning needs.	Parents will be able to better support children with specific learning needs.
Further develop the environment to better reflect our diverse community and offer up a window to the diverse global world in which we live.	Children will all see themselves reflected in our environment and will be better prepared to be respectful citizens in rich and diverse global community during their time at school and beyond.
Support families of children with mental health challenges.	Parents will have the opportunity to develop strategies to support their children in managing anxiety.

Engaging Families

What will we do?	How will this benefit the children
Develop creative use of technology to engage and include all families, including those that work.	All parents will have the opportunity to be involved in their children's learning and development, and be better informed to appropriately support them at home with increased confidence
Develop further informal opportunities for parents to come into school to celebrate and revel in their children's learning.	Children will be able to share with pride their achievements and learning journey with parents, which will enhance all aspects of their learning, with a particular on performance.
Provide more opportunities and support for parents to be actively involved in their children's education.	Children will benefit from parents and carers increased confidence in knowing what and how we teach, and how they can, as individuals, best support their children at home.

Ethos and Values

What will we do?	How will this benefit the children
Review awards certificates.	The system will be reviewed to ensure all inclusivity of all children.
Continue to develop British values throughout school community.	Children will be better prepared for life in modern Britain, with an understanding of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
Celebrating our diverse community through assemblies and opportunities in the wider curriculum.	All children will have the opportunity to share and celebrate the special times in their lives, and to benefit from learning about other's faiths, belief and culturally important moments.

Building and Premises

What will we do?	How will this benefit the children
Develop a kitchen and craft space within the school.	Children will learn how to cook healthy, food and develop other life skills, talents and interests in a safe, fun and purposeful environment.
Creatively sources funding through bids to improve internal and external environments.	The school will be enabled to continue to improve indoor and outdoor learning environments.
Develop the 'outdoor classroom', for example through forest schools, the allotment and wildlife areas.	Children will have access to enriched, varied, meaningful learning opportunities in the natural world, which will inspire them as independent learners and give them life skills to utilise now and in the future.

MATHS ENGLISH PE

Together we will help each other to achieve our best



Bake Sale!



RUDYARD KIPLING
PRIMARY SCHOOL

ROCKS!

WE ARE
A TEAM

