



RUDGWICK  
PRIMARY  
SCHOOL



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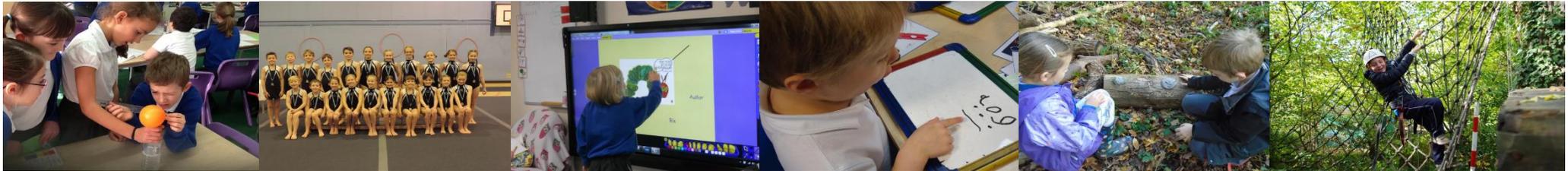
**Rudgwick Primary School**

# **School Development Plan**

## **Sept 2021 to July 2022**

Staff consultation date: October 2021

Governing Body consultation date: October 2021



**Inspire - Believe - Achieve**





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## **Our Vision:**

**Rudgwick Primary School aims to be a community where everyone is inspired by a love of learning, is supported and encouraged to believe in themselves and is enabled to achieve success.**

## **Key Actions from previous OFSTED report – December 2017**

### **What does the school need to do to improve further?**

Leaders and those responsible for Governance should ensure that:

- The ongoing monitoring and evaluation of pupils' progress provide a complete picture of the impact of pupil premium funding
- Leaders at all levels continue to build on the work already started, so that all pupils who have the potential to work at greater depth or reach high standards do so.

### **IDSR (Inspection Data Summary Report) – 2019**

- Reading and Maths progress improved between 2018 and 2019
- 6/9 children screened (phonics) in Y2 passed
- Rate of overall absence (4%) and persistent absence (8.7%) were in the highest 20% of schools with a similar level of deprivation
- There were no fixed period or permanent exclusions
- Overall absence of children entitled to FSM (9.8%) and children with SEN (6.9%) was in the highest 20% of all schools

### **LA Pupil Premium Review – April 2021**

- Use the new Strategy Statement to be clear about specific priorities and areas for focus. Establish how they will be monitored and by whom.
- When revising the school's curriculum intent, content and sequencing ensure it takes into account the needs of our disadvantaged children.
- Continue to work on improving teaching & learning across the school to meet the needs of disadvantaged learners, with an awareness of the importance of language.
- Ensure all staff are aware of what QFT looks like and are implementing this in their practice as well as monitoring consistency in their own subjects.
- Ensure Governors have opportunities to monitor how the curriculum meets the needs of disadvantaged children.



**Key people involved in implementing this plan**  
(with abbreviations used to identify them in plan)

**Rudgwick's Senior and Middle Leaders**

- Terry Ryan (TR)
- Hayley Edwards (HE)
- Sharon Mellors (SM)
- Carmel Wilson (CW)
- James Collinson (JC)
- David Buckley (DB)
- Claire Dunsby (SW)

Headteacher  
Deputy Headteacher, EYFS Leader  
Inclusion Manager  
English Leader  
Maths Leader  
Chair of Governors  
School Business Manager

**Advisers and consultants**

- Sarah Curtis (SC)
- Ian Rodgers (IR)
- Rachel Nunns (RN)

LA Link Adviser  
Area Education Adviser South  
HT Mentor



## School Priorities 2021 - 2022

### Overall Effectiveness

- To be at least 'Good' in our next Ofsted inspection
- For outcomes at the end of EY, Year 1, KS1 and KS2 to be above national average
- For all children to be able to read at an age appropriate level in order to access the wider curriculum
- For all children to understand how to stay safe through a high quality Safeguarding curriculum

### Quality of Education

- To deliver an engaging curriculum that enables all children to be successful learners who have the essential knowledge and skills to be able to apply in a range of experiences and contexts
- >75% of children achieve EXS in R, >69% in W and >76% in M at end of KS1 and =>66% achieve R,W,M combined in KS2 (with 6-9 % GDS)
- =>83% of children achieve a GLD by the end of EYFS
- 90% of children pass the Y1 Phonics screening test AND >91% pass by the end of Year 2 (2019 Nat Av)
- >80% of Y4 children pass the MTC test (80% achieved GLD at EYFS)

### Behaviour and Attitudes

- To embed strong, positive attitudes to learning so all children are confident individuals
- For attendance across the school to be =>97%
- For attendance of children with <90% attendance (persistent absenteeism) in the last academic year to be >95%
- For attendance of disadvantaged children to be at least in line with their non-disadvantaged peers and to improve on % of absenteeism in 2021

### Personal Development

- To rapidly establish the RSHE curriculum across the school so teaching & learning of safeguarding is strong
- For children to be able to articulate their understanding of the different ways to keep themselves safe
- For all of our children to have the knowledge and understanding to be responsible word citizens and prepared for life in modern Britain
- To implement opportunities for our children to engage in a range of physical and mental well-being opportunities

### Leadership & Management

- To deliver the school vision through high quality education provision
- To embed the Intention, Implementation & Intent of our Rudgwick curriculum across the school in all subject areas
- To embed a progression of knowledge and skills in our Rudgwick curriculum which is granular and builds on previous, and towards further, learning
- To embed a robust and effective system for safeguarding record keeping

### Early Years

- To develop the outdoor learning environment so it can be used effectively to improve EY provision and opportunities for outdoor learning
- To begin to embed a clear EYFS ethos & approach to the new statutory framework for EY
- For children in EYFS to be working at an age appropriate level in phonics and ready for the next stage of their reading journey