



Rudgwick Primary School

Strategic Development Plan

Sept 2025 – July 2029

Introduction

We are pleased to present our long-term Strategic Development Plan for Rudgwick Primary School.

Its purpose is to set out and communicate our vision, mission and values and to share the long-term direction of the school. It has taken into account the viewpoint of many stakeholders over time, including staff, governors, parents and children. It is a working document that sets out a range of goals, actions and priorities. We will use it to judge our day-to-day work and outcomes, judge our progress and help us decide how best to use our resources. The Strategic Plan helps to inform our School Development Plan which is updated annually.

Our strategy over the next 4 years is clear and aspirational and allows us to utilise the experience we have within the school community and to take advantage of any new opportunities that might arise.

We are incredibly proud of the school’s achievements and values and it is our intention to remain a popular school within the catchment area and beyond and ensure we continue to have a full cohort of children join us into Reception class each academic year.

Our Values

Autumn		Spring		Summer	
Inspire		Believe		Achieve	
Growth Mindset - Perseverance / resilience / positivity / effort					
Kindness	Respect	Independence/ Collaboration	Confidence	Curiosity	Thoughtfulness

Our Mission statement

At Rudgwick Primary School, our mission is to provide a happy, fun, safe place, where kindness shines through and where:

- ▶ Excellent teaching and a wide range of experiences inspires a love for learning and a curious mind;
- ▶ Everyone is valued and respected and feel that they belong;
- ▶ Individual strengths and talents are nurtured and celebrated and children believe in themselves and, through strong friendships, each other;
- ▶ A growth mind set is encouraged, mistakes are seen as learning opportunities and confident, resilient learners grow;
- ▶ Children are successful learners who, through both independence and collaboration, can make progress and achieve to their full potential.

Our Vision statement

- ▶ We will develop a culture where our children understand and support the well-being of everyone in school. There will be consistently high levels of respect for all, demonstrated through exemplary behaviour, and led by children with valued roles and responsibilities in school.
- ▶ Our children, through accessing a vast range of curriculum and extra-curricular experiences, will enjoy and understand their own personal development which provides *all* of them with a true sense of achievement.
- ▶ Through a well-planned, broad, balanced, rich curriculum, all teachers deliver high quality lessons and *all* children develop their knowledge and skills across the curriculum. They are able to talk confidently about their learning and as a result progress and attainment scores are above the national average.
- ▶ We will ensure staff receive focused and effective training so their knowledge and delivery of the curriculum is strong and their professional development allows them to progress through their career. Through this, our children will access the engaging, broad curriculum we want them to experience and the progress they make will be strong.
- ▶ Attendance will remain consistently above the national average and will be one of many indicators that our children's attitude to learning is highly positive.

Outcomes

In order to measure progress towards our vision for Rudgwick Primary School we have identified a number of key strategic outcomes that we want to achieve. These are:

Priority 1 (in relation to our children):

Objective: To support all learners to thrive within and beyond our school

Priority 2 (in relation to our children):

Objective: To provide all learners with challenge, creativity and meaningful learning

Priority 3 (in relation to our children and school culture):

Objective: To nurture a school culture of emotional intelligence while supporting the well-being of all

Priority 4 (in relation to our school culture and organisation):

Objective: To develop the school environment whilst recognising our environmental impact

Priority 1 (in relation to our children):

Objective: To support all learners to thrive within and beyond our school

Rationale: We want to achieve the best possible outcomes for all of our children, at every key transition between phase groups and by the time they leave us in Year 6 to go onto secondary school. We also want to staff to achieve professionally and continue to develop their best practice and leadership as this will also lead to successful outcomes for our children, as well as provide the professional successes and opportunities for staff. Therefore, we aim to enable teachers new to the profession to complete their training periods, provide all staff with good quality, effective training and empower them to carry out accurate and effective assessment and to use the ever-evolving new technologies in order to continually plan and prepare the most engaging and challenging lessons and experiences possible.

2025/26	2026/27	2027/28	2028/29
<ul style="list-style-type: none">• ECTs to successfully pass Year 1• Writing assessments developed and agreed• Staff CPD developed through use of National College subscription• Relevant staff will be successfully supporting student teachers• Student teachers are successfully and consistently passing placements• SENCO successfully achieves NPQSEN• Staff are confident and competent in using BromCom Primary Tracker for core subjects• Begin to explore use of AI technology to support T&L	<ul style="list-style-type: none">• ECTs to successfully pass Year 2• Improved outcomes in writing at end of KS2• Ofsted inspection reflects the quality of education within our school• Introduce use of BromCom Primary Tracker for inputting, analysing and using test-based data• Staff use AI technology to support T&L (inc planning, resources, assessment etc)	<ul style="list-style-type: none">• Arts Mark achieved• Outcomes in writing in line with national average• ECT+1s leading subject areas• BromCom Primary Tracker being consistently and effectively used for assessments in core subjects• AI technology is used and understood by children within KS2	<ul style="list-style-type: none">• All teaching staff trained and able to support student teachers• Increase in student placement offers available• Explore use of BromCom Primary Tracker to assess in Foundation subjects

Priority 2 (in relation to our children):

Objective: To provide all learners with challenge, creativity and meaningful learning

Rationale: We want to continually reflect on and improve our provision, which our aim to achieve the Arts Mark illustrates. Whilst provision is already very strong, we want to identify areas where it can be improved further and ensure our children have the fullest experience within the arts possible. Additionally, we intend to provide clarity within our school of what great teaching looks like so there is a consistency across our setting and equality for all of our children. Whilst some aspects, such as a focus on the transition from EYFS to KS1, focuses on younger children, we seek the best outcomes for all children and getting it right for our youngest children sets a strong foundation for the rest of their school experience.

2025/26	2026/27	2027/28	2028/29
<ul style="list-style-type: none"> • Arts Mark process used to make links within and beyond school to explore opportunities and expertise • EYFS progression documents are consistently used to assist planning and assessment • To begin to align EYFS and KS1 curriculum to ensure smooth transitions • Quality First Teaching (QFT) expectations for RPS are clear and evident through use of Ordinarily Available Inclusive Practice (OAIP), Non-negotiables, use of environment and resources etc • To begin to adapt RSHE curriculum in line with newly published guidance 	<ul style="list-style-type: none"> • Arts Mark process used to offer greater opportunities within the arts • To raise the profile of the arts within the school • EYFS fully aligned to KS1 curriculum • EY and KS1 staff have a secure knowledge of prior and next steps for learning • QFT (as expected at RPS) across the curriculum is embedded • RSHE curriculum fully embeds changes based on new guidance 	<ul style="list-style-type: none"> • Arts Mark Achieved • Rudgwick Experiences are reviewed by all stakeholders • Improved outcomes at the end of KS1 as a result of the work developed across EY and KS1 • We are in a position to share good practice across locality/County as necessary 	<ul style="list-style-type: none"> • Legacy of Arts Mark award embedded • RPS is synonymous with high quality arts provision Rudgwick Experiences are updated as required following review • Make plans to recognise and take part in the school's 150th anniversary in the next academic year.

Priority 3 (in relation to our children and school culture):

Objective: To nurture a school culture of emotional intelligence while supporting the well-being of all

Rationale: Through maintaining a strong RSHE curriculum which is constantly kept under review we will continue to be able to provide the context, content and language required for children to understand their own and others' sense of self, feelings and emotions and well-being. As a result, our children will continue to hold positive feelings about being in and engaging with school and our attendance will remain above the national average.

2025/26	2026/27	2027/28	2028/29
<ul style="list-style-type: none">• To begin to adapt RSHE curriculum in line with newly published guidance• Staff well-being survey is analysed and actions taken to address outcomes from it• Establish a role and responsibilities for Mental Health ambassadors (children)• Introduce new RSHE leader to the role• LA support via E4S is updated in light of new guidance	<ul style="list-style-type: none">• RSHE curriculum fully embeds changes based on new guidance• Staff well-being survey reflects the impact of actions taken• Mental Health Ambassador role allocated to selected children• Parents and children are consulted as part of any changes to the RSHE curriculum	<ul style="list-style-type: none">• Role of Mental Health Ambassador is embedded as one of the key roles and responsibilities for children• Children are able to articulate and understand their and others emotional intelligence• Parents/Carers/families understand how we teach, develop and support emotional intelligence in order to promote the well-being of all• New RSHE guidance and subsequent curriculum is fully in place	

Priority 4 (in relation to our school culture and organisation):

Objective: To develop the school environment whilst recognising our environmental impact

Rationale: There are a number of features about our school environment and infrastructure that benefit our children’s experience of school, access to resources, opportunities they are able to enjoy and their understanding of their role in maintaining these things. Some of the identified improvements are wishes we have that are dependent on external factors, such as access to additional funding that may or may not be available. Others can be planned for more closely and we have greater control. This is reflected in the two different sections below.

2025/26	2026/27	2027/28	2028/29
<ul style="list-style-type: none"> • Begin to form our Digital Tech Strategic Plan <ul style="list-style-type: none"> ➢ Write IT disaster recovery plan ➢ Prepare phone lines for VOIP ➢ Set up new broadband move to full fibre ➢ Get costs of moving from server to cloud (consider budget impact) ➢ Clear server storage to affect potential cloud costs • Explore reduction of overheads/utility bills <ul style="list-style-type: none"> ➢ make school management project proposal to change ceiling tiles and (LED) lighting ➢ Explore possible solar panel options 	<ul style="list-style-type: none"> • Finalise/continue working to Digital Tech Strategic Plan <ul style="list-style-type: none"> ➢ Plan in move to cloud based server ➢ Review other technology – ipads – consider updates and possible leasing schemes • Carry out biyearly Building Review & Development meeting (and address points raised) • Explore reduction of overheads/utility bills <ul style="list-style-type: none"> ➢ carry out ceiling tile and lighting project ➢ make school management project proposal for hall windows 	<ul style="list-style-type: none"> • Working to Digital Tech Strategic Plan <ul style="list-style-type: none"> ➢ Install cloud based server ➢ Review success of leasing laptops – consider continuation ➢ Put leasing plan for ipads in place (working with LA) • Explore reduction of overheads/utility bills <ul style="list-style-type: none"> ➢ Follow up on solar panel options – understand limitations and permissions for any installation • Proposed new build – aware of progress, aware of funding available, consideration of impact on us – look into accessing funding 	<ul style="list-style-type: none"> • Explore reduction of overheads/utility bills <ul style="list-style-type: none"> ➢ Act upon decisions around overheads – consider limitations/permissions available • Carry out biyearly Building Review & Development meeting (and address points raised)

- Proposed new build – aware of progress, aware of funding available, consideration of impact on us

We are attempting to access S106 funding available through the Local Authority to use for some much needed improvements. This includes improving some of the facilities around school such as the Early Years outside play and learning area, the external learning area for Year 3, a MUGA for all year around outside play and sports and the toilets for the whole school. This is funding that is not guaranteed so we cannot plan a specific timeline to these ideas. Additionally, our PTA continue to work tirelessly to bring in additional funding. Whilst this ensures key parts of our curriculum is supported, we do also discuss other potential purposes for the funding raised. One such plan is outdoor gym equipment for the field/playground.