



RUDGWICK
PRIMARY
SCHOOL



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Rudgwick Primary School

School Improvement Plan

Sept 2025 to July 2026

Staff consultation date: September 2025

Governing Body consultation date: September 2025



Inspire - Believe - Achieve





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Our Mission:

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.

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

Rudgwick's Senior and Middle Leaders

- Terry Ryan (TR) Headteacher
- Hayley Edwards (HE) Deputy Headteacher, EYFS Leader
- Carmel Wilson (CW) Assistant Headteacher (Inclusion) / English Leader
- Toni Burns (TB) (Maternity leave – SLT covering) Maths Leader
- Tom Hewitt (TH) Chair of Governors
- Mike Flower (MF) Vice Chair
- Fairely Allen (FA) Safeguarding Governor
- Claire Dunsby (CD) School Business Manager

Advisers and consultants

- Ali Hannant (AH) LA Link Adviser
- Victoria Ludlow (VL) Area Education Adviser

Key Actions from previous OFSTED report – March 2023

What does the school need to do to improve further?

Leaders and those responsible for Governance should ensure that:

- In a few subjects, the curriculum is not sequenced precisely enough. As a result, teachers do not design activities that enable pupils' knowledge to build coherently over time. Leaders should ensure that the curriculum sequence is clearly identified for all subjects and that teachers employ effective pedagogy so that pupils learn well across the curriculum.
- Assessment in some subjects is not always as effective as it needs to be. Teachers do not always know how secure pupils are in their knowledge of key content. Leaders need to establish a clear approach to checking what pupils know and remember, so that pupils' knowledge is fully embedded in all subjects.

IDSR (Inspection Data Summary Report) – May 2025

- % FSM – well below average
- % SEN Support – well below average
- % EAL – well below average
- 2024 cohort – KS2 Reading at expected standard – significantly above national and 92nd percentile
- 2024 cohort – KS2 Reading at a higher level – significantly above national and 94th percentile
- 2024 – Phonics Y1 expected standard – not significant difference to national and 81st percentile
- 2024 – Phonics Y1 – 30 children eligible, all took it; 3 did not pass
- 2024 – Phonics Y2 – 6 children eligible, 5 took it; 2 did not pass
- 2024 MTC – not significant difference to national and 33rd percentile
- 2024 KS2 R,W,M comb EXP – not significant difference to national and 52nd percentile
- 2024 KS2 writing at EXP – not significant difference to national and 20th percentile
- 2024 KS2 Maths at EXP – not significant difference to national and 46th percentile
- 2024 KS2 Writing at GDS – not significant difference to national and 50th percentile
- 2024 KS2 Maths at GDS – not significant difference to national and 53rd percentile
- 2024 KS2 EGPS at EXP – not significant difference to national and 60th percentile



- 2024 KS2 EGPS at GDS – not significant difference to national and 41st percentile



School Priorities 2025 - 2026

Priority 1

- To ensure all staff recognise and demonstrate QFT within the expectations of RPS which leads to improved outcomes by the end of KS2 (with a particular focus on Writing and Maths)

Priority 2

- To deliver a well sequenced, coherent EYFS assessment process. As a result, all children are ready for the transition to KS1.

Priority 3

- To develop a long term Strategic Development Plan in line with School Vision and Values.

Priority 4

- To embed strong safeguarding processes and procedures to further secure a strong safeguarding ethos.