

Rodings Primary School



School Development Plan

Respect **Enjoyment** **Care** **Confidence** **Challenge**

Summary 2022-2025

Detail 2022-2023

2022-2023	2023-2024	2024-2025
<p>Key Priority 1: Continuation of the implementation of the Rodings Curriculum.</p> <p>Key Priority 2: End of Key phase outcomes - That at least 75-80% of children achieve GLD in EYFS and in all other year groups at least 80% of the children achieve expected outcomes, with KS2 gaining a combined score of at least 80%</p> <p>Key Priority 3: Embedding of the Rodings Arts Hub. Develop further Partnership working.</p> <p>Key Priority 4: Development of oracy skills</p> <p>Key Priority 5: Development of enrichment activities</p>	<p>Key Priority 1: Continuation of the implementation of the Rodings Curriculum.</p> <p>Key Priority 2: Investigate options for pre-school provision</p> <p>Key Priority 3: Review school premises in light of increasing numbers.</p> <p>Key Priority 4: Rodings Hub is established for the wider school community</p> <p>Key Priority 5: Rodings offers CPD opportunities for curriculum development, including the arts.</p>	<p>Key Priority 1:</p> <p>Key Priority 2:</p> <p>Key Priority 3:</p> <p>Key Priority 4:</p> <p>Key Priority 5:</p>

2022-2023	2023-2024	2024-2025
Parent Partnership	Parent Partnership	Parent Partnership
Autumn Term Meet the Teacher evening KS2 SATs and Secondary transfer evening Parent drop in sessions Learning Consultation Evenings Open Day and Evening Homework Consultation	Autumn Term Meet the Teacher evening KS2 SATs and Secondary transfer evening Parent drop in sessions Learning Consultation Evenings Open Day and Evening	Autumn Term Meet the Teacher evening KS2 SATs and Secondary transfer evening Parent drop in sessions Learning Consultation Evenings Open Day and Evening
Spring Term Parent drop in sessions Learning Consultation Evenings Learning Conference Report sent home	Spring Term Parent drop in sessions Learning Consultation Evenings Learning Conference Report sent home	Spring Term Parent drop in sessions Learning Consultation Evenings Learning Conference Report sent home
Summer Term Annual Report to Parents Foundation Stage “new Parents” meeting Parent drop in sessions	Summer Term Annual Report to Parents Foundation Stage “new Parents” meeting Parent drop in sessions	Summer Term Annual Report to Parents Foundation Stage “new Parents” meeting Parent drop in sessions
Consultation	Consultation	Consultation
Autumn Term Parent Survey Pupil Voice ready for Parents Consultation Safeguarding/Child Protection Policy Homework Policy RSE Policy	Autumn Term Parent Survey Pupil Voice ready for Parents Consultation Safeguarding/Child Protection Policy Complaints Policy SEND Policy	Autumn Term Parent Survey Pupil Voice ready for Parents Consultation Safeguarding/Child Protection Policy Behaviour Policy
Spring Term Staff Survey Pupil Voice ready for Parents Consultation SHUE survey	Spring Term Staff Survey Pupil Voice ready for Parents Consultation SHUE survey	Spring Term Staff Survey Pupil Voice ready for Parents Consultation SHUE survey
Summer Term Children’s Survey	Summer Term Children’s Survey	Summer Term Children’s Survey
Workshops	Workshops	Workshops
Autumn Phonics training for FS parents	Autumn Phonics training for FS parents	Autumn Phonics training for EYFS parents
Spring E-safety training SRE	Spring E-safety training SRE	Spring E-safety training SRE
Summer Assessment Reporting and Arrangements	Summer Assessment Reporting and Arrangements	Summer Assessment Reporting and Arrangements

Strategic Priority 1: An Excellence Led and Enriched Experience

Rodings Road Map Aims:

- Our School is inclusive and promotes diversity
- The arts are embedded into the curriculum, promoted, celebrated and valued
- The school enhances Cultural Capital
- Club provision becomes more varied and encompasses a range of interests for children
- The curriculum fundamentals are grounded in everyday practice
- Children are encouraged to reach their academic and personal potential
- Curriculum enrichment and opportunities to engage beyond the curriculum.

○ To Be Started ○ Implementation ○ Completed

	Intent	Implementation	Impact
Curriculum, Teaching and Learning	<p>What? To continue the Artsmark journey</p> <p>To ensure that high quality arts teaching is embedded and promoted across the curriculum</p> <p>Why? To increase the children's exposure to the arts and to build their cultural capital. That the arts can be a successful career path as well as being good for wellbeing.</p> <p>To support the school recovery programme particularly using the arts to resort to confidence and wellbeing. To demonstrate that the arts are a valued element of our curriculum.</p>	<ul style="list-style-type: none"> • Complete the Statement of Commitment by autumn term 2022 • Attend 1:1 development sessions • Action Plan to be completed once Statement of Commitment is agreed <p>Arts Partnership</p> <ul style="list-style-type: none"> • Write a scheme of work for the new Create units for summer term. • Investigate and create partnerships links with arts organisations to support the delivery of the Create units. • Create a DEEP Arts Network which focuses on the arts across the partnerships including curriculum development and CPD. • Begin the development of the Rodings Hub. • To start the ArtsMark journey <p>Time Scale: Artsmark completed by Summer 2024</p> <p>Who is responsible: Colin Raraty</p> <p>Cost: £5000 £3000 for partnership work 6x DEEP Arts Network Meetings</p>	<p>Intended: The children are exposed to a broad and balanced curriculum across this school. The arts enrich the children's experience at Rodings. All children discover a talent that they are good at. The children's understanding of the world and cultural capital increases.</p> <p>The arts curriculum is valued and is delivered consistently and the content is of high quality.</p> <p>Actual:</p>

To increase the cultural capital across the school.		
Mid-year Review	•	
<p>What? To embed concepts across the curriculum.</p> <p>Why? So that the children can make greater connections to their learning across the curriculum.</p>	<p>Diversity and Equality</p> <ul style="list-style-type: none"> • Investigate how The Black Curriculum can be incorporated into Rodings curriculum. • Review and develop assembly sessions that relate to diversity and the curriculum concepts. • Increase the numbers of visitors/speakers from diverse backgrounds. • Look into No Outsiders and Stonewall School <p>-----</p> <ul style="list-style-type: none"> • Concepts are clearly identified in curriculum plans and strong links are made across subjects. • Concepts highlighted through assembly discussions. • Knowledge maps are displayed in classrooms and concepts linked to knowledge maps. • Concepts displayed in classroom and in books <p>Who is Responsible: Hayley George/Darryl Crawley/ Rob Jinkerson.</p> <p>Cost:</p>	<p>Intended: The children make stronger links between their learning, particularly between subjects.</p> <p>Actual:</p>
Mid-year Review	•	
<p>What? To expand the children's cultural capital through curriculum planning and enrichment</p> <p>Why? To increase the children's exposure to the arts and to build their cultural capital.</p>	<ul style="list-style-type: none"> • Review the curriculum and make sure that the curriculum fundamentals promote cultural capital. • Review enrichment activities to make sure that all subjects are equally represented through visits, speakers and others activities. • Teachers, when planning, make sure that experiences are varied and the arts, literature and sport are used to stimulate engagement and a love of learning. • Carry out children's surveys regarding what clubs they would like to participate in. • Identify outside providers and school staff that have capacity to run an after school club. <p>Time Scale: Summer 2023</p> <p>Who is responsible: Darryl Crawley, Colin Raraty and teaching staff.</p> <p>Cost: PPA and subject release time.</p>	<p>Intended: The children are exposed to a broad and balanced curriculum across this school. The arts, sport and literature enrich the children's experience at Rodings. The children's understanding of the world and cultural capital increases.</p> <p>Actual:</p>

Strategic Priority 2: A Stimulating and Safe Environment

Rodings Road Map Aims:

- Children can deal with difficult situations and are more resilient
- Transition between phases is effective and children cope with with the change
- School Grounds are improved
- Children know how to stay safe, have a voice and their rights are respected

○ To Be Started ○ Implementation ○ Completed

	Intent	Implementation	Impact
Health and Emotional Wellbeing	<p>What? To continue to develop child wellbeing through the teaching of mindfulness and wellbeing strategies.</p> <p>Why? Children are still feeling the impact on the pandemic and the current war in Ukraine plus the cost of living crisis. Society pressures are also being transferred onto children.</p>	<ul style="list-style-type: none"> • Roll out Paws b Curriculum to Year 3 and 6 • Teach dots to younger children • Create mindfulness ambassadors to support the wellbeing work across the school. • Revisit mindfulness work - about how it can be taught and developed in a sustained way <p>-----</p> <ul style="list-style-type: none"> • Introduce e-safety champions in Years 5 and 6 to reinforce the work developed by Hayley George in 2021/22. • Roll out Action for Happiness Tool Kits <p>Time Scale: July 2023</p> <p>Who is responsible: Kate Oakley/Hayley George</p> <p>Cost: £500</p>	<p>Intended: The children increase their strength and resilience both in academic challenge but in dealing with personal situations.</p>
	Mid-year Review		
	What?	<ul style="list-style-type: none"> • Build outside toilets for lunchtime use • Improve staff toilets to increase privacy and create a nicer space. 	Intended:

	<p>To improve the school grounds to promote the health and wellbeing of staff and children.</p> <p>Why?</p>	<ul style="list-style-type: none"> ● Use external space to extend staffroom capacity ● Increase the amount of shade in the playground for both rainy and sunny days. ● Create a first aid station in the playground to improve the provision of accident care. ● Revamp and improve the quiet garden for learning and break time us ● Investigate cost for installing air conditioning. ● Apply for grants to cover the cost of improvements ● Investigate the possibility of increasing additional work space within the school grounds. <p>Time Scale: July 2023</p> <p>Who is responsible: Colin Raraty/Andrea Paget/Peter Clements</p> <p>Cost: £50,000 - budget funding and grants</p>	<p>Children and staff have adequate space and places to rest and relax at break and lunchtime.</p> <p>Graeter staff retention - staff feel cared for and appreciated.</p> <p>Children are able to learn in a safe and thriving environment.</p> <p>Toilet facilities are pleasant and plentiful and offer increased privacy.</p>
	<p>Mid-year Review</p>	<ul style="list-style-type: none"> ● 	

Strategic Priority 3: A Skilled Workforce and a High Performing Culture

Rodings Road Map Aims:

- Developing Leaders
- Professional Learning Opportunities for all staff
- Curriculum outcomes improve with more children reaching the expected standard for their year group in all subjects.
- Research led practice is incorporated into decisions about teaching and learning

○ To Be Started ○ Implementation ○ Completed

	Intent	Implementation	Impact
Curriculum, Teaching and Learning	<p>What? To continue to raise the profile of Foundations Subjects so that the high expectations and outcomes are of a high standard.</p> <p>Subjects are exciting and inspiring for adults and children.</p> <p>Why? As an Ofsted action point from the previous inspection in January 2018.</p>	<ul style="list-style-type: none"> • Colin and Darryl visit Jonathan Lear's school to witness the impact of the curriculum on the children. • Embed new RE curriculum following the new Essex Scheme. • Focus on science and music. <p>Curriculum Enrichment</p> <ul style="list-style-type: none"> • Review school visits to make sure that they are cohesive to the school curriculum plan. • Investigate ways of making more of visitors to enrich and inspire the children • Introduce more whole school days, working in house groups or having a focus for the day e.g. mental health, writing days, developing thinking skills • Review clubs provision to improve the range of clubs that are on offer so that every child could access something that they would like. Increase non-sporting clubs. <p>Time Scale: Action plans and timetables to be completed by October half term Monitoring to happy every half term Research into curriculum development to be completed during Autumn term ready for Spring term implementation.</p>	<p>Intended: That the foundation curriculum has the same expectations and outcomes as the core curriculum.</p> <p>Actual:</p>

		<p>Who is Responsible: Colin Raraty and Darryl Crawley</p> <p>Cost: 3x staff meeting sessions</p>	
	Mid-year Review	•	
	<p>What?</p> <p>To review current teaching practice both inside and outside of school. Plan and deliver a series of training based around teaching and learning priorities for the academic year.</p> <p>Why?</p>	<ul style="list-style-type: none"> • Quizzing and retrieval - what does quality quizzing look like? • Survey staff about teaching and learning priorities <p>Time Scale: July 2023</p> <p>Who is Responsible: Darryl Crawley/Rob Jinkerson, Owen Wright and Kate Oakley</p> <p>Cost:</p>	<p>Intended:</p> <p>Actual:</p>
	Mid-year Review	•	

2022 Data	GLD	Phonics	KS1 Reading	KS1 Writing	KS1 Maths	KS2 Reading	KS2 GPS	KS2 Writing	KS2 Maths	KS2 Combined
National	65%	76%	67%	58%	68%	75%	72%	70%	71%	59%
Essex	67%	75%	69%	60%	69%	74%	72%	70%	71%	58%
School	68%	89%	62%	60%	69%	79%	79%	72%	79%	69%

Strategic Priority 4: The Right Support at the Right Time

Rodings Road Map Aims:

- Disadvantaged children close the gap with their peers.
- All children receive the support they need; academic or pastoral
- SEND children are successful

○ To Be Started ○ Implementation ○ Completed

	Intent	Implementation	Impact
Inclusion, SEND, PP and other Vulnerable Groups	<p>What? To create a More Able co-ordinators role to champion gifted and talented children.</p> <p>Why? To make sure that these children are still challenged and supported whilst there is such a focus on disadvantaged and Recovery from the pandemic.</p>	<ul style="list-style-type: none"> • Identify children and create a database of these children • Identify More Able as a vulnerable group on Insight • Create an action plan linked to the children's needs. • AMA Maths Y5/6 quiz competition • AMA science Phizz Factor competition <p>Time Scale: Summer 2023</p> <p>Who is Responsible: Hayley George</p> <p>Cost: TBA once the action plan is in place.</p>	<p>Intended: More able children report that they are challenged and supported. That they have a variety of experiences that make sure that love of learning is sustained. All More Able children exceed expected outcomes.</p> <p>Actual:</p>
	Mid-year Review	•	
	<p>What? To establish a disadvantaged champion and link governors to champion the needs of disadvantaged children.</p> <p>To improve the outcomes of disadvantaged children closing the gap with their peers.</p> <p>Why?</p>	<ul style="list-style-type: none"> • To create an action plan for improvement. • Half termly Pupil Progress meetings. • Establish interventions and strategies to improve the reading ability of disadvantaged children. • Establish a homework club to support learning at home. <p>Time Scale: July 2022</p> <p>Who is Responsible: Owen Wright</p> <p>Cost: See Pupil Premium statement and Recovery action plan.</p>	<p>Intended: Disadvantaged children have the same opportunities and their non-disadvantaged peers.</p> <p>They close the gap in their learning and have comparative achievements to the rest of their year group.</p> <p>Actual:</p>

	Disadvantaged children achieve below their peers. They have significant barriers that prevent them from achieving their full potential.		
	Mid-year Review	•	
	<p>What? To evaluate the impact and efficiency of all interventions across the school.</p> <p>Why?</p>	<ul style="list-style-type: none"> • Review each intervention for impact, appropriateness, cost effectiveness. • Establish more accurate recording methods across all interventions. • Create suitable spaces for interventions to take place that allow the children to focus and flourish. • Review how LSA's are distributed and used across the school. Create timetables that are efficient and purposeful. • Provide quality training for staff providing interventions. • SLT and subject leaders provide impact reports on their interventions. • Learning Mentors are given the appropriate time to deliver support. • Provision map on Insight <p>Time Scale: Autumn 2022</p> <p>Who is Responsible: SLT/Subject Leaders</p> <p>Cost:</p>	<p>Intended: All interventions provide high quality and appropriate support to teach children. Interventions have a significant impact on outcomes for children. Children feel supported and that they are achieving their best.</p> <p>Actual:</p>
	Mid-year Review	•	

Strategic Priority 5: Outside Engagement

Rodings Road Map Aims:

- Expand community involvement
- Improve the outward face of the school

To Be Started
 Implementation
 Completed

	Intent	Implementation	Impact
Leadership	What? To develop strong partnerships across all sections of the school and local community.	<ul style="list-style-type: none"> • Development of the Rodings Hub • Strengthen subject networks across DEEP and beyond • Through the arts establish working partnerships to provide specialist teaching and support. • Increase the number and diversity of visitors and speakers to school. • Work with parents to provide clubs using their specialisms. • Survey parents to identify their skills that could help support the school. 	Intended: Rodings is enriched because it has strong links with its community
	Why?	Time Scale: Spring 2023 Who is Responsible: Colin Raraty/SLT Cost:	Actual:
	Mid-year Review	<ul style="list-style-type: none"> • 	
	What? To create a video prospectus for the school.	<ul style="list-style-type: none"> • A video Prospectus is created for the school website. 	Intended: Prospective parents and parents have a variety of sources to gain information about the school. Access to information about the school is improved.
	Why? Improves the access to information about Rodings for prospective parents in a digital age.	Time Scale: Summer 2023 Who is Responsible: SLT Cost: Release time, SLT meetings	Actual:
	Mid-year Review		

Abbreviations

AMA – Academically More Able
CPD - Continued Professional Development
DEEP -
EYFS – Early Years Foundation Stage
GLD - Good Level of Development
KS – Key Stage
LSA – Learning Support Assistant

PP – Pupil Premium
PPA - Planning, Preparation and Assessment
SDP – School Development Plan
SEND – Special Educational Needs and Disability
SLT - Senior Leadership Team
RE - Religious Education
RSE – Relationship and Sex Education