

# Rodings Primary School



## School Development Plan

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

Rodings Road Map 2023 -2026  
Detail 2025-2026

## Overarching Aims

- Academically, pupils achieve expected standard, with an increased percentage achieving higher than expected standard
- Broaden pupils horizons
- Recruit and develop a highly skilled workforce

# Strategic Priority 1: Opportunity

To Be Started 
  Implementation 
  Completed

Vision	Aim	Actions	Responsibility	Outcome
<b>Passionate About Creativity</b>  <b>Work With And Within Our Community</b>	Achieve Artsmark Award	<ul style="list-style-type: none"> <li>• Submit Statement of Impact</li> <li>• Attend submission training and workshops on the delivery and sustainability beyond Artsmark recognition.</li> <li>• Directory of partner organisations with named links and contacts.</li> </ul>	Colin Raraty Debra Coates-Reynolds	Artmark achieved in 2025/2026 - aim for Gold
	<b>Mid-year Review</b>	•		
<b>We are passionate about creativity</b>	Expand enrichment opportunities within and outside of the school community.	<ul style="list-style-type: none"> <li>• Work with DEEP to create a range of ENRICH days; each school providing</li> <li>• Investigate First Aid opportunities for the children and develop further life skills.</li> <li>• Expand opportunities for after school clubs</li> <li>• Introduce My Happy Mind - as a wellbeing strategy.</li> </ul>	Colin Raraty	An increased number of opportunities are available for the children.
	<b>Mid-year Review</b>	•		
<b>Nurture Social Intelligence</b>	Right Respecting School Silver Award	<ul style="list-style-type: none"> <li>• Fortnightly meetings with Rights Respecting Council</li> <li>• Assemblies every other week to promote and develop social intelligence around rights</li> <li>• Promote RR through the curriculum</li> <li>• Regular meetings with governor link</li> <li>• Look at succession planning for continuation of Rights Respecting work during maternity leave.</li> </ul>	Becki Keeble Colin Raraty	Rights Respecting Award achieved.  Children have a deep understanding of their rights and of those around them.
	<b>Mid-year Review</b>	•		

## Strategic Priority 2: Quality

○ To Be Started   ○ Implementation   ○ Completed

Vision	Aim	Actions	Responsibility	Outcome
<b>Committed to Academic Excellence</b>	Outcomes to be above national average	<ul style="list-style-type: none"> <li>• Pupil Progress meetings</li> <li>• Review provision mapping and intervention support for those that are working below the expected standard</li> <li>• Complete Maths Hub training to provide maths coaching and improve the quality of maths teaching including EYFS</li> <li>• Add a line about outcomes for all year groups</li> <li>• Provision mapping tool</li> <li>• Develop of culture for learning</li> <li>• Review curriculum provision</li> <li>• Assessment arrangements and (levels)</li> </ul>	Colin Raraty SLT Becki Keeble Megan Birch Emma Beard	Outcomes are at least broadly in line with national expectations.
	<b>Mid-year Review</b>	•		
<b>Committed to Academic Excellence</b>	Teaching and Learning Coaching	<ul style="list-style-type: none"> <li>• Embed use of StepLab across the school - focus on core subjects</li> <li>• Professional Development (PD) staff meeting focusing on Teaching and Learning</li> <li>• Professional Development sessions for support staff - dedicated time</li> <li>• Expanding coaching training to other teaching staff</li> <li>• Continue research into Teaching and Learning Strategies</li> </ul>	Colin Raraty SLT	Quality of teaching improves and lessons demonstrate a good level of progress for all children, from their starting points.
	<b>Mid-year Review</b>	•		
<b>Committed to Academic Excellence</b>	Improve outcomes in writing	<ul style="list-style-type: none"> <li>• Review the current writing curriculum to make sure it meets the needs of our children but also raises standards to bring them broadly in line with national averages.</li> <li>• Complete termly internal and external moderation (DEEP).</li> <li>• Review spelling programmes to implement any new strategies needed to raise standards in spelling.</li> <li>• Review and implement changes to how GPS is delivered across the school.</li> <li>• Deliver staff CPD sessions</li> <li>• A member of SLT to complete the local authority writing moderator training.</li> <li>• Year 6 staff to attend LA writing moderation update.</li> </ul>	Hannah Raban Rob Jinkerson	Children's outcomes at EYFS, Year 1 and Year 6 are at least in line with the national average.

	<b>Mid-year Review</b>	•		
<b>Committed to Academic Excellence</b>  <b>Passionate About Creativity</b>	Manage the staffing and financial impact of a falling roll	<ul style="list-style-type: none"> <li>• Work with the LA to establish what numbers will look like over a three to five year period</li> <li>• Create best and worst case scenarios to present to governors and SLT.</li> <li>• Hold regular updates for staff so that the process of reducing staff is open and transparent</li> <li>• Look at different working models so that we have the 'right staff in the right place'.</li> <li>• Staffing structure is finalised and is place for Sept 2026</li> <li>• SLT to look at different streaming revenues including grants and match funding to maintain the school's expectations around quality environments and enrichment activities.</li> </ul>	Colin Raraty	<p>Staffing structures are in place that allow the school to function with its ethos and core values maintained.</p> <p>Staff report that the transition to a smaller school is relatively smooth.</p>
	<b>Mid-year Review</b>	•		

## Strategic Priority 3: Support

○ To Be Started   ○ Implementation   ○ Completed

Vision	Aim	Actions	Responsibility	Outcome
<b>Nurture Social Intelligence</b>	Carry out a premises review, linked to falling roll, and put a 3/5 year premises plan in place.	<ul style="list-style-type: none"> <li>Review available spaces in the school and make sure they have a distinct purpose.</li> <li>Create a 3 to 5 year plan for premises maintenance to include toilet and classroom redecoration, flooring replacement and creating designated spaces for the arts.</li> <li>Working with SLT and children to create inspiring spaces that create a friendly, purposeful and inspiring environment.</li> <li>Use current research on successful school spaces.</li> </ul>	Colin Raraty Gavin Timms Andrea Paget	The school building is well maintained and has purposeful and inspiring spaces.
	<b>Mid-year Review</b>	•		
<b>Committed to Academic Excellence</b>  <b>Nurture Social Intelligence</b>	Develop AI strategies for Teaching and Learning and teacher workload	<ul style="list-style-type: none"> <li>Develop AI policy for appropriate and safe AI use</li> <li>Staff to receive Ai training - Tim Cook - AI Confident</li> <li>Create a culture of safe experimentation and a safe space to develop AI technology in school</li> <li>Report to parents how AI is being used in school</li> </ul>	Colin Raraty Emma Beard	Clear and safe AI use in school AI helps to raise standard and engagement in learning. Reduces teacher workload.
	<b>Mid-year Review</b>	•		
<b>Committed to Academic Excellence</b>	Increase the capacity of the SEND team reflecting the increasing number of children with additional needs.	<ul style="list-style-type: none"> <li>Louise Yiu to complete NPQSENCo - complete one day a week as maternity cover</li> <li>Audit the range of Support needs outside the children on the SEND register. What support is needed?</li> <li>Investigate new SEND staffing structure so that there is additional capacity within the school to support children with SEND</li> <li>Investigate creating a pastoral care position (HLTA level) to provide early and proactive intervention before referrals are made to the SENCo.</li> </ul>	Colin Raraty Louise Yiu Annabel Brown (when back from MAT leave)	Increased capacity to support children on and beyond the SEND register.  SEMH support in improved across the school.
	<b>Mid-year Review</b>			
<b>Nurture Social Intelligence</b>	Pupil Voice (inclusion review recommendation)	<ul style="list-style-type: none"> <li>Ensure that comments left in worry boxes are responded to and acknowledged.</li> <li>Ensure 'seldom heard' pupils are as confident as other pupils to report any concerns they</li> </ul>	Colin Raraty Rachel Deamer	All pupils feel heard.

		<ul style="list-style-type: none"> <li>• may have.</li> <li>• Working with School Parliament or another group of pupils develop a plan that supports the pupil voice beyond school parliament and worry boxes.</li> <li>• Link with TPP so that staff are aware of the impact of supporting and acknowledging pupil voice.</li> </ul>		
	<b>Mid-year Review</b>			