

Rodings Primary School



School Development Plan

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

Rodings Road Map 2026 -2029
Detail 2026-2027

Rodings Vision

At Rodings Primary School we strive to provide an excellence led and enriching experience for our children in a safe and stimulating environment. We have a skilled workforce and a high performing culture, which provides the right support at the right time for all children and staff. We work hard on outside engagement to develop strong relationships with our parents and community

We do this through



ACADEMIC EXCELLENCE

Aim	Deliver	Responsibility	Sustain
To review, refresh and embed a consistent, relational-first approach to behavior management, creating a positive school-wide culture underpinned by shared values.	Complete Revision of Behaviour Policy: Led by SLT review and rewrite the whole-school behaviour policy, clarifying sanctions and rewards considering TPP and the work of Paul Dix. Whole-School CPD: Roll out compulsory training for all staff focused on relational practice, trauma-informed approaches, and de-escalation techniques. Systemic Consistency (Core Scripts): Standardise the implementation of the reviewed policy across the school. This includes standardising behaviour scripts for staff to use, ensuring every child receives a consistent and equitable approach with clear, predictable consequences and rewards.	Rob Jinkerson Annabel Brown	Ongoing Monitoring & Data Use: Establish a formal system for termly monitoring and analysis of behavior data, monitoring individual child's behavior patterns to identify trends, early intervention needs, and the effectiveness of current strategies. Peer-to-Peer Coaching & Mentoring: Create a network of internal "Behaviour Champions" (e.g., from the policy working group) to provide peer observation and coaching for new and struggling staff, ensuring practice remains high-quality. Refined Induction Process: Update staff induction procedures to include training on the school's behaviour strategy so there is consistency from the beginning of their employment.
Mid-year Review	•		
To establish robust senior leadership meeting structures, clear monitoring schedules, and coaching-led accountability systems to drive school improvement.	SLT Meeting & Cycle Restructure: Formalise senior leadership team meetings around a three-tier cycle: 1. Focus, 2. Mid-point check, and 3. Evaluation. Publish a clear schedule with explicit leadership delegation. Management Information System (Arbor) Training: Deliver targeted Arbor training to SLT and middle leaders to standardise data analysis and build systematic data review routines into SLT meetings.	Colin Raraty SLT	Iterative Evaluation Cadence: Embed the 3-tier meeting framework termly so data and monitoring directly inform leadership decisions rather than simple reporting. Culture of Accountability & Visibility: Maintain high leader visibility across the school, using agreed leadership codes of conduct and transparent monitoring schedules to maintain consistency
Mid-year Review	•		
To streamline SEN and intervention delivery by improving infrastructure,	One Plan & EHCP Framework Standardization: Implement and monitor standardised One Plans across the school to ensure tailored provision for all EHCP and SEN support pupils.	Annabel Brown Louise Yiu	Termly Intervention Impact Cycles: Formalise regular entry/exit assessment points for all interventions, ensuring pupil progress data

tracking One Plans, and ensuring equitable provision for EHCP pupils.	Resourcing & Infrastructure Upgrade: Audit and dedicate physical spaces for interventions and ensure proper IT equipment access for support staff running targeted interventions. Intervention Monitoring Protocols: Establish clear senior leadership monitoring (led by SENCo/SLT) to track intervention delivery quality and pupil attendance/outcomes.	Colin Raraty Annabel Brown SLT	determines whether interventions continue, adapt, or end. Ongoing Support Staff Professional Development: Provide continuous training and IT support for LSAs and intervention leads to maintain high-quality delivery over time. Integrated Provision Reviews: Link EHCP and intervention reviews directly into whole-school monitoring schedules, avoiding siloed SEND management.
Mid-year Review	•		
To establish a clear, structured deployment framework across Key Stage 1 and Key Stage 2 that provides support staff with consistency in their weekly routines and clear lines of accountability.	New September Deployment Structure: Restructure Learning Support Assistant (LSA) and Teaching Assistant (TA) allocations across KS1 and KS2 prior to September, ensuring optimal deployment for academic and SEN support. Consistent Weekly Routines: Design predictable daily and weekly schedules for all support staff to eliminate last-minute disruptions and promote operational stability.. Accountability & Role Expectations: Publish explicit job role expectations, daily checklists, and clear accountability frameworks for all support staff roles across the school.	Colin Raraty	Termly Timetable Audits: Conduct half-termly reviews of support staff timetables to protect routine consistency and ensure emergency class cover does not disrupt core intervention work. Line Management Alignment: Ensure line managers (e.g., SENCo or Phase Leaders) conduct regular drop-ins to review deployment efficacy and maintain operational consistency. Appraisal & Competency Framework: Fully embed support staff into the annual appraisal cycle, linking individual targets directly to school priorities and professional growth.
Mid-year Review	•		
To establish full year-on-year curriculum alignment by finalising long-term subject plans and embedding consistent, high-leverage lesson structures across all key stages.	September Long-Term Planning Audit: Prioritise and finalise all subject long-term plans in September, ensuring clear vertical sequencing, skills progression, and knowledge mapping from EYFS through Key Stage 2. Standardised Lesson Structures: Define and roll out clear, evidence-informed lesson frameworks across core and foundation subjects (e.g., explicit instruction models: retrieval practice, input, guided practice, independent application).	Rob Jinkerson Subject Leaders	Annual Curriculum Review Cadence: Embed an annual summer/early autumn review cycle for subject leaders to refine long-term plans based on pupil outcome data and cohort needs. Peer Observation & Coaching Loops: Utilise instructional coaching cycles (such as <i>Steplab</i>) and peer observations focused specifically on lesson structure adherence to maintain teaching consistency.

	Curriculum Progression Mapping: Ensure year-on-year consistency by providing teachers with clear progression grids so they know exactly what prior knowledge pupils bring from previous year groups.		Subject Leader Monitoring Cycles: Schedule regular subject-leader book looks, learning walks, and pupil voice interviews to verify that planned progression translates into classroom delivery.
Mid-year Review	•		

SOCIAL INTELLIGENCE

Aim	Deliver	Responsibility	Sustain
To transform the experience of lunchtime and playtimes into positive, high-quality, and stimulating periods of social and physical development that reduce conflict and enhance transitions.	OPAL Implementation (Outdoor Play and Learning): Undertake significant investment and whole-school training in the OPAL program to create a rich, loose-parts play environment. Transition Management System: Introduce specific rituals and clear systems for the end of break / end of lunch to facilitate smooth and calm transitions. Actioning notes like "end of play/lunch song" and ensuring staff are visible and proactively managing movement. Environmental Audit: Conduct an audit of the Dining Hall Environment and social spaces to reduce noise and congestion. Implement immediate improvements, such as introducing music during lunch, family service, hall responsibilities for children.	Rob Jinkerson Kate Oakley Colin Raraty	Dedicated Budget & Provision Plan: Establish an annual dedicated budget line for the ongoing replenishment of play resources, maintenance of a "quiet area," and "available provision during break & lunch" (e.g., specific equipment). Lunchtime Supervisor Training and Empowerment: Implement a CPD program for Lunchtime Supervisor to upskill them in playwork, positive behavior support, and conflict resolution, making them essential partners in the change. Regular Review Cycle: Build a termly review of transition times into SLT meetings. Use incident data from social times to proactively adjust provision and staffing, rather than reacting to problems.
Mid-year Review	•		
To boost support staff morale and sense of value through targeted SLT support during high-stress situations, proactive wellbeing monitoring, and culture-building initiatives.	SLT Rapid-Response for Stress Behaviour: Implement a clear protocol for SLT to directly support LSAs managing acute "stress behaviour" and high-level dysregulation, ensuring staff are never left isolated in challenging moments. "Feeling Valued" Initiatives: Integrate support staff into whole-school recognition systems, inclusive staff meetings, and equitable access to professional development and school perks. Debrief & De-escalation Support: Introduce structured SLT debriefs for support staff following high-stress behaviour incidents to promote emotional recovery and psychological safety.	SLT	SLT Wellbeing Lead Assignment: Designate a specific Senior Leader to act as the dedicated advocate and liaison officer for support staff morale and working conditions. Regular Morale Pulse-Surveys: Conduct termly, anonymous support staff wellbeing surveys to track workload perception, feeling valued, and job satisfaction. Wellbeing Check-in Routines: Embed quick, informal 1-on-1 wellbeing check-ins into monthly line management meetings.
Mid-year Review	•		

To empower support staff by establishing dedicated LSA meeting structures, enhancing communication channels, and fostering collaborative professional development.	Dedicated LSA Meeting Schedule: Establish regular, timetabled LSA meetings during paid working hours to discuss pupil progress, operational challenges, and shared best practice. Inclusive Communication Channels: Ensure all support staff are included in daily briefings, weekly updates, and curriculum planning discussions to remove information siloing.	Colin Raraty	Support Staff Steering Group: Form an LSA representative group to meet with SLT termly, ensuring support staff voice directly informs operational policy adjustments. CPD & Career Progression Pathways: Create structured professional development pathways for support staff (e.g., HLTA routes, specialist SEN training) delivered during dedicated meeting slots.
Mid-year Review	•		
To redevelop the school's sensory and nurture environments—establishing a relocated sensory space and a technology-enabled nurture room—to support pupils with Emotionally Based School Avoidance (EBSA) and sensory overload, ensuring inclusion and academic continuity.	Sensory Space Relocation & Grant Funding: Conduct an premises audit to identify a more suitable, low-arousal location for the sensory space. Submit targeted grant applications (e.g., local authority SEND grants, charitable trust funding) to finance specialized sensory equipment and installation. Dedicated Nurture & EBSA Space Creation: Design and equip a quiet, trauma-informed Nurture Space specifically tailored for children experiencing classroom dysregulation or Emotionally Based School Avoidance (EBSA), providing a safe environment for self-regulation. Instructional Technology Integration: Source and pilot tech solutions (e.g., live audio/visual class feeds, interactive digital whiteboards, blended learning platforms) allowing main class teachers to deliver instruction remotely into the nurture space. Clear Operational & Referral Protocols: Publish clear entry/exit criteria, timetabling, and staffing schedules for both spaces to ensure they are used as targeted, purposeful interventions aligned with individual provision maps.	Colin Raraty Annabel Brown Louise Yiu	Ongoing Maintenance & Funding Pipeline: Establish an annual resource audit cycle and maintain an active pipeline of local community/educational grant applications to continually refresh and repair sensory equipment. Staff CPD & EBSA Coaching: Deliver continuous professional development for teaching and support staff on EBSA strategies, dysregulation de-escalation, and sensory integration techniques. Termly Impact & Transition Monitoring: Track EBSA pupil attendance, dysregulation logs, and successful transition rates back into main classrooms termly, using this data to continuously adapt support strategies. Inclusion & SEN Governance Oversight: Embed regular reviews of the sensory and nurture spaces into termly SENCo reporting and Governor Inclusion Panel visits.
Mid-year Review	•		

CREATIVITY

Aim	Deliver	Responsibility	Sustain
To draft and execute a comprehensive Artsmark Platinum action plan—embedding a rich, high-quality arts and cultural curriculum across all key stages, amplifying pupil voice, and leading arts collaboration across local school networks.	Action Planning & Baseline Audit: Conduct a whole-school audit against the Artsmark Platinum framework. Formulate and submit the Artsmark Statement of Commitment and explicit Action Plan to Arts Council England. Curriculum Integration & Diversification: Review and adapt the arts curriculum (visual arts, music, dance, drama) to ensure rich cross-curricular links, diverse cultural representation, and progression of skills from EYFS to Year 6. Pupil Arts Leadership ("Arts Ambassadors"): Establish a student-led "Arts Council" / "Arts Ambassadors" team to give pupils direct influence over creative projects, school performances, and cultural event planning. Enriched Cultural Offer: Expand extra-curricular arts opportunities (clubs, gallery visits, visiting artists, theater trips) ensuring equitable access for disadvantaged pupils and those with SEND.	Debra Coates-Reynolds Colin Raraty	Network Leadership & Outreach: Establish a local arts cluster/hub with neighboring schools to share best practices, host joint moderation sessions, and demonstrate systemic cultural leadership (a key requirement for Platinum). Sustainable Cultural Partnerships: Formalize long-term Service Level Agreements (SLAs) with external arts providers, museums, and local artists to ensure recurring annually embedded projects rather than one-off events. Continuous Arts CPD & Staff Induction: Create a continuous professional development pathway in creative arts for all teaching staff and TAs, ensuring high-quality delivery is sustained through staff turnover. Long-Term Impact Evaluation: Implement a termly portfolio review and evaluation cycle to measure the impact of the arts curriculum on pupil wellbeing, confidence, and academic achievement.

COMMUNITY

Aim	Deliver	Responsibility	Sustain
To enhance pupil well-being and engagement through a wider, more varied offer of extracurricular and creative provision, and by deepening the school's partnership with parents.	Club Provision Overhaul: Audit current extra-curricular provision and "boost the variety of clubs" by engaging outside providers or upskilling staff to offer a diverse range (e.g., creative, physical, academic). Ensure "they them" (available to all). Strategic Parent Partnerships: Establish a new Parent Forum or review existing systems to identify barriers and opportunities to "involve parents more," particularly around supporting the school's new behavior and play initiatives (as identified in Aim 1 and 2). Targeted Well-being Spaces: Designate and resource specific "spaces available <-- quiet area" for pupils who need to self-regulate or access a calmer environment during social times.	Colin Raraty Andrea Paget Kate Oakley	Establishment of Student Media/Tech Hub: Launch and resource the "- radio station," giving pupils an ongoing, long-term creative outlet and a vehicle for school-wide messaging and voice. This creates a sustainable creative skill base. Dedicated Staff Leadership Role: Assign a staff member (e.g., a teacher or senior leader) the formal responsibility for coordinating extra-curricular provision and parent engagement, ensuring it doesn't become forgotten amid other priorities. Annual Stakeholder Feedback Loop: Conduct annual, structured surveys of pupils and parents to measure satisfaction with club provision and general engagement, using this feedback to plan for the subsequent year's offer.
Mid-year Review	•		
To expand and embed the school's Forest School provision into a high-impact, inclusive curriculum offer that caters specifically to SEND pupils and all Key Stage 2 classes.	Inclusive Curriculum & Session Mapping: Design adapted, sensory-rich Forest School pathways tailored for SEND pupils, while mapping outdoor learning objectives directly to the KS2 National Curriculum. Staff Upskilling & Certification: Train additional teachers and TAs to Level 3 Forest School Leader qualification to increase whole-school delivery capacity and reduce external dependency. Targeted Resourcing: Procure and adapt specialized outdoor clothing, footwear, and sensory equipment to ensure all pupils, regardless of needs, can access sessions safely and comfortably.	Abi Magness	Embedded Timetabling & Capacity: Fully lock Forest School blocks into the core whole-school annual timetable to protect delivery time, backed by internal peer-coaching loops for new staff. Annual Impact Audits: Monitor pupil wellbeing, dysregulation incidents, and engagement data for SEND and KS2 cohorts termly to continuously refine provision. Resource Budgeting: Reinvest small yearly funds into replacing equipment and maintaining adaptive gear.
Mid-year Review	•		

To safely develop and manage the newly gifted section of Lords Wood, establishing robust site governance while building sustainable partnerships with local nurseries and community groups.	Site Safety & Boundary Infrastructure: Conduct initial arboricultural tree risk assessments, erect secure boundary fencing, lay accessible pathways, and establish emergency protocols for Lords Wood. Woodland Management Framework: Establish an operational site management plan focusing on biodiversity preservation, shelter building, fire safety, and pathway maintenance. Community & Nursery Partnerships: Launch pilot "stay and play" sessions for local pre-schools/nurseries and draft Service Level Agreements (SLAs) for out-of-hours or shared community use.	Colin Raraty Abi Magness	Rolling Maintenance Budget: Build a permanent line item into the school budget for regular professional tree inspections and estate management. Pupil Eco-Stewards: Create a student "Woodland Council" (within the Eco-Committee) to give pupils direct leadership in conserving and caring for the wood. Self-Sustaining Revenue Model & Governance: Reinvest facility-hire contributions from nursery/community groups back into site upkeep, overseen by a joint School-Community Steering Committee.
Mid-year Review	•		