

Rayleigh Primary School
School Development Plan
2025 - 2026

Schools For Every Child

Values - V1

Altruistic

Doing good things whenever however and to whoever you can

Pioneering

Striving to discover new things and exceed expectations

Ethical

Making conscious decisions to be kind and fair

Vision - V2

Putting the learner's individuality, curiosity and dignity at the forefront.
Preparing them for 'The world that awaits'.

School Motto - M1

Respecting ourselves, others and our future!

Schools For Every Child Targets 25/26

S1	We will expand our shared vision and values at all decision-making levels so that they become integral to the lifeblood of our unique and diverse school ecosystems.
S2	We will increase pupil numbers over the next 3 years to ensure our schools are at full capacity from pre-school to year 6.
S3	We will aim to take on or create at least two new settings (be that schools, nursery / lowering age, SEND hubs, wrap around care).
S4	We will Increase the opportunities for everyone across the Trust to share expertise, driving up standards and reducing duplication.

Areas for Improvement (A): Ofsted March 24

A1	<p>In a minority of curriculum areas, some pupils do not gain as much knowledge as they could. This is because the school has not precisely identified the knowledge they want some pupils to learn. Some content does not link clearly to what pupils have learned before. The school must refine these areas of the curriculum further to ensure knowledge is clearly prescribed and builds on what pupils have learned before.</p> <p>(1.3 and 2.1)</p>
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School Targets for 2025-2026

Target 1	Quality of Education: All subject curriculums have clear knowledge structures and build on prior learning.	M1, A1, S3, V1, A
Target 2	Quality of Education: Teaching is adaptive to challenge all learners and enhance oracy skills.	M1, A1, S3, S2, A
Target 3	Behaviour and attitudes/Personal Development: To embed our trust values in all areas of school life.	M1, S1, V1, V2
Target 4	Leadership and management: All staff are leaders and take account of their roles and responsibilities.	M1, S4, S5

TARGET 1: Quality of Education: Subject curriculums have clear knowledge structures and build on prior learning.

LSB Curriculum Lead:	LSB Writing Lead:	LSB Reading Lead:	LSB EYFS Lead:	
INTENT What?	IMPLEMENTATION Actions and resources	IMPACT Success Criteria	MONITORING AND MILESTONES How will we know? Deadline and people monitoring (See monitoring timetable)	Review/Outcomes (eg. LSB evaluation visits/pupil progress meetings/monitoring evidence)
<p>1.1 All teachers understand how to deliver the writing curriculum to enable all pupils to progress.</p> <p>School Lead: Writing Leads</p>	<p>1.1.a. Writing leads to a research handwriting approach.</p> <p>1.1.b Staff training on new handwriting approach- roll out to</p> <p>1.1.c Writing Curriculum Maps are refined by writing leads to ensure coverage of genres.</p> <p>1.1.d Staff are surveyed on the grammar subject knowledge they feel they need.</p> <p>1.1.e Staff have 10mins grammar CPD per staff meeting.</p> <p>1.1.f Staff plan writing units collaboratively and are supported by KS Leads.</p> <p>1.1.g Modelled writing lessons by English Leads- followed by staff discussions and coaching conversations</p>	<ul style="list-style-type: none"> • Handwriting scheme is introduced and presentation of handwriting improves across KSI. • Teachers model correct grammar techniques • RPS writing progress increases from previous year. 	<p>Autumn: Book looks show progress in handwriting presentation</p> <p>Spring: Writing lesson observations show strong use of grammatical techniques for writing</p> <p>Summer: Staff survey of grammar shows a decrease in knowledge gaps Pupil voice</p> <p>Termly monitoring evidence: pupil voice, books looks, lesson observations</p> <p>Progress evidence is readily available</p>	

<p>1.2 The Maths curriculum is refined in line with teaching for mastery(TfM) and prioritised objectives.</p> <p>School Lead: Maths Lead</p>	<p>1.2.a Staff PD on oracy in maths using manipulatives</p> <p>1.2b Collaborative planning, lesson delivery and feedback led by the maths lead to increase fidelity to TfM principles</p> <p>1.2c Staff PD on the use of CP materials and Oak National Academy in KS1, with a gradual roll out in KS2, prioritising areas which need improved coverage.</p> <p>1.2e Staff PD on structured approach to times tables (Claire Christie approach)</p> <p>1.2f Mastering number in KS1 - Maths Hub training</p> <p>1.2g Collaborative planning with EYFS with Maths Hub to support maths through continuous provision</p>	<ul style="list-style-type: none"> • EYFS and KS1 using mastering number with fidelity to the programme • KS1 using Oak National academy/CP materials (training attended) • Increased subject knowledge of staff • Opportunities for oracy increased • Y3 and Y4 using a structured approach to learning times tables, and progress is tracked more closely. • EYFS increase the opportunities for mathematics within continuous provision. • RPS maths progress increases from previous year. 	<p>Autumn: Maths learning walk- fidelity to new resourcing/planning and give feedback on TfM</p> <p>Spring: Lesson drops on teaching of times tables Book looks</p> <p>Summer: Lesson drops on mastering number sessions Pupil voice</p>	
<p>1.3 Our reading scheme is embedded consistently across the school.</p> <p>School Lead: Phonics Lead/ Reading Leads</p>	<p>1.3.a. Accelerated Reader rolled out in Year 2.</p> <p>1.3.b. LSAs are training in monster phonics intervention..</p> <p>1.3.c Phonics catch up programmes begin in Autumn Term in EYFS/KS1</p> <p>1.3.d Staff PS on inference training.</p>	<ul style="list-style-type: none"> • Year 2 pupils are meeting their accelerated reading targets • Progress is shown from phonics intervention- termly tracking sounds • Reading lessons incorporate inference skills- ensuring pupil progress 	<p>Autumn: Pupil voice Phonics drop ins</p> <p>Spring: Phonics drop in</p> <p>Summer: Lesson drops for reading lessons</p>	

<p>1.4. Foundation subjects clearly identify key knowledge and skills to be taught and built upon.</p> <p>School Lead: Subject Leaders</p>	<p>1.4.a Staff are supported by subject leaders to arrange the KAPOW units in an appropriate order for learning.</p> <p>1.4.b Subject leaders lead staff meetings to model RPS success in each subject (blooms questions)</p> <p>1.4.d Teachers are secure in their subject knowledge before teaching a lesson and understand how to improve this when required.</p> <p>1.4.e Subject leaders model to staff how to enhance KAPOW resources and link to their topics</p>	<ul style="list-style-type: none"> • All pupils are appropriately challenged- teaching is adaptive • staff follow clearly defined curriculum maps • Staff access and use resources with confidence • Pupil progress • Staff enhance KAPOW resources and link to their topics 	<p>Autumn: Book looks- monitoring coverage of skills</p> <p>Spring: Pupils voice- subject specific</p> <p>Summer: Lesson observations by subject leaders- seeing enhancements of resources</p>	
<p>Curriculum Led Financial Planning</p>	<p>Staff training- in house Maths manipulatives- curriculum</p>			

<p>TARGET 2: Quality of Education: Teaching is adaptive to challenge all learners and enhances oracy skills.</p>				
	<p>LSB Curriculum Lead:</p>	<p>LSB SEND Lead:</p>		
<p>INTENT What?</p>	<p>IMPLEMENTATION Actions and resources</p>	<p>IMPACT Success Criteria</p>	<p>MONITORING AND MILESTONES How will we know? Deadline and people monitoring</p>	<p>Review/Outcomes</p>

<p>2.1. Oracy skills are embedded into every lesson.</p> <p>School Leads- SLT/WLT</p>	<p>2.1.a. AHT researches oracy approaches to learning - Voice 21</p> <p>2.1.b Inset training on oracy skills- what is oracy?</p> <p>2.1.c Teaching and Learning Policy is updated to include updated oracy research</p> <p>2.1.d Staff work collaboratively on our RPS question triangle for chilli challenge- bloom taxonomy.</p> <p>2.1.e Literacy difficulties training attended by the SENCo. Rolled out to the whole school as part of the training package.</p> <p>2.1.f Intervention system is reviewed to ensure it is adaptive (in the moment/pre teaching to refine skills)</p>	<ul style="list-style-type: none"> ● Pupil progress is evident ● A range of appropriate questions are used in success criteria (Blooms) ● Children are being challenged by the success criteria ● Displays include speech bubbles and vocabulary ● A toolkit of Talk strategies are used in lessons 	<p>Autumn: Lesson observations</p> <p>Spring: Display monitoring- promoting talk</p> <p>Summer: Lesson observations</p>	
<p>2.2. SEND/vulnerable learners explicitly planned for and resourced for</p> <p>School Lead- SENCO</p> <p>(SEND action plan)</p>	<p>2.2.a Pearl class is established.</p> <p>2.2.b Pearl class planning is completed by teaching staff.</p> <p>2.2.c Initial plans of alternative provision begin.</p> <p>2.2.c Children are screened using the wellcomm assessment</p> <p>2.2.d Welcomm interventions begin</p>	<ul style="list-style-type: none"> ● Welcomm shows progress ● Children are regulated and work is appropriate for them 	<p>Autumn: Pearl class drop ins</p> <p>Spring: Pearl class planning drops</p> <p>Summer: Pearl class drops ins</p>	

2.3 The EYFS environment is fit for purpose.	<p>2.3.a EYFS team plan for every area in continuous provision</p> <p>2.3.b The outside learning area is set up to develop different learning areas.</p> <p>2.3.c Nursery breakfast/after school provision expands.</p>	<ul style="list-style-type: none"> • Our EYFS children are challenged through the environment • The EYFS area promotes pupil talk and oracy opportunities. 	<p>Autumn: EYFS drops ins</p> <p>Spring: EYFS drops ins</p> <p>Summer: EYFS drops ins</p>	
Curriculum Led Financial Planning	Staff training- in house- staffing budget			

TARGET 3: Behaviour and attitudes/Personal Development: Trust values are evident in all areas of school life.				
INTENT What?	IMPLEMENTATION Actions and resources	IMPACT Success Criteria	MONITORING AND MILESTONES How will we know? Deadline and people monitoring	Review/Outcomes
<p>3.2. Our values are promoted at lunchtimes.</p> <p>School Lead- SLT/WLT/Inclusion Mentor</p>	<p>3.1. Lunchtime is restructured using the OPAL play approach.</p> <p>3.1.b Staff are trained in OPAL plan.</p> <p>3.1.c Risk assessments are completed for OPAL play and parents are informed.</p> <p>3.1.d Opal play children are trained to support lunchtimes.</p>	<ul style="list-style-type: none"> • Lunchtimes will promote our values • Behaviour will reduce- accident and behaviour logs reduce • Children will be occupied at lunchtimes with an array of new and changing activities 	<p>Autumn: Pupil voice</p> <p>Spring: Lunchtime drop ins</p> <p>Summer: Pupil voice</p>	

	<p>3.1.e OPAL is well resourced and resources are stored in an appropriate way.</p> <p>3.1.f Alternative provision at lunchtimes for our vulnerable pupils.</p>			
<p>3.2 Parental engagement increased</p> <p>School leads- SLT/WLT</p>	<p>3.2.a Diary dates are reorganised to ensure events are evenly spread throughout the year.</p> <p>3.2.b Our values are promoted in interactions and communications with parents</p> <p>3.2.c Staff are trained by SLT to embed values in talk/letters home</p>	<ul style="list-style-type: none"> Parents/carers begin to understand our trust values. 	<p>Autumn:</p> <p>Parent surveys evidence positive improvements and -termly</p>	
Curriculum Led Financial Planning	Opal- FORPS funding/ curriculum for resources			

TARGET 4: Leadership and management: All staff are leaders and take account of their roles and responsibilities.				
INTENT What?	IMPLEMENTATION Actions and resources	IMPACT Success Criteria	MONITORING AND MILESTONES How will we know? Deadline and people monitoring	Review/Outcomes
<p>4.1. The school has a cohesive and positive school culture.</p> <p>School Lead- SLT/WLT</p>	<p>4.1.a Staff bulletin is introduced- weekly</p> <p>4.1.b SLT/WLT model resilience, positivity and organisation.</p>	<ul style="list-style-type: none"> Staff wellbeing is strong. Staff know where to seek help and access support 	<p>Autumn: Line manager meetings</p> <p>Spring: Line manager meetings</p> <p>Summer:</p>	

	<p>4.1.c LSA meetings every other week.</p> <p>4.1.d Team building activities and days planned.</p> <p>4.1e Mental Health Lead- creates a wellbeing team to support roll out of activities/ initiatives.</p>	<ul style="list-style-type: none"> Staff speak highly of all children and are solution focused 	<p>Staff survey</p> <p>Line manager meetings</p>	
<p>4.2. All staff are leaders of learning</p> <p>School Lead- SLT/WLT</p>	<p>4.2.a All staff scan the horizon and plan- they come with a solution and check with SLT.</p> <p>4.2.b Staff CPD on organisation techniques.</p> <p>4.2.c Data lead trains WLT to analyse data for their KS</p> <p>4.2.d Nursery pupil progress meetings begin</p> <p>4.2.e Staff rota for the staffroom set up.</p> <p>4.2.f Each staff member is assigned a 'space' to look after.</p>	<ul style="list-style-type: none"> All staff support the clear and clutter free learning environment- spaces are 'looked after' by staff groups Staff will plan and carry through subject and class responsibility- eg. trips/fun days KS leads can identify needs of their phases and deploy their staff effectively Trips and events are organised well in advance 	<p>Autumn: Environment monitoring</p> <p>Spring: Environment monitoring</p> <p>Summer: Environment monitoring</p>	
<p>4.4 Subject Leaders take ownership of their subjects.</p> <p>School Lead- Subject Leaders</p>	<p>4.4.a Subject leaders (SLs) to monitor, evaluate, review and set targets to raise attainment in their subjects.</p>	<ul style="list-style-type: none"> LSB Governors have clear and accurate knowledge of core/foundation subjects, a clear profile of the school groups. They are 	<p>Autumn: Book looks Planning drops Pupil voice</p> <p>Spring: Book looks</p>	

	<p>4.4.b SLs Produce subject action plan</p> <p>4.4.c Staff create a monitoring cycle for subject leadership- for each term</p> <p>4.4.d Subject leaders meet their link governor</p>	<p>aware of the priorities and how the school plans to meet these.</p> <ul style="list-style-type: none"> • Subject leaders carry out routine monitoring CPD in staff meetings • Pupil data rises 	<p>Planning drops Pupil voice Climate walks</p> <p>Summer: Book looks Planning drops Pupil voice</p>	
<p>Curriculum Led Financial Planning</p>	<p>Staff training in house/across trust- staffing budget</p>			