

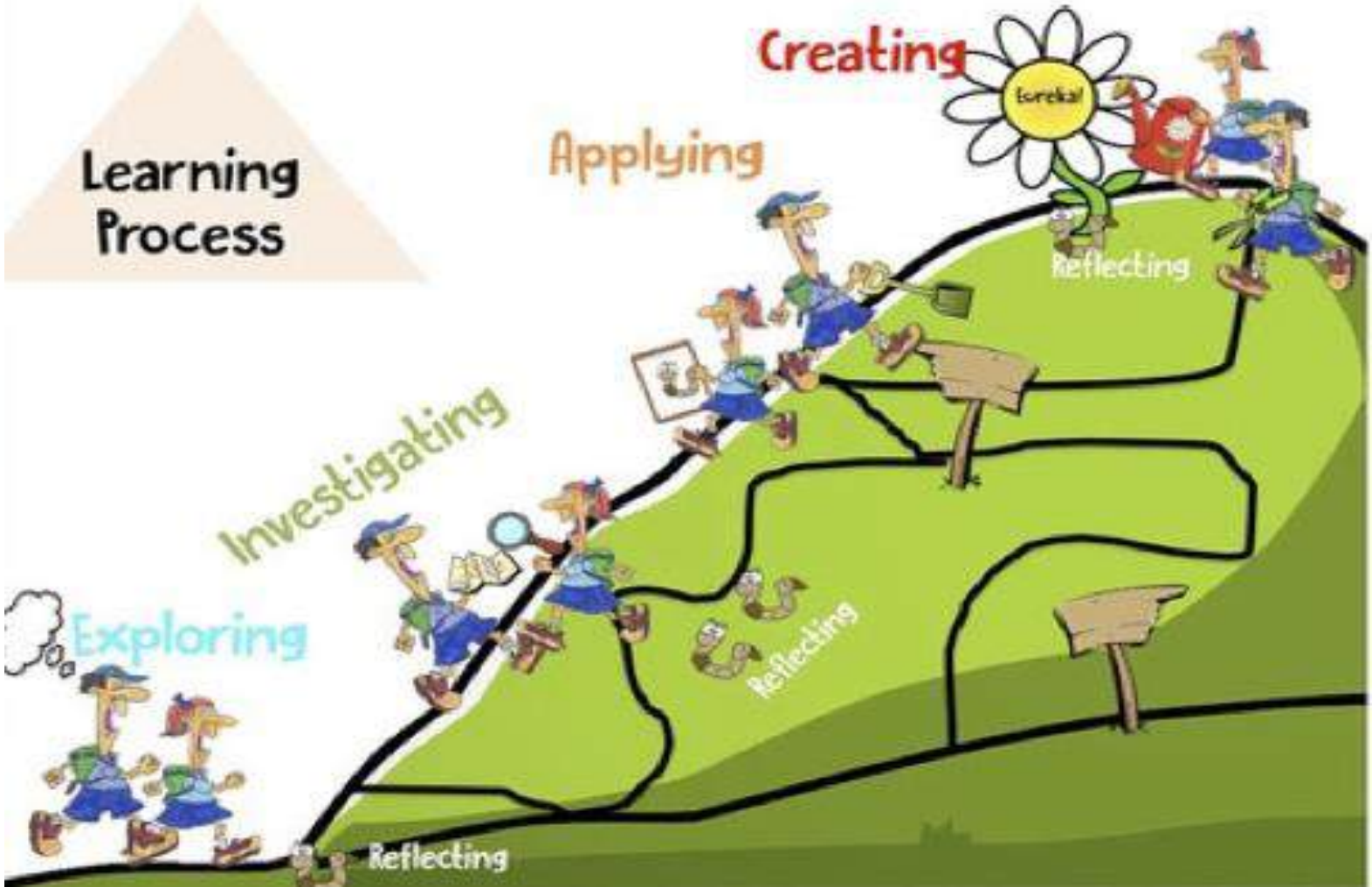
RICKLING Primary School

Child Friendly

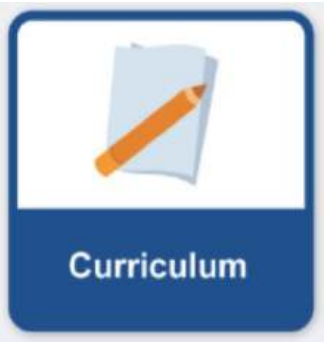
School Development Plan 2025-2026

All the children at our school can access our ambitious curriculum.





We are always developing our reading and writing across the curriculum because we use high quality texts and are exposed to and supported in using and understanding a wide and extensive knowledge of words.











Because our curriculum extends our language and vocabulary, we can write and speak articulately and confidently.





Because teachers at our school are experts at checking our understanding and adapting their teaching in the moment, everyone's needs are met.

Developing teaching





Teachers and Teaching Assistants are continually supported to build their own confidence, expertise and subject knowledge because they do lots of training.









Everyone receives high quality teaching and if we need extra support, we also have effective targeted interventions

Developing teaching







Because our progress and attainment are effectively tracked across the curriculum, we all thrive and our learning outcomes are above national averages.

Achievements







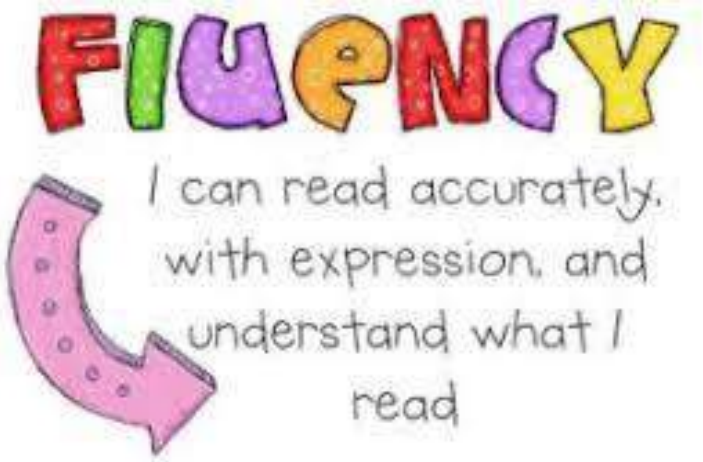
We all develop detailed knowledge and skills across the curriculum and we take pride in the quality of work we produce.







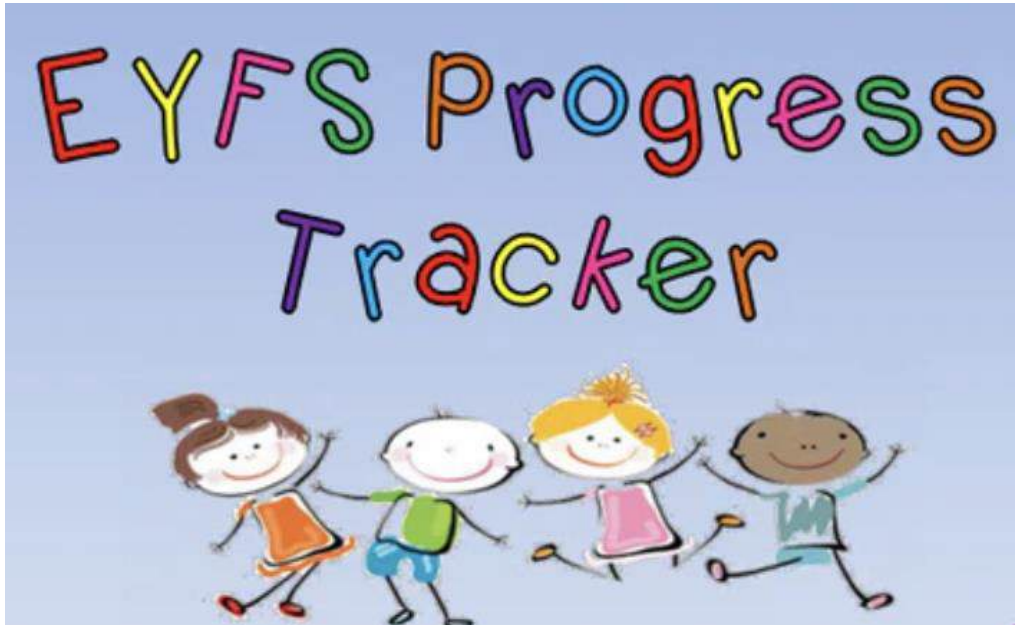
Our language and fluency skills ensures that we can all access a full, engaging and creative curriculum.







We have a robust assessment tool for effectively tracking progress and achievement in the Early Years.









Teachers and Teaching Assistants in Early Years are very effective in supporting all children in developing their communication and language and vocabulary skills.











Because the Early Years is fully integrated into the life of the school, there is a seamless transition as children progress through their early years and into key stage one and beyond









Because leaders at our school understands strengths and weaknesses in our school, adaptations and adjustments are made so that improvements in weaknesses are made and celebrations of strengths are had.

Leadership & governance







Governors work effectively at our school and also support leaders' wellbeing.

Leadership & governance







As leaders build effective partnerships with parents and carers and the local community, a positive impact is had on our achievement and wellbeing.

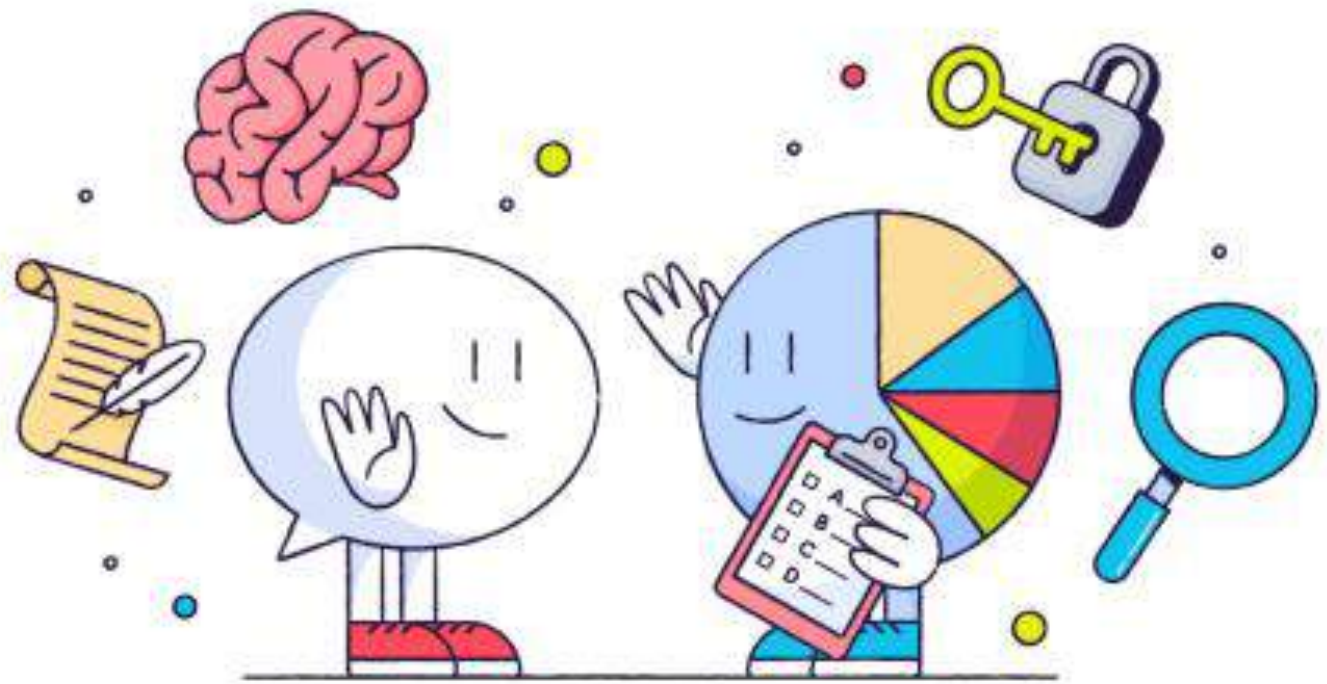
Leadership & governance







Staff and leaders at our school make sure that we **all** make progress in our learning because when they look at our assessment results, they also look at 'why' and 'how' when looking at our learning outcomes.





Funding that is used to support our learning is used effectively.







Everyone's learning needs are met because our staff have training and support to help them manage our needs.





Personal development & well-being

We can all flourish and can cope with pressure because our school provides effective targeted care, support and guidance through the strong and sustained relationships it works hard to build with parents/carers and external agencies.







Because spirituality is promoted across the curriculum, we all flourish, feel valued and respected.

Personal development & well-being



Learning

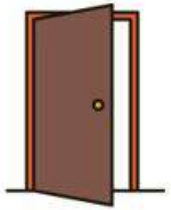
Look out onto the world and become aware of its wonders, both the '**wows**' and the '**ows**'.

Things that are '**awe-full**' and **make us wonder and be grateful** and things that are '**awful**' and **make us wonder and ask questions.**



Reflecting

For looking into and **reflecting** alone and together, to **see things more clearly,** for **thinking and asking important questions** learning from our own and each other's responses.
We must allow individual and group perspectives across all subjects.



Responding

Out through the door and respond to what you have learnt by: moving on, making choices, doing something creative, active and purposeful.
Change in attitude, behaviour or thinking.
Express powerfully through some form of social action or specific act of giving.



Flourish



Access to wider opportunities and enrichment programmes at our school are tracked so that they are enriching, accessible and targeted for us.

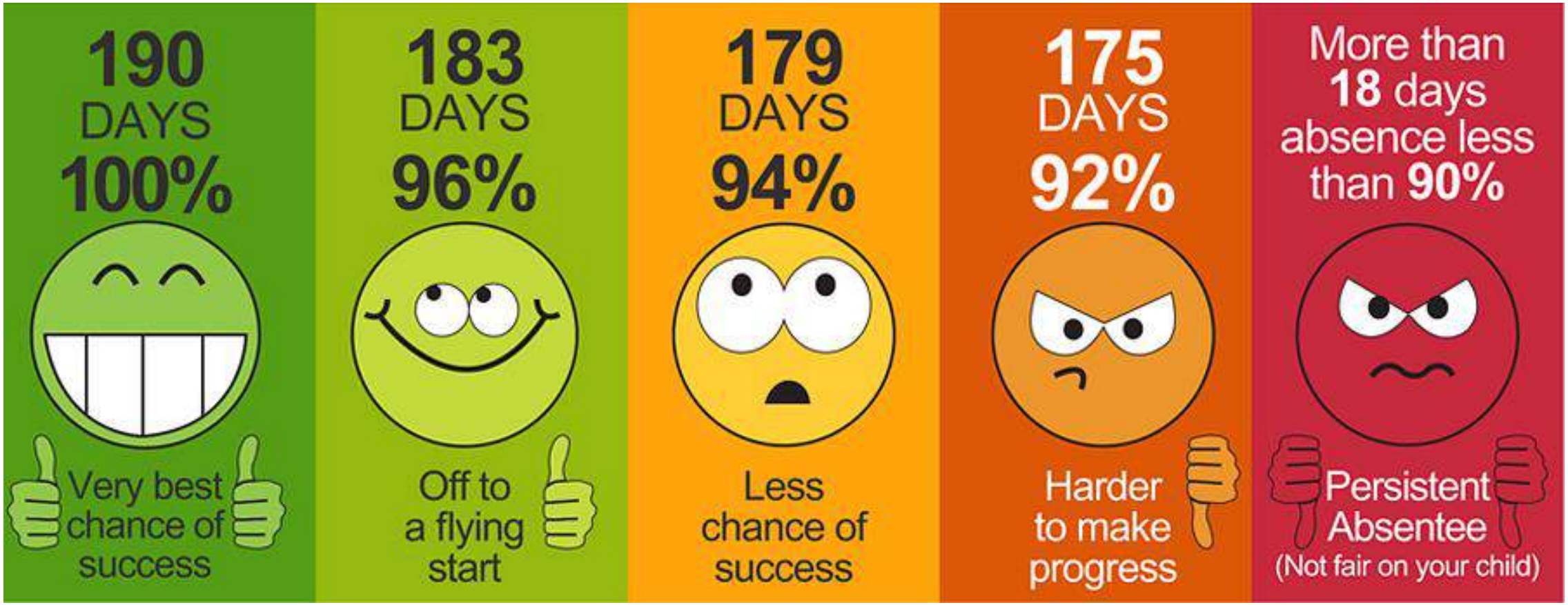
Personal development & well-being







We understand the importance of having a good attendance at school and if there are barriers, families are supported in overcoming them.



Prompt action is taken at our school in response to absences and every opportunity is taken to promote good attendance.



PRESENT

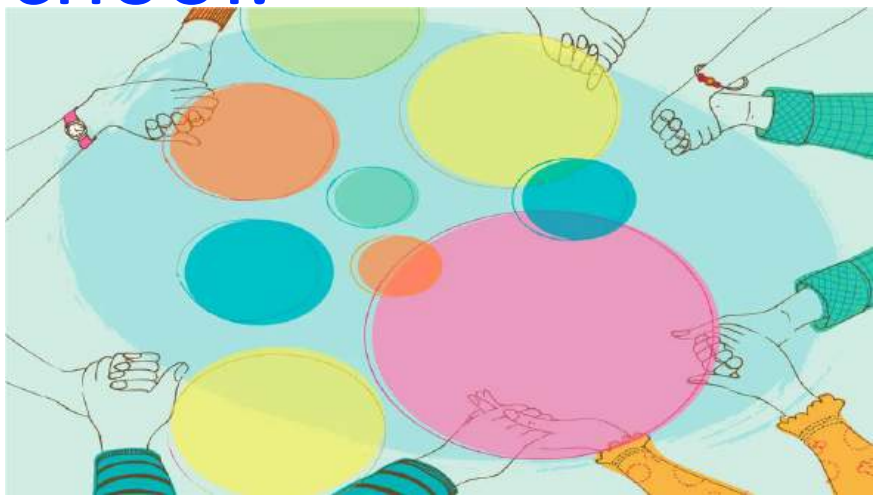


ABSENT



Because we have a culture of community and belonging at our school, we all feel valued, safe and understood and want to attend school.







We are kept safe and feel safe because we have a culture in which safeguarding is everyone's responsibility.



Staff at our school are vigilant in looking out for safeguarding concerns and dealing with them.





Safeguarding is always managed effectively at our school because the impact of safeguarding policies, systems and processes is kept under continual review.

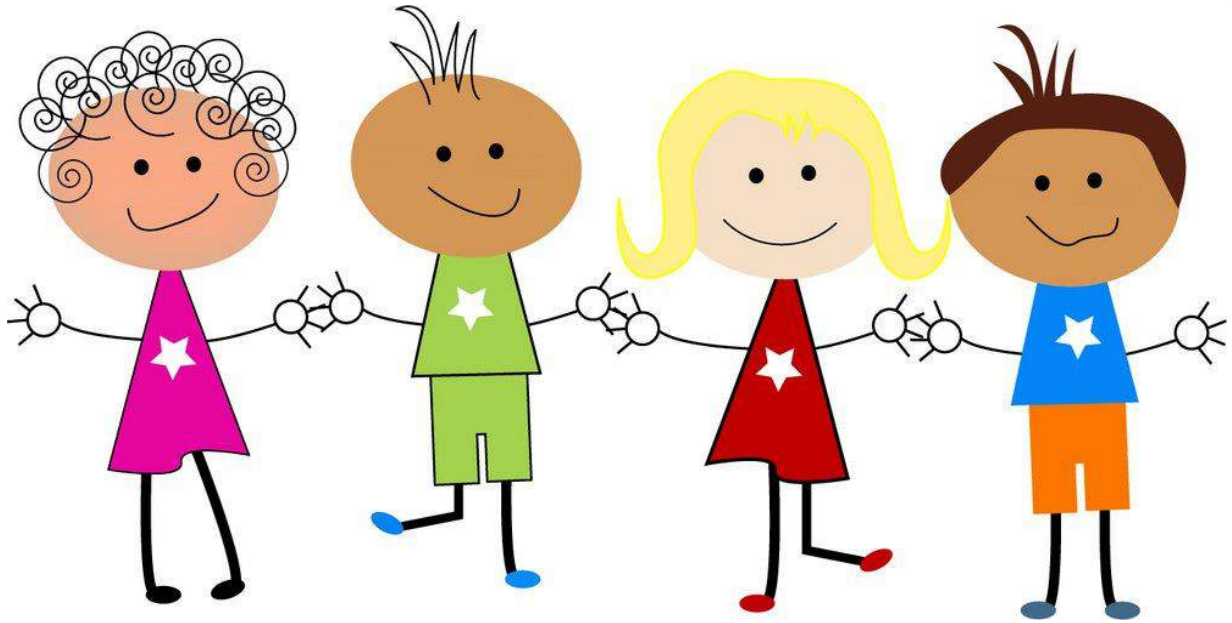




Because we have a strong, shared and understood culture of positive behaviour, our school is a calm and safe environment.

Behaviour & attitude

POSITIVE BEHAVIOUR SUPPORT





Because we are positive about our learning, we consistently try to do our best and we show resilience when we face setbacks

Behaviour & attitude







We have high expectations of behaviour at our school because leaders and staff can manage behaviour effectively as they understand and respond appropriately to individual's needs.





