

KEY IMPROVEMENT PRIORITIES (KIP) – Reviewed June 25th 2025 (JN)

OFSTED AREA	2024 - 25	EVALUATION / IMPACT ON CHILDREN
Quality of Education	KIP 1: Oracy	
	★ To enable children to access high-quality oracy education where their voice is heard and talk is prioritised across the curriculum.	<ul style="list-style-type: none"> ✓ All teachers received 'introduction/bgd. To Voice 21 and how it can support oracy in schools. IMPACT: All teachers are aware of Voice 21 and importance/purpose of speaking and listening. ✓ MG/LC met with TAs to share Voice 21 vision. IMPACT: Whole school shared vision. TAs to support teacher and when working with groups/1:1 Whole school launch assemblies. IMPACT: All chn aware of Voice 21 and importance/purpose of speaking and listening. Simple prompts displayed in all classrooms and shared spaces to remind and encourage and support effective oracy. ✓ Teachers completed an 'Instigate' activity with classes. IMPACT: Chn know how to instigate conversations and are being given opportunities to practice in class. ✓ The talk tactic of 'Challenge' introduced to all chn and staff IMPACT: Chn exposed and have time to practise more talk tactics. ✓ Public speaking competition. IMPACT: Chn using given opportunity to speak publicly.
	<u>SUMMARY OF NEXT STEPS, 2025-26(KIP):</u> <ul style="list-style-type: none"> ➤ Deliver the updated Long-Term Plan (1-year) via INSET in September. ➤ Join the Local Authority Network of schools Voice 21. Meetings will be attended by MG/LC. ➤ Embed Talk Tactics. ➤ Seek further opportunities to embed oracy in the curriculum and across school. 	
	KIP 2: Writing / SPAG	<p><i>*Results are projections until final assessments have been collated. National Averages are from 2024</i></p> <ul style="list-style-type: none"> ✓ *Whole Sch. Writing EXS average = 72% vs. Nat. KS2 = 72% ✓ Whole Sch. GDS average = 11% vs. Nat. KS2 = 13% ✓ Sch. Y6 Writing EXS = 79% vs. Nat. EXS. KS2 = 72% ✓ Whole Sch. GDS = 17% vs. Nat. KS2 = 13% (highest sch. GDS % ever) ✓ MG/HE met to discuss Y6 writing moderation. IMPACT: Y6 Pupils accurately assessed.
★ Achieve good levels of writing progress and attainment, at least in line with national expectations.		

	<ul style="list-style-type: none"> ✓ All staff attended writing moderation with family of schools. IMPACT: Reflected and reviewed current EXS and WTS levels/expectations. Confirmed our judgements are corrects and standards at least in line with national and local comparisons. ✓ Y6 writing was Moderated by Lancashire Council IMPACT: Accurate judgement of Y6 judgements.
<p>★ Ensure children are confident and accurate spellers and can apply SPaG knowledge to their writing.</p>	<ul style="list-style-type: none"> ✓ *Whole Sch. SPAG EXS average = 69 % vs. Nat. KS2 EXS = 72% ✓ Whole Sch. SPAG GDS average = 37% vs. Nat. KS2 GDS = 32% ✓ Y6 SPAG EXS = 75% vs. Nat. KS2 EXS = 72% ✓ Y6 SPAG GDS = 38% vs. Nat. KS2 GDS = 32%
<p><u>SUMMARY OF NEXT STEPS, 2025-26 (KIP):</u></p> <ul style="list-style-type: none"> ➤ SPAG: Consider Flashback 4-type activities for SPAG to supplement daily Sentence Accuracy activities. 	
<p>KIP 3: End Points</p>	
<p>★ Ensure endpoints and assessments of non-core subjects are an accurate reflection of the curriculum taught and improve teaching and learning</p>	<ul style="list-style-type: none"> ✓ Endpoints are mapped in for all non-core subjects and are an accurate reflection of the curriculum being taught. ✓ OFSTED comments linked to this objective: <p style="text-align: center;"><i>“It (the school) has carefully considered the important knowledge that pupils should learn at each stage and in each subject. It has then enhanced this to deepen learning.”</i></p>
<p>★ Increase teacher knowledge, skill and confidence in teaching endpoints in all subjects.</p>	<p style="text-align: center;"><i>“Staff at the school are experienced and have benefited from high-quality ongoing curriculum training. As a result, they design curriculum content extremely well and ensure that it is delivered as intended.”</i></p>
<p><u>SUMMARY OF NEXT STEPS, 2025-26:</u></p> <ul style="list-style-type: none"> ➤ Subject Leaders continue to monitor end-of-unit/term assessments to check for standards and validity vs Endpoints. 	

Behaviour and Attitudes	BACKGROUND AREA OF DEVELOPMENT: Attendance and Pupil Voice	<i>*Figures are from Sep 1st 2024 - June 26th 2025 (full academic year analysis will be available in the autumn term)</i>
	<ul style="list-style-type: none"> ○ Continue to maintain excellent rates of attendance for all groups of pupils. 	<ul style="list-style-type: none"> ✓ *Attendance is well above national average. School Attendance 2024-25: 96.8% vs. National Attendance for Primary Schools: 94.9% (School Attendance 2023-24: 96.6%) ✓ Persistent absenteeism is well-below national average. School Persistent Absenteeism 2024-25: 4.9% vs National: 13.4% (School Persistent Absenteeism 2023-24: 4.6%) ✓ OFSTED comments linked to this objective: <i>“Throughout the school, attendance rates are high. The school prioritises maintaining this. The trusting relationships that staff build with families help to identify where support is needed.”</i>
	<ul style="list-style-type: none"> ○ Continue to embed the role of Pupil Voice. 	<ul style="list-style-type: none"> ✓ Our School Council (the Rainow Reps) and Planet Protectors have been more active than ever. ✓ OFSTED comments linked to this objective: <i>“Pupils are proud to carry out leadership roles such as being Rainow rep school councillors, planet protectors and sports leaders.”</i>
<p><u>SUMMARY OF NEXT STEPS, 2025-26:</u></p> <ul style="list-style-type: none"> ➤ To utilise the new DfE attendance analysis tools to support and improve school systems. ➤ To consider using house/colour groups for more intra-school events. (spelling bees, quizzes etc.) 		
Personal Development	BACKGROUND AREA OF DEVELOPMENT: PSHE / RSE / MHWB	
	<ul style="list-style-type: none"> ○ Continue to embed the role of Senior Mental Health Lead Teacher to improve the mental health and well-being for our school community. 	<ul style="list-style-type: none"> ✓ SMHL continues to work closely with the SENDCo, teachers, teaching assistants, ELSA lead and Forest Schools lead to identify and support children who need extra support. ✓ OFSTED comments linked to this objective: <i>“The school offers a comprehensive range of experiences to support pupils’ personal development.”</i>

	<u>SUMMARY OF NEXT STEPS, 2025-26:</u> ➤ New ELSA lead teacher for 25-26 will need training.	
Leadership and Management	BACKGROUND AREA OF DEVELOPMENT: SUBJECT LEADERSHIP	✓ Subject Leaders have attended relevant CPD and received non-contact time to strengthen their subject areas.
	○ To ensure Subject Leaders continue to develop and strengthen their roles / subject areas.	
	<u>SUMMARY OF NEXT STEPS, 2025-26:</u> ➤ Continue to develop a non-core subject monitoring schedule to ensure all subjects are monitored and evaluated at least once per academic year.	
EYFS	BACKGROUND AREA OF DEVELOPMENT	✓ EYFS attainment is at least in line with national thresholds. Rainow Good Level of Development, 20-25: 79% vs. National GLD, 2024: 68% ✓ OFSTED comments linked to this objective: ✓ <i>“Pupils and children in the early years display a real thirst for learning and show extraordinary independence and resilience.”</i>
	○ Maintain good levels of achievement, at least in line with national expectations	
	○ To accelerate the progress of children working below the expected level of development for Speech and Language.	
	○ To implement techniques from Voice 21	✓ Children have taken part in initial assemblies and activities as outlined in KIP 1.
	<u>SUMMARY OF NEXT STEPS, 2025-26:</u> ➤ Continue to integrate Voice 21 Oracy techniques into the EYFS.	