

## KEY IMPROVEMENT PRIORITIES (KIP) – Reviewed July 16<sup>th</sup> 2026 (JN)

| OFSTED AREA             | 2025 - 26                                                                                                                                                                                                                               | EVALUATION / IMPACT ON CHILDREN                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Curriculum and Teaching | <b>KIP 1: Oracy</b>                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                         | <p>★ To enable children to access high-quality oracy education where their voice is heard and talk is prioritised across the curriculum.</p>                                                                                            | <ul style="list-style-type: none"> <li>✓ Teachers continued to incorporate the various Talk Tactics into their class practice<br/><b>IMPACT:</b> Chn know how to instigate conversations and are being given opportunities to practice in class.</li> <li>✓ Work on curriculum task design delivered to teachers and directly linked to Oracy - teachers are currently trialling a variety of tools to prompt rich and purposeful classroom discussion. <b>IMPACT:</b> More opportunities and tasks designed to promote oracy.</li> <li>✓ Public speaking competition. <b>IMPACT:</b> Chn using given opportunity to speak publicly (we won!).</li> </ul> |
|                         | <p><u>SUMMARY OF NEXT STEPS, 2026-27(B/G – tbc.):</u></p> <ul style="list-style-type: none"> <li>➤ Continue to Embed Talk Tactics.</li> <li>➤ Seek further opportunities to embed oracy in the curriculum and across school.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                         | <b>KIP 2: Writing / SPAG</b>                                                                                                                                                                                                            | * National Averages are from 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                         | <p>★ Raise standards in writing by improving sentence accuracy and consistency.</p> <p>★ Strengthen handwriting fluency to improve their overall composition.</p>                                                                       | <ul style="list-style-type: none"> <li>✓ Whole Sch. Writing EXS average = 73% (+1% vs 2025) vs. *Nat. KS2 = 72%</li> <li>✓ Whole Sch. GDS average = 19% (+6% vs 2025) vs. Nat. KS2 = 13%</li> <li>✓ Sch. Y6 Writing EXS = 79% (no change vs. 2025) vs. Nat. EXS. KS2 = 72%</li> <li>✓ Sch. Y6 GDS = 19% (+2% vs 2025) vs. Nat. KS2 = 13% (highest sch. GDS % ever)</li> </ul>                                                                                                                                                                                                                                                                             |
|                         |                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>✓ *Whole Sch. SPAG EXS average = 75% vs. Nat. KS2 EXS = 74%</li> <li>✓ Whole Sch. SPAG GDS average = 31% vs. Nat. KS2 GDS = 30%</li> <li>✓ Y6 SPAG EXS = 81% vs. Nat. KS2 EXS = 74%</li> <li>✓ Y6 SPAG GDS = 33% vs. Nat. KS2 GDS = 30%</li> <li>✓ Check list' for sentence accuracy devised and used amongst staff. <b>IMPACT:</b> Consistency and high expectations in all sentence accuracy sessions across the school.</li> </ul>                                                                                                                                                                              |

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|  |                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>✓ Staff visited year group below their own to compare sentence accuracy sessions.<br/><b>IMPACT:</b> Shared expertise and understanding of consistency from each year group.</li> <li>✓ Handwriting policy finalised with appendices of examples that are user-friendly.<br/><b>IMPACT:</b> Document used as a 'how to' guide for teachers and support staff and children's work already showing improved handwriting compared to before the policy and initiative was implemented.</li> <li>✓ Low attaining chn. from each year group identified and passed onto next teacher.<br/><b>IMPACT:</b> Begin to close the gap of progress through QFT.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                         |
|  | <p><u>SUMMARY OF NEXT STEPS, 2026-27 (KIP):</u></p> <ul style="list-style-type: none"> <li>➤ Continue to embed Sentence Accuracy and Handwriting strategies.</li> <li>➤ Consider a different approach to teaching and learning for low attaining groups (additionality, Personalised targets etc.)</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|  | <p><b>KIP 3: Maths</b></p>                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|  | <p>★ Ensure there is a consistent pedagogical approach to teaching and learning of maths at Rainow</p>                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>✓ *Whole Sch. Maths EXS average = 81% vs. Nat. KS2 EXS = 75%</li> <li>✓ Whole Sch. SPAG GDS average = 27% vs. Nat. KS2 GDS = 26%</li> <li>✓ Y6 Maths EXS = 89% vs. Nat. KS2 EXS = 74%</li> <li>✓ Y6 Maths GDS = 26% vs. Nat. KS2 GDS = 26%</li> <li>✓ A number of staff meetings delivered to staff linked to problem solving and reasoning. <b>IMPACT:</b> teachers are now equipped with a large range of resources and strategies. Children are becoming more adept at knowing how to tackle problem solving and reasoning type questions.</li> <li>✓ A new intervention devised and delivered for low attainers. <b>IMPACT:</b> all children are now broadly in line with age related expectations.</li> <li>✓ Year 4, 5, 6 have trialled weekly arithmetic tests more in-line with the KS2 SATs.<br/><b>IMPACT:</b> all children are familiar with the test format, anxiety is lessened through familiarity, and they have opportunities to identify targets and teachers can use this to plan for retrieval lessons.</li> </ul> |
|  | <p><u>SUMMARY OF NEXT STEPS, 2026-27:</u></p> <ul style="list-style-type: none"> <li>➤ More specific focus on high achieving mathematicians with a view to increasing our % of GDS at the end of year 6.</li> </ul>                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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| Attendance & Behaviour            | <b>BACKGROUND AREA OF DEVELOPMENT:<br/>Attendance and Pupil Voice</b>                                                                                                                                                                                                                                        | <i>*Figures are from Sep 1<sup>st</sup> 2025 - June 26<sup>th</sup> 2026 (full academic year analysis will be available in the autumn term)</i>                                                                                                                                                                                                          |
|                                   | <ul style="list-style-type: none"> <li>Continue to maintain excellent rates of attendance for all groups of pupils.</li> </ul>                                                                                                                                                                               | <ul style="list-style-type: none"> <li>✓ *Attendance is well above national average.<br/>School Attendance 2025-26: 96.6% vs. National Attendance for Primary Schools: 94.9%</li> <li>✓ Persistent absenteeism is well-below national average.<br/>School Persistent Absenteeism 2025-26: 3.5% vs National: 13.1%</li> </ul>                             |
|                                   | <ul style="list-style-type: none"> <li>Continue to embed the role of Pupil Voice.</li> </ul>                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>✓ Our School Council (the Rainow Reps) and Planet Protectors have been more active than ever.</li> <li>✓ OFSTED comments linked to this objective:<br/><br/><i>"Pupils are proud to carry out leadership roles such as being Rainow rep school councillors, planet protectors and sports leaders."</i></li> </ul> |
|                                   | <u>SUMMARY OF NEXT STEPS, 2026-27:</u> <ul style="list-style-type: none"> <li>➤ To continue to utilise the new DfE attendance analysis tools to support and improve school systems.</li> <li>➤ To continue to use house/colour groups for more intra-school events. (spelling bees, quizzes etc.)</li> </ul> |                                                                                                                                                                                                                                                                                                                                                          |
| Personal Development & Well-being | <b>BACKGROUND AREA OF DEVELOPMENT:<br/>PSHE / RSE / MHWB</b>                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                          |
|                                   | <ul style="list-style-type: none"> <li>Continue to embed the role of Senior Mental Health Lead Teacher to improve the mental health and well-being for our school community.</li> </ul>                                                                                                                      | <ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ New ELSA now fully qualified.</li> </ul>                                                                                   |
|                                   | <u>SUMMARY OF NEXT STEPS, 2026-27:</u> <ul style="list-style-type: none"> <li>➤ Actions will be taken from the outcome of our Inclusion Framework review.</li> </ul>                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                          |
| Leadership and Governance         | <b>BACKGROUND AREA OF DEVELOPMENT:<br/>SUBJECT LEADERSHIP</b>                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                          |
|                                   | <ul style="list-style-type: none"> <li>To ensure Subject Leaders continue to develop and</li> </ul>                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>✓ Subject Leaders have attended relevant CPD and received non-contact time to strengthen their subject areas.</li> </ul>                                                                                                                                                                                          |

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|      | strengthen their roles / subject areas.                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                       |
|      | <u>SUMMARY OF NEXT STEPS, 2026-27:</u> <ul style="list-style-type: none"> <li>➤ Continue to develop a non-core subject monitoring schedule to ensure all subjects are monitored and evaluated at least once per academic year.</li> <li>➤ Complete work started linked to developing better 'Key Vocabulary' lists in all non-core subjects.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                       |
| EYFS | <b>BACKGROUND AREA OF DEVELOPMENT</b>                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                       |
|      | <ul style="list-style-type: none"> <li>○ Maintain good levels of achievement, at least in line with national expectations</li> <li>○ To accelerate the progress of children working below the expected level of development for Speech and Language.</li> <li>○ To implement techniques from Voice 21</li> </ul>                                        | <ul style="list-style-type: none"> <li>✓ EYFS attainment is at least in line with national thresholds.<br/>Rainow Good Level of Development, 2026: 82% vs. National GLD, 2025: 68%</li> <li>✓ Specialist S &amp; L assessment and subsequent intervention has made sure all children below the expected level have received bespoke support. They have all made progress against their individual targets.</li> </ul> |
|      | <u>SUMMARY OF NEXT STEPS, 2026-27:</u> <ul style="list-style-type: none"> <li>➤ Tbc.</li> </ul>                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                       |