

We are pleased to present our long-term strategic plan for Rucstall Primary School.

Its purpose is to set out and communicate our vision, ethos and long-term direction for the school, it reflects our values and outlines what children will leave the school having learned. It has taken into account the views of many key stakeholders, including staff, parents and governors. It is a working document, which sets out a range of goals, actions and priorities; we will use it to inform our day-to-day work, judge our progress and help us to decide how best to use our resources.

The strategic plan is complemented by the School Development Plan and triangulation documentation set and actioned by Governors each year. The School Development Plan is developed by the Senior Leadership Team and the Governing Body. It sets out in operational terms how the long-term strategy of the school is to be achieved each academic year.

Our strategy for the next 5 years is clear and aspirational, but it will also allow us to take advantage of any new opportunities that might arise to ensure Rucstall Primary School remains a school driven to provide high quality education for the whole community.

We are incredibly proud of the school's achievements and values. It is our intention that Rucstall Primary School will remain a popular school within its catchment, but also continue to attract pupils from wider afield. We will do this by standing out in the provision provided for our children to be successful and happy.

Where Are We Now?

- Rucstall Primary School, is a community school growing annually in diversity.
- Children, their parents and the staff are proud to be members of the school community and children are happy and keen to be in school.
- Rucstall Primary School has a clear vision and a unique ethos: creating a caring, nurturing and driven atmosphere.
- Following an OFSTED inspection in 2024 Rucstall Primary School was given an overall effectiveness rating of Outstanding. The inspector judge the school to meet the Ofsted outstanding criteria in all areas.
- What our 2024 Ofsted says about us:

This is a happy and inclusive school where pupils thrive. Pupils love coming to school and are enthusiastic about their learning.

High ambition and the determination to achieve it are evident through all levels of the school's leadership. These values are reflected in the clear vision and high-quality provision that have been established in the school.

Expectations for pupils' behaviour and learning are consistently high.

The school values, which are central to the 'Rucstall way', are threaded carefully through the rich, broad curriculum.

The school has designed an exceptional, well-sequenced curriculum. Across all subjects, the precise knowledge pupils need to know and remember is identified clearly.

Teachers explain learning really well, supported by their subject expertise.

The school prioritises the teaching of reading so that pupils become confident, fluent readers.

Pupils' behaviour is exemplary. Expectations are met consistently. Pupils know and want to behave in a way that reflects the school's values, which include respectfulness, co-operation and honesty. These behaviours start from when children join the school in Reception.

Governors fulfil their role extremely well.

What our 2023 Ofsted said about us additionally:

Safeguarding is a priority here.

Ofsted Inspectors did not make any suggestions for improvement in either inspection.

The local authority visits in 2023 and 2024 were equally positive and looked closely at provision for pupils with SEND and those eligible for Pupil Premium. The local authority has rates the school as 'low priority'.

Our vision

Our school community has developed both a vision and a set of values that underpin our aims and expectations of behaviour at Rucstall Primary School. These are essential to the ethos of our school and form the basis of our strategic plan.

Rucstall Primary School is a learning community where every child is nurtured as an individual, and where hard work and perseverance is valued. Within a culture of caring and celebration, we will support our children to develop a love of learning and challenge, with the skills, understanding and resourcefulness to achieve their potential.

Our values

Celebration
Co-operation
Creativity
Equality
Honesty
Perseverance
Respectfulness

Our Aims

In order to achieve our vision for Rucstall Primary School we have identified a number of key aims to ensure that every child is given the very best chance to succeed:

- Instil the school's values within children: celebration, co-operation, creativity, equality, honesty, perseverance and respectfulness
- Deliver the National Curriculum and EYFS framework to a high standard
- Close the literacy gap, providing the best for children with Special Education Needs and eliminating disadvantage

- Meet the needs of every learner, equipping them for the future
- Nurture children to be safe, kind and respectful, with an understanding of how to care for themselves and utilise strategies to aid resilience
 - Instil ambition and self-motivation within children
- Enable children to value, retain and recall knowledge from lesson-to-lesson and over time, developing passion for learning
- Encourage and inspire creativity and enquiry, alongside the development of children's own interests and talents
 - Value the outdoors as a way to enrich learning and provide wider life experiences

Our Outcomes

In order to measure progress towards our vision and aims for Rucstall Primary School we have identified a number of key strategic outcomes that we want for every child and have outlined how these will progress in the coming years:

- Our children embody the Rucstall values and understand how these equip them for life
 - Our children reach excellent standards in statutory and school curriculum areas
- All our children, regardless of any form of disadvantage, reach excellent standards in statutory and school curriculum areas
 - Our children have the social and emotional skills needed to build relationships, problem-solve, manage their emotions and articulate their views
 - Our children are physically active, enjoy exercise and understand how to care for themselves
- Our children understand how to keep themselves safe and make sensible decisions to do so
 - Our children are supported by parents who are aspirational for them

Monitoring Milestones

| Outcomes | 2026 | 2028 | 2030 |
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| 1. Our children embody the Rucstall values and understand how these equip them for life | 1.1 Children articulate their love of challenge and demonstrate independence and perseverance when faced with challenging learning. | 1.2 Children have an understanding of how the school values enable them now as learners and that you have to 'fail more times than you win' to progress. | 1.3 Children have an understanding of how the school values and growth mindset enable them both now and in the future as learners. |
| 2. Our children reach excellent standards in statutory and | 2.1 Children continue to retain learning over-time, with increasing | 2.2 Children are curious and | 2.3 Children are independently inquiring and inquisitive, can |

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| school curriculum areas | <p>success for those with additional barriers.</p> <p>There are opportunities threaded through the curriculum for children to think creatively and work cooperatively.</p> | <p>inquiring, following teaching.</p> <p>There are opportunities within the curriculum for children to enquire, think critically and debate.</p> | <p>persevere, and use creative and critical thinking skills cooperatively.</p> <p>Children are ambitious for themselves.</p> |
| 3. All our children, regardless of any form of disadvantage, reach excellent standards in statutory and school curriculum areas | 3.1 All children make good progress from their starting points and most pupils attain above the national average. | 3.2 Attainment is maintained for all pupils, despite an increase in barriers to learning in reading, writing and mathematics. | 3.3 Attainment is maintained for all pupils, despite an increase in barriers to learning in all curriculum areas. |
| 4. Our children have the social and emotional skills needed to build relationships, problem-solve, manage their emotions and articulate their views | 4.1 Children show their use of strategies to act cooperatively and persevere when faced with personal challenge. | 4.2 An increasing number of children act as support for one another emotionally and in relationships, problem-solving together. | 4.3 Children are confident to share their views appropriately in a range of situations and within differing relationships. |
| 5. Our children are physically active, enjoy exercise and understand how to care for themselves | 5.1 Children can articulate their personal preferences for physical activity and demonstrate enjoyment of regular exercise, including outdoors. | 4.2 Children know and make increasingly active choices to maintain their own health. When needed they know how to support their own mental health. | 5.3 Most children make a conscious choice to be active and maintain a healthy lifestyle. |
| 6. Our children understand how to keep themselves safe and make sensible decisions to do so | 6.1 Children can demonstrate their understanding and strategies to keep themselves and others in the community safe. They know when and how to seek adult support. | 6.2 Most children demonstrate how to keep themselves safe and make sensible decisions in the community independently. | 6.3 On leaving Rucstall the children, and their peers across Basingstoke, enter Key Stage Three with the skills to keep themselves safe and make sensible choices. |
| 7. Our children are supported by parents who are aspirational for them and work in | 7.1 Parents have a developing understanding of the links between teaching children self-regulation; | 7.2 Parents have a developing understanding of the links between their child's wellbeing; their | 7.3 Parents understanding of the partnership between school and home has a significant impact |

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| partnership with school | providing consistent parenting; and children's wellbeing. | aspirations and articulation of this for their child; and children's emotional and academic success. | on their child's development, enabling true collaboration and success for children emotionally and academically. |
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Alongside this pathway, we acknowledge the below important influences on education:

This strategy cannot operate in isolation from the social, economic and political changes that take place in any 5 year period and we recognise that a variety of issues will influence our school. Whilst we will endeavour to plan accordingly, the following have been identified as key areas of influence over the next 5 years:

- Impact of new technologies
- Changing world of work – more parents working longer hours and a requirement for dual income
- Greater acknowledgement of mental health needs
- An increase in named neuro-divergence
- An increased perception of additional need without professional reference
- Demographic changes within Basingstoke
- An increase in mobile pupils and those with English as an Additional Language
- Greater numbers of children with SEN and children with more significant needs entering mainstream provision
- Recruiting and retaining staff
- Impact of the pandemic on resilience
- School funding formula / funding restraints
- Cost of living crisis for families
- Environmental changes and sustainability
- Government initiatives and educational changes
- LEA Partnerships
- Ofsted and DfE directives

Alongside the above strategic outcome measures, we will continue to evaluate the quality of our provision, against these five strategic priority topics:

- The quality of education and Personal Development: Curriculum
 - To enable children to develop both the skills and knowledge for each discrete subject
 - To ensure learning is sufficiently embedded and children are able to retrieve their learning over time
 - To maintain the importance of the schools values and embed this within the curriculum
- The quality of education: Teaching and Learning
 - To maintain effective adaptive practices across the school
 - To ensure that feedback enables all children to make progress daily, weekly and across a unit
 - To ensure every child's learning journey aids progress against their starting points
- The quality of education: Assessment and Progress
 - To ensure that every child makes good progress from their starting points

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- To enable every child to make good progress, diminishing the difference for disadvantaged pupils, enabling them to attain as well as their peers
- Leadership and Management
 - To continue to grow leaders at all levels
- Partnership with stakeholders
 - To enable parents to fully engage with their children's learning journey across the primary phase
 - To continue to build on relationships between school, home and the community to broaden children's opportunities and maintain the school's position within the community

Implementation and monitoring

- The above strategic plan sets out five strategic priority areas and gives long-term direction for implementation. The School Development Plan developed by the Senior Leadership Team and Governing Body describes how this strategy is to be implemented in the short to medium term.
- The Governing Body monitors the development and implementation of the School Development Plan and Strategic Plan to ensure the school is progressing towards meeting each of the strategic priorities over time.
- Overall progress is recorded and used to both challenge and support the school towards achieving its ultimate aims.
- This plan will be reviewed annually by the Full Governing Body each academic year. It will be revised every 3 years, whilst maintaining a long-term perspective, extending over 5 years.