



School Improvement Plan Summary 2020 - 2021

The 2020/21 School Improvement Plan has been created from a range of sources including self- evaluation (involving staff, pupils, parents and governors), data analysis, feedback from external sources such as: Teaching and Learning Reviews by PACE plus moderation and internal monitoring.

The School Improvement Plan is split into two tiers.

- Tier 1 are our main priorities, which this year is comprised of 6 objectives and
- Tier 2 are our secondary priorities, of which this year there are 2 objectives.

Each target is linked to Keston's School Vision 2023 and a number of actions are planned to take place throughout the year to support us in achieving our goals.

Keston School Improvement Targets – 2020 - 2021

Summary of Tier 1 Objectives

- 🏆 To identify impact of Covid closures on individual and groups of pupil and provide targeted support to enable them to achieve pre-Covid expected attainment. ([Wellbeing](#), [Provision](#), [Standards and Achievements](#))
- 🏆 To develop the children's reading experiences across the school in order to impact on standards in all areas of the curriculum. ([Standards and Achievements](#), [Provision](#))
- 🏆 To diminish the difference in progress and outcomes for disadvantaged pupils by reviewing and developing whole school practice. ([Standards and Achievements](#), [Provision](#), [Wellbeing](#))
- 🏆 To raise Early Years attainment in the prime area of Communication and Language. ([Standards and Achievements](#), [Provision](#))
- 🏆 To further develop the wellbeing provision for the whole school community. ([Standards and Achievement](#), [Wellbeing](#), [Provision](#), [Partnership](#))
- 🏆 To fully implement the wider curriculum ensuring the core threads are reflected in all subjects. ([Standards and Achievement](#), [Wellbeing](#), [Provision](#), [Partnership](#))

Summary of Tier 2 Objectives

- 🏆 To develop the children's reasoning skills through STEM subjects. ([Provision](#), [Standards and Achievement](#))
- 🏆 To ensure high quality art teaching and learning with clear curriculum coverage and skills progression across all year groups. ([Provision](#), [Standards and Achievement](#))



KESTON PRIMARY SCHOOL

Vision 2023



Standards and Achievements



Every child is highly motivated to be an independent learner and **achieve** their full potential. Achievements are recognised, valued and celebrated by all.

Provision

Our children are engaged by a vibrant, diverse and evolving curriculum. Our excellent learning environment is creative and stimulating.



Partnership and Community

Children, families, staff and Governors proudly work together with mutual **respect** to ensure our school's success.

Wellbeing

Every child thrives in a safe, supportive environment. We **believe** in ourselves and each other.



Tier 1 - Objective 1:

To identify impact of Covid closures on individual and groups of pupil and provide targeted support to enable them to achieve pre Covid expected attainment

Summary indicators:

- Attainment levels are in line with pre Covid expectations
- Autumn 1 revised teaching and learning programme to include:
 - Wellbeing focus
 - Learning to learn
 - Resilience
- Baseline all children to identify gaps in learning
- Identify target areas for the use of Covid Catch up Funding
- Identify strategies and facilitate support in teaching to close the gaps in learning
 - Planning to include summer term 2020 key objectives
 - In class identification and support
 - Use of PiXL
 - Small group and 1:1 in house tutoring
 - National Tutoring programme
 - Staff CPD – external and internal
- Develop whole school targets and actions to support Covid catch up

Tier 1 - Objective 2:

To develop the children's reading experiences across the school in order to impact on standards in all areas of the curriculum.

Summary indicators:

- All aspects of reading have a high profile within the school community
- Teaching and learning in phonics provides a high quality experience resulting in a high level of attainment
- Teaching and learning in reading reflects increased levels of creativity
- Library provision supports whole school development of reading
- Ensure teaching and learning in phonics is consistent and builds upon prior knowledge across EYFS and KS1 supported by the development of a whole school phonics policy
- Embed the use of Bug Club phonics to support teaching and learning across Early Years and KS1
- Phonics teaching and learning is consistently supported by the use of Bug Club phonics books across EYFS and KS1
- Ensure teaching and learning in reading is consistent and builds upon prior knowledge across the school supported by the review and development of the whole school reading policy
- Support teachers in developing creativity and a wider range of activities in teaching of VIPERS
- Whole school focus on developing positive attitudes to reading
 - Teacher to read to children daily
 - Class book corners developed
 - Focus book/reading week
 - Selection of books reflect increased equality and diversity
- Review books used in classes to ensure high quality texts are available for all reading levels
- Review KS2 library environment and range of books available
- To review the use of the KS1 library to ensure it is purposeful and supports the development of reading

Tier 1 - Objective 3:

To diminish the difference in progress and outcomes for disadvantaged pupils by reviewing and developing whole school practice

Summary indicators:

- There is strategic leadership of intervention and support for PP pupils across the school by the SLT champion
- There are rigorous and robust systems in place that accurately identify and monitor PP groups to ensure that they make expected or accelerated progress based on their starting points.
- Percentage of PP children achieving expected standard plus in reading, writing, maths and combined at KS2 has increased.
- PP children in the high prior attainment group (for R, W, M and combined at KS2) make expected + progress so that they continue to attain the GD standard

- To review the current attainment and progress of PP children and set targets for progress and attainment
- Analysis of the barriers to learning for Pupil Premium pupils.
- Pupil Premium champion to research the most effective ways of improving outcomes for PP children.
 - Education Endowment Foundation - Putting Evidence to Work
 - Marc Rowland's 32 Pupil Premium ideas to magpie
- Audit of current Pupil Premium Strategy, including use of spending and adapt as necessary.
- Pupil Premium children are tracked as a specific group focusing on progress and attainment
- Whole school focus on Quality First Teaching and embedding of the new wider curriculum.
- PiXL introduced as whole school resources to identify gaps and provide support
- Review the impact of the use of additional adults, including intervention teachers and Teaching Assistants in relation to PP Children.
- Teachers' appraisal target is linked to raising the attainment of PP children.

Tier 1 - Objective 4:

To raise Early Years attainment in the prime area of Communication and Language

Summary indicators

- Objective Led Planning is fully integrated and successful across EYFS
- 85% of children achieve Early Learning Goals in areas of Communication and Language (based on October baseline)

- Introduce Objective Led Planning and focus on areas of Communication and Language when planning next steps
- Use start of year baseline assessments to identify lower attaining children in areas of Communication and Language. Provide additional targeted support as required
- CPD to support teaching of Communication and Language
 - PACE Early Years meetings to focus on speech and language development
 - CPD attended by Early Years team
 - C&L staff meeting in EYFS
- Identify children that are lower attaining or at risk of not achieving GLD in termly data and moderation meetings
 - Intervention groups reviewed and updated half termly
 - Trust/cluster/internal moderation attended
- Meet with parents of children who are below/at risk and provide support in areas of C&L
- Covid Catch Up Funding used
 - to support additional communication and language resourcing.
- Provide additional daily TA individual and group support in communication and language for identified children

Tier 1 – Objective 5:

To further develop the wellbeing provision for the whole school community

Summary indicators:

- Wellbeing curriculum is embedded within each year group.
- Children have access to a range of high quality wellbeing resources including those to support their physical health
- Staff have access to a range of high quality resources to support their wellbeing

- Monitor, review and evaluate implementation of Wellbeing Curriculum across school.
- Review the school environment and planning to examine how British Values are reflected throughout the school
- Create action plan based on outcomes of the review
- Develop diversity in range of books and resources available throughout the school
- Celebrating difference week in place and well resourced
- Develop the role of the 'peer mentor' for staff and implement wellbeing strategies put into place following PACE questionnaire.
- Develop new strategies to engage with parents in order to enable them to continue to support their children's learning
 - Teams meetings
 - Blended learning
 - Google classrooms
 - School Cloud - parents' evenings
 - Class email addresses
 - On line parental workshops
 - Virtual tours

Tier 1 – Objective 6:

To fully implement the wider curriculum ensuring the core threads are reflected in all subjects

Summary indicators:

- Teachers have better understanding of skills being taught and this is evidenced in children's work
- Cross curricular links for all core threads (wellbeing, technology, outdoor learning, global and local, and equality and diversity) are in place
- Diversity reflected across the school (displays, books, reading etc.)
- Technology being used in a range of subjects

- To ensure all staff are familiar with the Curriculum Intent Statements as a guide to teaching and learning in the wider curriculum
- Embed the revised curriculum objectives and outcomes throughout KS1 and KS2 ensuring that planning reflects prior learning
- Teachers to highlight objectives and skills in progression maps as taught. To inform objectives in lesson plans.
- Develop strategies for assessment in non-core curriculum subjects
- CPD for outdoor learning to improve range of ideas for lessons
- Outdoor learning to take place at least once per week
- Support staff in the use of technology to enhance their own and the children's learning e.g.:
 - Google Classrooms
 - Teams
 - Chrome Books
 - Internet based resources

- To raise the profile of equality and diversity
 - Arts curriculum and focus week
 - Cross curricular planning in new curriculum
 - Through planned celebration weeks (e.g. celebrating difference, keeping safe, wellbeing)
- Black History Month is celebrated throughout the school – resourcing to feed into future teaching and learning throughout the year
- Develop global threads for the curriculum through school projects
 - Global Scholars
 - establish communication with school in Nepal

Tier 2 – Objective 1:

To develop the children’s reasoning skills through STEM subjects

Summary indicators:

- Lesson observations and planning reflect a high level of planned for reasoning skills development
- Check curriculum documents (skills, key questions, vocabulary) and enquiry lines are being utilised during planning. Support teachers in planning as required
- STEM leaders to attend trust meetings with other subject leads.
- Provide staff training on reasoning in STEM subjects
- Ensure that age-appropriate technical vocabulary is being used in all STEM lessons.
- Through precision and pre-teaching lower attaining children to be provided with key vocabulary prior to lessons.

Tier 2 – Objective2:

To ensure high quality art teaching and learning with clear curriculum coverage and skills progression across all year groups.

Summary indicators:

- Teachers confident in delivering a range of art lessons
 - Evidence of progress in art around the school and in sketch books
 - Children able to use technical and creative language to describe art
 - Children have good knowledge of artists around the world
- Establish a schedule of art CPD for teachers to support the development of teaching and learning in art
 - Monitor teaching and learning in art through
 - Drop ins
 - Work scans
 - Children quizzes