



School Improvement Plan Summary 2021 - 2022

The 2021/22 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 4 areas.

- Tier 1 are our main priorities, which this year is comprised of 4 objectives and
- Tier 2 are our secondary priorities, of which this year there are 3 objectives.
- An Equalities Objective
- A Sustainability Objective

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 – 2021 - 2022

Summary of Tier 1 Objectives

- To analyse the impact of Covid closures on the progress of individuals and groups of pupils and provide targeted support to enable them to make accelerated progress in mathematics ([Standards and Achievements, Provision, Wellbeing](#))
- To support teaching and learning to enable the children to return to pre Covid attainment levels of English attainment through ([Standards and Achievements, Provision](#))
 - a focus on quality first teaching in writing
 - embedding a reading for pleasure culture across the school
- Raise attainment in EYFS to support children's development in line with pre Covid expectations (target 85% GLD) ([Standards and Achievements, Provision](#))
- To diminish the difference in progress and outcomes for disadvantaged pupils by continuing to review and develop whole school practice ([Standards and Achievements, Provision, Wellbeing](#))

Summary of Tier 2 Objectives

- To develop the expertise of subject leaders to ensure that the children have access to an engaging and challenging curriculum ([Standards and Achievement, Provision](#))
- To further develop and support the teaching of Phonics to ensure outcomes are above national ([Standards and Achievement, Provision](#))
- To ensure that the wellbeing provision for the whole school community retains its high profile and is further enhanced ([Wellbeing, Partnership and Community](#))
-

Equalities Objective

- To raise the profile of equality and diversity in all areas of the school ensuring it underpins teaching and learning ([Wellbeing, Partnership and Community, Provision](#))

Sustainability Objective

- To develop the school community's understanding of sustainability and how their actions can improve outcomes for all ([Wellbeing, Partnership and Community, Provision](#))



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 analyse the impact of Covid closures on the progress of individuals and groups of pupils and provide targeted support to enable them to make accelerated progress in mathematics. (Standards and Achievements, Provision, Wellbeing)

Summary indicators:

- Identified and targeted children make greater than expected progress.
- Children approach reasoning and questioning in STEM subjects with increased confidence
- Teacher knowledge and skills enhanced through CPD - resulting in a greater number of highly effective lessons being observed
- Interventions are planned and delivered effectively
- PPG and low attainers are identified and targeted intervention supports accelerated progress

- Identify children who have made below expected progress and provide them with targeted interventions
- Use FFT to track progress and attainment of children
- Early years and KS1/KS2 teachers to attend 'The Maths Hub: Mastering Number' and feedback good practice to support accelerated learning of identified children
- Maths working party to evaluate and adapt the mastering number program in EYFS and KS1 to support the teaching of maths at Keston
- Times tables – identify year 4 children who are not secure on TT recall and provide targeted intervention ensuring inclusion of PP and lower attainers
- Provide teachers with support in curriculum knowledge and skills development in order to further their understanding and transfer into best practice:
 - Planning support sessions
 - PACE CPD Wednesday
 - Subject Leaders support and development
 - Middle leader CPD
- Provide opportunities for identified PP children to engage in a range of stimulating interventions to inspire and support them to make accelerated progress within STEM subjects.

Tier 1 - Objective 2:

To support teaching and learning to enable the children to return to pre Covid attainment levels of English attainment (Standards and Achievements, Provision)

- **through a focus on quality first teaching in writing**
- **through embedding a reading for pleasure culture across the school**

Summary indicators:

- Teachers are confident and consistent in implementing new spelling scheme.
 - Book scans reflect more accurate spelling levels across the curriculum
 - Staff confident when teaching the progression of skills required for different genres of writing
 - Book scans reflect a higher level of the use of editing skills; including editing for meaning, for impact and for secretarial aspects.
 - Planning and book scans reflect the teaching of grammar in all areas of writing
 - Texts selected for the teaching of English and the wider curriculum are of high quality and relevant to the children's current learning
 - Teachers have developed reading communities within their classes; improving their knowledge of children's literature; and cultivating their class' love of reading.
- CPD to highlight the different types of editing. Staff to plan for the teaching of editing skills including cross curricular writing
 - Introduce new spelling scheme from Year 2-6 and embed
 - CPD on progression of skills required for different genres of writing across each year group
 - Provide support to ensure that teachers are able to confidently plan for the teaching of grammar within writing lessons in addition to focused grammar lessons

- Subject leader to review texts currently used in English and lead teachers in ensuring that books used for the teaching of reading and writing continue to be meaningful and relevant to the children's current learning
- English Lead to attend 'Reading for Pleasure: Transforming your School's Reading Culture' Course with Wandle English Hub
- Disseminate relevant learning to staff
- Enhance book corners and libraries to ensure current children's literature is up to date and represents equality and diversity

Tier 1 - Objective 3:

Raise attainment in EYFS to support children's development in line with pre Covid expectations (target 85% GLD) (Standards and Achievements, Provision)

Summary indicators:

- The environment and curriculum supports the intent of an ambitious, coherently planned and sequenced curriculum
- Resources are chosen to meet the children's needs and promote learning
- Children acquire a wide vocabulary and communicate effectively
- Reception secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers
- EYFS target for 2021 - 2022 is that 85% of children will achieve at least a good level of development

- Embed use of new non-statutory guidance from Development Matters into the EYFS curriculum covering new areas of learning where needed.
- Develop staff practice to ensure a language rich environment:
 - Increase the number and quality of the interactions staff have daily with children
 - Modelling of good practice by EYFS Lead and skilled EYFS Teachers
 - Appropriate use of environmental print
- Develop the Nursery outdoor provision to ensure the children's continuous engagement and challenge. With a focus on:
 - Writing provision
 - Maths provision
 - Large construction
 - Investigation
 - Mud kitchen/growing/messy play
- Early Years lead to support the development of Reception indoor provision to ensure children's engagement and challenge. With a focus on:
 - Role play
 - Book corner
 - Writing area
 - Maths area
 - Loose parts
 - Creative area
- Develop staff pedagogy to ensure there is a balance of objective led planning and focus teaching (whole class and focus groups) based on needs of the individual children/class
- 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
- Improve speech, language and communication by embedding ELKLAN, NELI & Love to Communicate across EYFS and KS1.

Tier 1 - Objective 4:

To diminish the difference in progress and outcomes for pupil premium pupils by continuing to review and develop whole school practice. (Standards and Achievements, Provision, Wellbeing)

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
- All staff are clear that there are “no limits” to what our children can achieve and that “no excuses” are made for underperformance

- Review last year’s audit of current Pupil Premium Strategy, including use of spending and adapt as necessary and feedback to SLT
- To review the current attainment and progress of PP children and set targets
- Meet with teachers termly to discuss and complete new PP passports to include:
 - update on family circumstances
 - attendance
 - children’s wellbeing
 - access to extra-curricular activities and visits
- As part of pupil progress meetings, PP children are tracked as a specific group focusing on progress and attainment
- Review the impact of the use of additional adults, including intervention teachers and Teaching Assistants in relation to PP Children
- Introduce Edukey for tracking and identification of support for PP children
- Termly review PP children’s access to curricular and extracurricular activities and ensure they take part in visits/activities that will extend their life experiences and learning.
- In line with PACE PP Focus Group, Keston Pupil Premium Policy is in place with guidance for staff

Tier 2 - Objective 1:

To develop the expertise of subject leaders to ensure that the children have access to an engaging and challenging curriculum (Standards and Achievement, Provision)

Summary indicators:

- Subject leaders are confident in discussing intent and standards in their subject areas
- Lesson observations and other monitoring activities reflect increased engagement and challenge in the wider curriculum
- CPD has been made available for subject leaders and individual teachers
- Curriculum leaders have evidence of pupils attitudes to their subjects and use this to improve the curriculum

- Middle leaders to develop their skills through attendance at:
 - Subject leaders (MR)
 - Leadership Journey (Coulson Cluster)
- Subject leads develop monitoring skills through paired leadership activities with SLT
 - learning walks
 - observing lessons
 - monitoring planning
 - work scans
- Subject leads to develop a clear understanding of their subject’s intent statements in order to lead staff in CPD activities which enhance teaching and learning
- Subject leads to present to SLT/Governors on standards and developments in their subject area
- Subject leaders to meet with a selection of children (for example school council, PP children, SEND) to discuss their experiences of the curriculum and to give their ideas about how to enhance the curriculum.

Tier 2 – Objective 2:

To further develop and support the teaching of Phonics to ensure outcomes remain significantly above national (Standards and Achievement. Provision)

Summary indicators:

- The teaching of phonics is effective and consistent across Early Years and KS1
- **All** staff are confident and understand the teaching of phonics
- Phonics screening pass rate remains at 90% and above

- Review and update current Phonics Policy
- Review the use and delivery of 'Phonics Bug' Programme
- Investigate other validated Phonics SSP including:
 - Read, Write Inc
 - Little Wandle Letters and Sounds Revised
 - Success for All Phonics (FFT)
- Observe all teachers/teaching assistants teaching phonics at least once per half term and give feedback related to pitch/challenge and personalised learning
- Ensure there is the correct pitch across Nursery to Year 2 through implementing a long term and medium term plan
- Monitor examples of planning each half term and give specific feedback where appropriate
- Review phonics resources/classroom displays and ensure they are consistent across the school
- Use termly assessment trackers to ensure pupils are in the correct phase groups – gaps analysis
- Phonics Screen check x 3 over the year to progress check scores before June 2022 – use information to support groups/interventions
- CPD meetings used for training and modelled sessions for teachers and teaching assistants including KS2

Tier 2 - Objective 3:

To further develop the wellbeing provision for the whole school community (Wellbeing, Partnership and Community)

Summary indicators:

- Class teachers and teaching assistants are aware of different social/ emotional needs within their classes and have strategies in place to support the children
- ELSA groups establish to support emotional and social needs within the school
- Members of school community are aware of how to access wellbeing support

- Identify children with social/ emotional needs which are barriers to learning.
- Develop role of ELSAs & home school support (MC) across school.
- Create a nurture room to support wellbeing of pupils with funding from SEND Localities
- Ensure clear and regular communication throughout the school community – parents, children and staff to understand and be able to access wellbeing support as required e.g.
 - Staff wellbeing provision
 - Safeguarding and wellbeing newsletters
 - ELSA
 - Theme weeks
- Investigate Governments Senior Mental Health Lead training
 - Nominate a senior leader
 - Book training for 2022-2023

Equalities Objective:

To raise the profile of equality and diversity in all areas of the school ensuring it underpins teaching and learning (Wellbeing, Partnership and Community, Provision)

Summary indicators:

- All children and staff to see modern day Britain and themselves represented in the resources, texts and displays in the school environment.
 - To encourage discussion and provoke thoughts around different languages and cultures.
 - Children are able to talk about the range of opportunities they could have in the workplace.
 - Targeted children have a greater involvement in a range of additional provisions.
-
- Teachers to review English and VIPERS books for this academic year and review relevancy in relation to equality and diversity. Substitute any texts that do not fulfil the objective.
 - Teachers to review all key figures studied across the curriculum and assess whether they are reflective of an equal and diverse society. Substitute any figures that do not fulfil the objective.
 - Introduce 'Language of the Week' and class teachers to fully implement it in daily routines.
 - To organise an annual International Day to celebrate and explore countries around the world.
 - Create a database of local professionals, businesses and community members who are available to support the school in raising awareness of the equality of opportunity for children.
 - To develop equality of opportunity for targeted children through extra-curricular provision e.g. clubs, trips and educational support.

Sustainability Objective:

Develop the school community's understanding of sustainability and how their actions can improve outcomes for all (Wellbeing, Partnership and Community, Provision)

Summary indicators:

- Eco School scheme has been introduced and all stakeholders are aware of the required outcomes
 - Eco School Leaders familiar with the scheme and work towards the required outcomes is in progress
Pupil voice is contributing to whole school sustainability actions
-
- Register for Eco School Award
 - Eco School leaders to form a Trust wide Committee led by school consultant (MR)
 - Create Eco School Committee to include pupils from all year groups
 - Eco School Committee create action plan and present to SLT
 - Eco Scheme is launched.
 - KS1 and KS 2 assembly to introduce the topic
 - Teachers in classes follow up assembly
 - All stakeholders informed of involvement in scheme
 - Information on the website
 - An Eco display board is created and updated regularly with relevant information