



# School Improvement Plan Summary 2022 - 2023

The 2022/23 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.

- **Long Term Objectives – 2022 – 2025**
  - These are the objectives which we have for the school across the next three years and are based upon the effectiveness of the school to provide a high-quality provision for all children
- **Objectives for 2022 – 2023**
  - These are the objectives which the school will focus on for the academic year 2022 – 2023 which are designed to support our long term objectives. Actions, success criteria and responsibilities are detailed for each of these objectives.
- **Additional Actions for 2022 – 2023**
  - These are other areas for school improvement which will support the whole school development and wellbeing. These actions do not have detailed plans but may be incorporated into the main objectives and school development throughout the year.
- **Action Plans**
  - 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

### Long Term Objectives 2022 - 2025:

1. To have further improved our practice and curriculum around Equality, Diversity and Inclusion
2. For the support we provide to disadvantaged children, to have narrowed gaps and increased access to enrichment opportunities
3. To provide outstanding Early Years provision for children from the local community
4. To ensure we have an inclusive and ambitious curriculum that enables all groups of pupils to achieve excellent outcomes
5. For our ambitious curriculum to be inclusive of pupil voice and fully supported by highly effective teaching and learning
6. For outdoor learning to be an integral part of the Keston curriculum
7. For our practice around mental health and wellbeing for staff, children and our community to be exemplary.

## Objectives for 2022 – 2023

- Objective 1: To provide high quality interventions for targeted groups including disadvantaged children (Standards and Achievement, Provision)
- Objective 2: Further advance practice and conversations around Equality and Diversity, with a particular focus on anti-racist practice – our approach/ethos and curriculum (Provision, Partnership and Community, Wellbeing)
- Objective 3: Improve Early Years provision to ensure it fully meets the needs of its individual children and local community. (Standards and Achievements, Provision)
- Objective 4: To develop the curriculum to ensure that the children have an improved opportunity to embed and build on subject knowledge (Standards and Achievements, Provision)
- Objective 5: To strengthen leadership at all levels to include pupils, SLT, subject leaders and governors leading to improved outcomes across a range of areas as identified in the long term outcomes (Partnership and Community, Wellbeing)
- Objective 6: To improve outcomes in writing to close the covid gap and bring them back in line with reading (Standards and Achievements, Provision)
- Objective 7: To build upon and embed actions taken to promote positive mental health and wellbeing, ambition and positivity amongst pupils, staff and parents (Wellbeing, Partnership and Community, Provision)

## Additional Actions for 2022 - 2023

**Action:** To ensure all pupil understand their place in supporting and developing a sustainable future; the action to be supported by actions outlined in the Eco Schools Award

**Action:** To further support early reading through embedding Little Wandle Letters and Sounds is embedded in Early Years and Key Stage 1

**Action:** To develop actions to further support the attendance of disadvantaged pupils thus improving persistent absence

**Action:** To reflect on and further improve our transition arrangements



# 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.



## Objective 1:

To provide high quality interventions for targeted groups including disadvantaged children (Standards and Achievement, Provision)

*X ref with Long Term Objective B, D, G*

### Summary indicators:

- Success indicators
- Strategic leadership of intervention and support for PP pupils across the school by the PP Champion
- 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

### Key Actions:

- Meet with teachers and children termly to discuss and continue PP passports to include:
  - update on family circumstances
  - attendance
  - children’s wellbeing
  - access to extra-curricular activities and visits
  - pupil voice
- Senior Leadership team to meet with the parents of disadvantaged families to build relationships and to provide additional support where needed.
- Analyse PIXL data to assess individual children/year groups who require targeted intervention and implement strategies to further support learning
- Monitor and review current interventions throughout the school to evaluate impact
- Train selected teaching assistants on effective PIXL interventions
- Monitor and observe interventions and analyse data to measure impact
- Introduce and use Edukey for tracking and identification of support for PP children

## Objective 2:

Further advance practice and conversations around Equality and Diversity, with a particular focus on anti-racist practice - to include our approach, ethos and curriculum (Provision, Partnership and Community, Wellbeing)

*X ref with Long Term Objective A, D, E*

### Summary indicators:

- All members of our school community have a sense of belonging
- Staff feel more confident to challenge micro aggressions and racist incidents
- Curriculum reflects our diverse world

### Key Actions:

- Headship Team and Equality and Diversity Champion to attend 'Equality and Diversity' Conference with PACE Leaders
- Staff training about challenging attitudes and developing equality and anti-racist practice
- Staff training on how to challenge negative or offensive language/micro-aggressions
- Review our current curriculum and ensure diversity is embedded through teaching and learning opportunities

### Objective 3:

Improve Early Years provision to ensure it fully meets the needs of its individual children and local community. ([Standards and Achievements](#), [Provision](#))

*X ref with Long Term Objective C*

#### Success indicators:

- GLD in line or above previous years (83%)
- Attainment gap in Early Years between FSM and Non FSM is reduced
- There is effective transition into Year One for Reception children
- Children are acquiring a wide vocabulary and can communicate effectively in a range of contexts
- Parents/carers to understand the end of year expectations and ensure that they know how to support their child effectively
- Nursery numbers have increased

#### Key Actions:

- Investigate possibility of wrap around care for nursery: breakfast club, after school club and how this would work practically and impact on staffing and the school day.
- Investigate the admission of children into the nursery the term after they turn three and implement if appropriate
- To embed focus on a language rich environment through:
  - Introduction of new vocabulary through topics covered in the curriculum to be included in medium term and weekly planning
  - Parents to be given resources to support their children's acquisition of language including vocabulary mats for each topic, alongside key vocabulary for the different areas of learning half termly
  - Teachers and adults to model language with the children and to challenge their understanding of words.
- To ensure EYFS environment provides a caring, nurturing, fun and exciting environment which supports all children's mental health and wellbeing through
  - Well planned activities and continuous provision considering children's well-being and following their interests.
  - Ensure children are supported in recognising their own emotions through links with Colour Monster Story and Zones of Regulation
- 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 and additional interventions put in place as required
- Trust/cluster/internal moderation attended

#### **Objective 4:**

To revisit the curriculum to ensure that the children have the opportunity to embed and build on subject knowledge (*Standards and Achievements, Provision*)

*X ref with Long Term Objective D, E*

#### **Success indicators**

- Children build on previous learning and make connections both within and across the curriculum
- There is systematic retrieval practice across key stages
- Children recognise what they have learnt
- Children build high level vocabulary which is used across all subjects

#### **Key Actions:**

- Attend PACE CPD for the Wider Curriculum and work with the other schools to support planning and curriculum development
- To amend planning documents to ensure that teaching and learning refers back to previous topics and learning
- Opportunities to highlight and acknowledge diversity are understood by teachers and pupils
- To assess pupils prior knowledge at the start of each new topic and amend plans accordingly and revisit when appropriate
- Ensure key vocabulary for individual topics are part of the working walls and referred to during lessons

#### **Objective 5:**

To strengthen leadership at all levels to include pupils, SLT, subject leaders, governors across a range of areas as identified in long term outcomes (*Partnership and Community, Wellbeing*)

*X ref with Long Term Objective – all long-term objectives*

#### **Success indicators:**

- Senior leaders will have greater confidence in their leadership role
- Senior leaders will undertake tasks that lead to an improvement in teaching and learning
- Subject leaders across the school have a clear understanding of how their subject is taught in EYFS and how it links with progress of skills and knowledge in the National Curriculum

#### **Key Actions:**

- Provide training opportunities for SLT members to develop their leadership skills
- To review leadership meeting structures to ensure impact on wider school improvement and development (review new structure spring 2)
- Appropriate training provided for governors to enable them to carry out their duties effectively
- Further training for subject leaders so that they have good knowledge and understanding of their subject(s) within the school and develop their skills as leaders
- Plan and deliver training to update curriculum subject leaders understanding of framework implications and progression of skills and knowledge
- Restructure the school council to be led by upper junior pupils and guided and trained by staff

## Objective 6:

To improve outcomes in writing to close the covid gap and bring them back in line with reading outcomes (Standards and Achievements, Provision)

*X ref with Long Term Objectives B, D*

### Success indicators:

- Teachers confidently plan and teach writing
- Teachers have a clear understanding of how the 'Power of Reading' teaching sequences ensure progression in teaching writing
- Teachers model writing confidently and effectively
- Teachers have a clear understanding of the teaching of the writing process

### Key Actions:

- Staff training with a focus on:
  - modelling and shared writing
  - different genres
  - the writing process
- Review all texts used in writing sessions to ensure texts are high quality and include diversity
- English Leader to plan and team teach with identified staff focussing on modelling and teaching writing
- Increase opportunities for writing, particularly opportunities to apply skills independently and across the curriculum
- Observation and work scans to include a review of texts used and additional opportunities for writing as above

## Objective 7:

To build upon and embed actions taken to promote positive mental health and wellbeing, ambition and positivity amongst pupils, staff and parents (*Wellbeing, Partnership and Community, Provision*)

*X ref with Long Term Objectives F, G*

### Success indicators:

- Children will have the language and actions to manage difficult situations.
- All stake holders have a consistent approach.

### Key Actions:

- Senior Mental Health Leader Training completed and target areas for improvement identified through assessment tool
- To continue to support staff wellbeing through:
  - Staff Wellbeing Package
  - Staff financial training
  - Opportunities for staff training
- Training for teaching assistants and lunch time supervisors about our school approaches to managing and resolving conflicts including challenging behaviour
- Monitor and review the planning and delivery of specific strands of the Wellbeing Curriculum to ensure it is in line with expectations

- Further develop and enhance our e-safety provision to ensure all pupils and staff have a clear understanding of how to stay safe online
- To provide families with resources and the understanding of where and how to receive additional help
- Develop outdoor learning across the school and explore opportunities to take learning 'outside' to support pupil's wellbeing