



School Improvement Plan Summary 2023 - 2024

The 2023/24 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 – 2023 – 2026**
 - 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 2023 – 2024**
 - These are the objectives which the school will focus on for the academic year 2023 – 2024 which are designed to support our long term objectives. Actions, success criteria and responsibilities are detailed for each of these objectives.
- **Additional Actions for 2023 – 2024**
 - 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 2026 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 2023 - 2026:

A.	To have further improved our practice and curriculum around Equality, Diversity and Inclusion <i>(Provision, Partnership and Community, Wellbeing)</i>
B.	For the support we provide to disadvantaged children to have narrowed gaps and increased access to enrichment opportunities <i>(Standards and Achievements, Provision, Partnership and Community, Wellbeing)</i>
C.	To provide a stimulating, vibrant and inclusive Early Years provision for children from the local community <i>(Provision, Partnership and Community, Wellbeing)</i>
D.	To ensure we have an inclusive and ambitious curriculum that enables all groups of pupils to achieve excellent outcomes <i>(Standards and Achievements, Provision, Wellbeing)</i>
E.	For our practice around mental health and wellbeing for staff, children and our community to be exemplary <i>(Provision, Partnership and Community, Wellbeing)</i>
F.	To develop our SEND provision to ensure it meets the increasing complexity of needs of the children at Keston <i>(Standards and Achievements, Provision, Partnership and Community, Wellbeing)</i>

Objectives for 2023 – 2024

Objective 1:	To enhance our practice and approach to the management of behaviour ensuring consistency and support for identified groups of children (e.g., Disadvantaged and SEND) <i>(Provision, Partnership and Community, Wellbeing)</i>
Objective 2:	To focus on raising aspirations and opportunities for our disadvantaged learners, making a substantial contribution to narrowing the attainment gap <i>(Standards and Achievements, Provision, Partnership and Community, Wellbeing)</i>
Objective 3:	To develop the curriculum further to ensure that the sequence of knowledge is clearly defined in all subjects and builds on from learning experiences in early years. <i>(Standards and Achievements, Provision)</i>
Objective 4:	To raise expectations and improve the quality of teaching by embedding our principles of excellence into classroom practice <i>(Standards and Achievements, Provision)</i>
Objective 5:	To further enhance leadership with a particular focus on governance and pupil leadership <i>(Provision, Partnership and Community, Wellbeing)</i>
Objective 6:	Building on current practice, establish systems which ensure that all aspects of a pupil's special educational needs are met <i>(Provision, Partnership and Community, Wellbeing)</i>

Additional Actions for 2023 - 2024

Action:	To review current practice and develop additional actions to improve the attendance and punctuality of disadvantaged pupils.
Action:	To further support early reading, through embedding Little Wandle Letters and Sounds in Early Years and Key Stage 1, ensuring all staff have the training required to teach the programme to the highest standard.
Action:	To review and implement changes to improve the teaching and learning of reading comprehension.
Action:	To build on the progress of 22/23 writing target with a focus on greater depth attainment.

<p>Objective 1: To enhance our practice and approach to the management of behaviour ensuring consistency and support for identified groups of children (e.g., Disadvantaged and SEND) <i>(Provision, Partnership and Community, Wellbeing)</i></p>
<p>Summary indicators:</p> <ul style="list-style-type: none"> • Staff training has taken place and is impacting on provision. • Sensory room and associated provision are in place. • Parents have access to advice and support.
<p>Key Actions:</p> <ul style="list-style-type: none"> • Appoint a 'Behaviour and Culture' Champion <ul style="list-style-type: none"> ○ Complete NPQ Behaviour and Culture ○ Embed a culture of high expectations ○ Promote Keston values and motto • Review the Behaviour Policy to include: <ul style="list-style-type: none"> ○ Behaviour plans

- Behaviour ladders
- Rewards
- Child friendly posters for behaviour to ensure consistency
- Support families by:
 - Re-introducing Parent Gym
 - Advice leaflets about different behaviour issues
 - Videos (Place to Be)
 - Ensure information to support parents is accessible on the school website
- Staff training:
 - Positive behaviour strategies to include targeted training
 - Techniques to support children with additional behaviour needs
 - Learning walks to identify areas for development and focus support for individual or groups of staff
 - Use trust Strategic Leader for Behaviour training
- To provide provision and support for children with emotional, sensory and behaviour needs to include:
 - Creation of a sensory room to ensure a safe place is available for children with emotional and sensory needs
 - Explore nurture provision with a view to implementing a programme in September 2024
 - Lunchtime wellbeing groups for KS2
 - Playground provision to support children with their play

Objective 2:

To focus on raising aspirations and opportunities for our disadvantaged learners, making a substantial contribution to narrowing the attainment gap (*Standards and Achievements, Provision, Partnership and Community, Wellbeing*)

Summary indicators:

- Strategic leadership of intervention and support for PP pupils across the school by the PP Champion
- Progress of PP children has increased in reading, writing, maths and combined at KS2
- Tracking of individual focused pupils reflect the impact of improved provision
- 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:

- Appoint a ‘Pupil Premium’ Champion
 - Complete NPQ
 - Use research to inform our practice
 - Embedding a culture of high aspirations for all
 - Weekly feedback from teachers to ensure continued high-level focus on the progress and welfare of disadvantaged learners
 - To provide additional support for disadvantaged pupils through the provision of a team coach
- Pupil Premium Champion to meet with teachers termly to discuss pupil premium passports:
 - Update on family circumstances/discussions with identified families
 - Attendance
 - Children’s wellbeing
 - Access to extra - curricular activities and visits
 - PP Champion to create an overview to identify school wide barriers of PP children
- Pupil Premium Champion to give children a voice:
 - Discussion with all PP children
 - What are their barriers?
- Review our curriculum to ensure a wide range of experiences and opportunities are provided for all children:
 - Art Galleries
 - Orchestras/live music
 - Theatre visits

- Museums
- Learning an instrument
- Using different modes of transport
- Cooking
- Monitor and review current interventions throughout the school to evaluate impact
- Set aspirational targets for disadvantaged pupils and ensure careful tracking and monitoring of their progress

Objective 3:

Develop the curriculum further to ensure that the sequence of knowledge is clearly defined in all subjects and builds on from learning experiences in early years. *(Standards and Achievements, Provision)*

Ofsted Area for Development:

What does the school need to do to improve? (Information for the school and appropriate authority)

- *In some subjects, leaders' curricular thinking does not consider how content that pupils learn builds from early years upwards. As a result, some content and concepts are not being explicitly identified in some subjects. Leaders should ensure that the sequence of knowledge is clearly defined in all subjects and builds on from learning experiences in early years.*

Success indicators:

- Learning in curriculum areas can be tracked from EYFS to Year 6 ensuring sequence of knowledge is clearly defined
- Teachers' planning reflects clear progression and sequence of knowledge

Key Actions:

- Continue to work with our trust to amend 'Knowledge, Skills and Vocabulary' ladders to ensure they include EYFS statements.
- Create a document to provide subject leaders with information on how Development Matters and the ELGs link to the National Curriculum subjects.
- Subject Leaders to have a school wide overview of their progression in their curriculum area to include EYFS
- Subject leaders to support class teachers including EYFS in developing clear progression in their subject planning
- Wellbeing Leader to re-launch our Wellbeing Curriculum which now includes Early Years

Objective 4:

To raise expectations and improve the quality of teaching by embedding our principles of excellence into classroom practice *(Standards and Achievements, Provision)*

Success indicators:

- Planning reflects a focus on AfL
- Pupil outcomes are raised
- Learning skills are embedded and used in all lessons

Key Actions:

- Provide training for assessment for learning to ensure teachers:
 - Review and improve AfL strategies
 - Use AfL systematically to monitor children's understanding during lessons
 - Identify misconceptions and provide clear and direct feedback
 - Respond and adapt teaching to meet the children's learning
- Ensure teaching meets the needs of all children including disadvantaged and SEND by:
 - Careful deployment of teaching assistants
 - Adapting lessons to meet the needs of all children

- Providing targeted CPD for teachers and teaching assistants to ensure a clear understanding of identified children
- To refocus staff and children on the use of Keston learning skills: developing a clearer understanding of how they enhance children's learning
- To revisit prior CPD on modelling and scaffolding learning ensuring that all teachers and teaching assistants have a clear understanding of how to model and scaffold and the best use of these strategies

Objective 5:

To further enhance leadership with a particular focus on governance and pupil leadership (*Provision, Partnership and Community, Wellbeing*)

Success indicators:

- Leadership Team minutes/action plans reflect progress towards targets set
- Impact of school council is visible
- Governors contribute their learning to half termly meetings

Key Actions:

- Further develop senior leadership team's skills as leaders:
 - 360 reviews for each member
 - Leaders to develop personal action plans to address outcomes of review where required
- Develop leadership capacity across the school:
 - SEND qualification
 - Leadership Journey
 - NPQs
 - Trust CPD
- Build on 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 to ensure they:
 - Have knowledge of curriculum from Early Years to Year 6
 - Monitor planning
 - Complete learning walks/book scans
 - Develop their subject impact books
 - Show initiative and champion their subject
- Training provided for governors to enable them to carry out their duties effectively:
 - Termly meetings with link subject leaders
 - Governor reports completed
 - NGA
 - Trust CPD
- Further develop pupil leadership:
 - School Council further developed with agendas and minutes
 - Clear objectives and projects followed through
 - Eco - committee to continue working on the Eco Action Plan
 - Travel Ambassadors to create an action plan for safer travel
 - Introduce Playground Buddies (initially in KS2)

Objective 6:

Building on current practice, establish systems which ensure that all aspects of a pupil's special educational needs are met (*Provision, Partnership and Community, Wellbeing*)

Success indicators:

- School website has clear up to date information for parents and carers of SEND children
- Information regarding SEND pupils is clearly held and accessible to relevant adults

- Communication with parents/carers of pupils with SEND is clear and timebound

Key Actions:

- To review recording of SEND provision
- Ensure provision for all children is accessible as required:
 - CPOMS
 - Edukey
 - ASPs
 - SEND Leader records
- To review current lines of communication which are available to parents and carers of pupils with SEND:
 - Establish a SEND email address
 - Establish a system of record keeping for communication between all parties involved in SEND provision
 - Establish clear time frames for responses to parents/carers
- Ensure that parents/carers have access to clear up to date communication through the school website:
 - SEND Report
 - Keston SEND leaflet
 - Locality information
 - Access to useful websites