



Kingsland CE Primary School

School Improvement Plan 2025 – 2026



Let your light shine

“Let your light shine before others that they may see your good deeds and glorify your Father in heaven.” Matthew 5:16

Let your light shine

“Let your light shine before others that they may see your good deeds and glorify your Father in heaven.”

Matthew 5:16

Let your light shine on our vision:

As God's children, overflowing with His light, we will shine before others to inspire, nurture and bring joy so all may embrace life in its fullness to the glory of God.

Let your light shine on our mission:

Our **deeply Christian** character is lived out through Christian values which illuminate all aspects of school life, where everyone is understood and respected as a **precious child of God**. The school's motto “**Let your light shine**” encapsulates the school's commitment to provide a **nourishing education** which is **deep** and **broad**, equipping children for **life in all its fullness**, focussed through **wisdom, hope, community and dignity**. With **spiritual development** at the heart of the school, our children are **inspired** with a love of learning, enabling them to **flourish** and embrace their fullest individual potential whilst learning how to love, and empowering others to do the same.



School Improvement Plan 2025 – 2026 Summary

Knowing more and remembering more – a sequential curriculum – evaluating the IMPACT

Ofsted targets 2023

- Leaders have not identified the key knowledge, skills and subject vocabulary they want pupils to learn and remember in some foundation subjects and some areas of learning in the early years curriculum. This means that some content is not sequenced as well as it could be, and learning does not build progressively as pupils move through the school. Leaders should identify the essential knowledge, skills and vocabulary that children need to know in these subjects so pupils can achieve as well as they do in English and mathematics.
- Senior leaders carry out regular checks on how well the English and mathematics curriculums are delivered and on how well pupils master the skills and knowledge needed to be successful. However, these checks are not carried out as effectively in the foundation subjects. Senior leaders should ensure that subject leaders have sufficient opportunity, and the skills needed, to check the quality of curriculum delivery, and its impact on pupils' learning, in their own subject areas.

SIAMS targets 2018

- Develop the effectiveness of governors' monitoring of Christian distinctiveness to ensure the continuing impact of the school's vision on the whole school community.
- Continue to review the school's current policies and practice, to ensure that all areas of school life are clearly shaped by the school's Christian vision.

School Improvement Plan 2025 – 2026 Summary

Knowing more and remembering more – a sequential curriculum – evaluating the IMPACT

Ofsted (O): Overall effectiveness – what is it like to attend the school?		SIAMS (S): How then shall we live and learn together?
A	The Quality of Education – Love to Learn (O) Wisdom, Knowledge and Skills (S)	
1	Curriculum	Leaders to identify the key knowledge, skills and subject vocabulary they want pupils to learn and remember in the foundation subjects so that pupils can achieve as well as they do in English and mathematics Curriculum content to be reviewed to ensure that all content is well sequenced to enable pupils to learn progressively
2	Outcomes for Pupils	Further improve outcomes in some aspects of core subjects by refining elements of teaching and learning practice
B	Behaviour and Attitudes – Love to Learn (O) Community and Living Well Together (S) / Dignity and Respect (S)	
1	Behaviour	Continue to develop resilience and excellent learning behaviours
2	Attendance	Continue to improve attendance and persistent absence whilst maintaining pre-emptive actions to ensure minimal school suspensions
C	Personal Development (O) Character Development: Hope, Aspiration and Courageous Advocacy (S)	
1	SIAMS Agenda	Further embedding the ... revised Christian values timetable; opportunities to develop an active culture of justice and responsibility; opportunities for spiritual development within the curriculum; & develop the inclusivity of the school prayer and prayer boxes
2	RE teaching and learning	Review and embed new RE syllabus and assessment procedures
3	Mental health and wellbeing	Development of restorative practice principles; achievement of ARC Silver Award
4	Climate action	Development of simple climate action wins, and a shared responsibility for climate action progression
D	Leadership and Management (O) Vision and Leadership (S)	
1	Foundation subject & strategic leadership	Senior leaders will ensure that subject leaders have sufficient opportunity, and the skills needed, to check the quality of curriculum delivery, and its impact on pupils' learning; Subject leaders to carry out regular monitoring checks on how well their subjects are planned and delivered – planning / book monitoring & Pupil Voice; self-evaluate the school against the new Ofsted framework, in order to identify next steps.
2	Safeguarding	Embedding efficient and effective safeguarding record keeping systems that can be accessed by all, through My Concern
3	Governors	Develop procedures and quality of 'evaluating the impact'
4	Financial security	Tight budget monitoring and implementation
5	Outward-looking opportunities	Create opportunities for the school / staff / children to further develop an outward-looking ethos – Lead Music School, Armed Forces Covenant, ARC Silver Award
E	Early Years (O) Love to Learn	
1	EYFS curriculum	Continue to revise, refine and evaluate the EYFS curriculum to identify the key knowledge, skills and subject vocabulary which children should know and remember, based on the revised EYFS Framework 2025

A The Quality of Education

Love to Learn: Educating for Wisdom, Knowledge and Skills (S)

Ofsted – Curriculum, Developing teaching, Achievement

IQ2: How does the curriculum reflect the school's theologically rooted Christian vision? (S)

IQ6: Is the Religious Education curriculum effective? (S)

IQ7: What is the quality of Religious Education? (S)

Priorities

A1 Curriculum:

Leaders to identify the key knowledge, skills and subject vocabulary they want pupils to learn and remember in the foundation subjects so that pupils can achieve as well as they do in English and mathematics

Curriculum A to be revised to ensure that all content is well sequenced to enable pupils to learn progressively

A2 Outcomes for pupils: Further improve outcomes in some aspects of core subjects by refining elements of teaching and learning practice

What does success look like?

A1 Pupils know more and remember more as a result of a well-sequenced foundation subject curriculum

A2 Targeted and incremental improvements to outcomes in core subjects

Actions / focus	Why?	Responsibility / Monitoring	Resources / cost / time
<p>A1 – Curriculum: Foundation subject</p> <p>Identification of key knowledge, skills and subject vocabulary to be learnt in Curriculum A and B</p> <p>Knowledge retention - opportunities to practise; low stakes recall quizzes; choral speaking</p>	<p>Ofsted 2023 identified that children knew more and remembered more in core subjects compared to foundation subjects</p> <p>Consistency in medium term curriculum planning is required between classes and between subject areas</p> <p>Improve children's retention and recall of key knowledge in foundation subjects so outcomes are line with those in core subjects</p>	<p>Subject leaders / all staff</p> <p>SD and subject leaders to monitor medium term curriculum planning (and Love to Learn governors)</p>	<p>Staff meeting time to review medium term plans</p> <p>Subject leader release time to monitor subject areas</p>
<p>A2 – Core subjects</p> <p>Writing Framework</p> <p>Explicit outcomes in English</p> <p>Review used texts in English</p> <p>Grammarsaurus PVPG materials</p> <p>KS1, KS2 and Y3 Mastering Number programmes; fact fluency and automaticity</p>	<p>Embed the principles of The Writing Framework 2025</p> <p>Ensure the communication of explicit outcomes in every English lesson</p> <p>Develop understanding of why used texts are chosen</p> <p>Develop consistency of approach of grammar delivery and develop grammar fluency</p> <p>KS1 and KS2 Mastering Number programmes have been successful. Continuation to embed good practice.</p> <p>Launch the use of Y3 Mastering Number programme to develop fact fluency and automaticity.</p>	<p>SD / AP oversee reference to Writing Framework</p> <p>All staff to explicitly communicate learning outcomes in every English lesson</p> <p>Y3 – Y6 staff to continue to embed PVPG</p> <p>SD / CS to oversee Y3 Mastering Number; all staff to use Mastering Number programmes</p>	<p>Staff meeting time review and embed</p>

Evaluation



Kingsland CE Primary School



SIP: The Quality of Education – Subject Actions: Next Steps

HOW DO WE KNOW that children are knowing more and remembering more, and are **RETAINING** the key knowledge and skills? What is the **IMPACT** of the intended curriculum?

Subject	Next Steps	Evaluation / Impact
English	<ul style="list-style-type: none"> • Become familiar with The Writing Framework 2025 here • Review class books to ensure coverage – plays, poetry, non-fiction, fiction, Shakespeare, cultural and ethnic inclusion • To consider introducing some ‘classic texts’ to the English text list that staff feel that all children at Kingsland should have studied (for example some age-appropriate Shakespeare) • To ensure that all staff (and children) are able to separate the Learning Outcome from the context in which it is being taught, so that ongoing accurate assessment can take place during lessons. Children would benefit from the Learning Outcome (or WALT) being displayed in all lessons. In English and RE, in particular, be explicit in communicating the learning outcome with the children – displayed on the board / on worksheet ... ensure consistency across subjects and classes - what is the OUTCOME for the lesson? • Use and embed Grammarsarus Place Value of Punctuation and Grammar approach Y3-Y6 • How can writing targets be used more efficiently? 	
Spelling	<ul style="list-style-type: none"> • Spelling – how can we develop whole-school clarity and consistency with ... <ul style="list-style-type: none"> ○ What is the school’s spelling curriculum? ○ Is it well-sequenced and progressive? ○ What are year group expectations in spelling? ○ How can we improve spelling outcomes? 	
Handwriting	<ul style="list-style-type: none"> • Handwriting – handwriting outcomes are excellent, but do we have whole-school clarity and consistency with ... <ul style="list-style-type: none"> ○ What is the school’s handwriting curriculum? ○ Is it well-sequenced and progressive? ○ What are year group expectations in handwriting? 	
Maths	<ul style="list-style-type: none"> • Ensure that presentation in maths is the same high standard as that in English and other subjects. This could be achieved through a whole school policy on the layout of work, and use of worksheets. • Use and embed Y3 Mastering Number • Use and embed KS2 Mastering Number • Further embed KS1 Mastering Number 	
Science	<ul style="list-style-type: none"> • Ensure we plan ahead so that medium term planning can be passed onto support staff, particularly 1-1 TAs, who can then adapt learning accordingly in advance 	

	<ul style="list-style-type: none"> • Maintain increased expectations for Y2s in Class 2 • Maintain high standards of presentation in books • Quick quizzes to be recorded at the back of books with clear, neat date and headings • Check that 'working scientifically' national objectives are being covered in the year; and that 'working scientifically' national objectives are pasted onto medium-term plans. 	
RE	<ul style="list-style-type: none"> • To ensure that all staff (and children) are able to separate the Learning Outcome from the context in which it is being taught, so that ongoing accurate assessment can take place during lessons. Children would benefit from the Learning Outcome (or WALT) being displayed in all lessons. In English and RE, in particular, be explicit in communicating the learning outcome with the children – displayed on the board / on worksheet ... ensure consistency across subjects and classes - what is the OUTCOME for the lesson? • Use and embed new RE syllabus • Review assessment procedures and principles in RE • Save NATRE plans on common staff as we go • Plan for Leominster Church visit 	
Art & Design	<ul style="list-style-type: none"> • Review medium-term plans for how many artists are being studied in each class / per year 	
Computing	<ul style="list-style-type: none"> • Continue to embed saving evidence. One photo per lesson (where applicable) labelled with the lesson number and placed in the correct unit on common staff. 	
Design & Technology	<ul style="list-style-type: none"> • Recording of work / evidence in CI 5 ... evaluation in the back of Art Books to show progression during the process of the project – show the Plan, Design, Evaluation stages in books • Continuing to take care of the amount of curriculum time allocated to D&T as it usually is taught 'off-timetable' 	
French	<ul style="list-style-type: none"> • Develop French penpal connections with new French school • Ensure written work supports / enhances French learning <ul style="list-style-type: none"> ◦ This could include a range of activities such as sorting tasks, highlighting / multiple choice, use of pictures/matching • Use iPads to record Speaking and Listening activities, using video / audio clips • Ensure regular curriculum coverage despite pressures in curriculum time • Use starter activities to recall previously learnt key learning e.g. numbers 1-10, three key colours 	
Geography	<ul style="list-style-type: none"> • Ensure continued opportunities for longer subject specific writing 	
History	<ul style="list-style-type: none"> • Continued development and use of timelines 	
Music	<ul style="list-style-type: none"> • Video recordings and consistency of saving them on common staff • Development of Lead Music School role • Teacher subject knowledge and CPD 	
PE	<ul style="list-style-type: none"> • Continue to embed PE Hub planning and materials – can we save these on common staff? 	
RSHE	<ul style="list-style-type: none"> • Use and embed revised curriculum plan and policy, with the new DfE guidance (here) 	
EYFS	<ul style="list-style-type: none"> • Continue to save weekly plans on common staff • Review 'prior knowledge' sections on Class 2 foundation subject medium-term plans with ELGs and YR curriculum coverage 	

B Behaviour and Attitudes

Love to Learn: Educating for Community and Living Well Together (S) / Dignity and Respect (S)

Ofsted – Behaviour and attitudes, Attendance

Priorities

B1 Behaviour: Continue to develop resilience and excellent learning behaviours

B2 Attendance: Continue to improve attendance and persistent absence whilst maintaining pre-emptive actions to ensure minimal school suspensions

What does success look like?

B1 Children will demonstrate a can-do attitude and resilience and will consistently demonstrate excellent learning behaviours, living out the school vision

B2 Maintain attendance rate to above 97%; maintain suspension rates at 0%; continue to decrease the % of persistent absenteeism (6.4% in 2024 to 4.6% in 2025)

Actions / focus	Why?	Responsibility / Monitoring	Resources / cost / time
<p>B1 – Behaviour: Continue to develop resilience and excellent learning behaviours</p> <p>Including the careful monitoring of targeted children’s behaviour and its impact</p>	<p>Behaviour and attitudes provision recognised as outstanding by Ofsted January 2023</p> <p>Good learning behaviours are critical for children’s flourishing and achieving their full potential</p> <p>The development of Growth Mindsets is ongoing and takes time to build</p> <p>Having a Growth Mindset is essential for children to live out the school vision of ‘Let your light shine’</p>	<p>SD and SLT to raise the profile</p> <p>Class teachers to actively refer to / develop Growth Mindsets</p>	<p>Continued staff CPD</p> <p>Worship Times and learning time</p>
<p>B2 – Attendance: Continue to improve attendance and persistent absence whilst maintaining pre-emptive actions to ensure minimal school suspensions</p> <p>Weekly monitoring of attendance Half termly attendance letters Raising the profile of attendance through newsletters</p>	<p>Good school attendance is critical for good attainment and progress</p> <p>In 2024:</p> <ul style="list-style-type: none"> • Overall attendance was 95.8% • PA was 6.4% <p>In 2025:</p> <ul style="list-style-type: none"> • Overall attendance was 97.0% • PA was 4.6% 	<p>SD and SLT to monitor weekly attendance including persistent absentees</p>	<p>Half termly attendance letters for <90% and <95%</p> <p>Promotion of positive attendance through weekly newsletters (>98%)</p> <p>Continue to maintain the excellent learning behaviours to minimise suspensions</p>

Evaluation

C Personal Development (O)

Learn to Love: Character Development: Educating for Hope and Aspiration (S)

Ofsted – Personal development and wellbeing, Inclusion

IQ3: How is daily collective worship enabling pupils and adults to flourish spiritually? (S)

IQ5: How does the school's theologically rooted Christian vision create an active culture of justice and responsibility? (S)

Priorities

C1 SIAMS agenda: Further embedding the ... revised Christian values timetable; opportunities to develop an active culture of justice and responsibility; opportunities for spiritual development within the curriculum; & develop the inclusivity of the school prayer and prayer boxes, & reflection book

C2 RE teaching and learning: Review and embed new RE syllabus and assessment procedures

C3 Mental health and wellbeing of pupils and staff: Development of restorative practice principles; achievement of ARC Silver Award

C4 Climate Action: Development of simple climate action wins, and a shared responsibility for climate action progression

What does success look like?

C1 Revised Christian values timetable is embedded; children lead on opportunities for Courageous Advocacy; review and develop opportunities for spiritual development within the curriculum' add actions to school prayer and develop use of prayer boxes in school and with the church

C2 All classes review and embed revised RE curriculum in the light on the new RE syllabus; develop shared understanding of assessment in RE

C3 Staff sickness absence remains low; achievement of ARC Silver Award; restorative practice embedded across school

C4 Reduction in paper waste and energy costs; development of a shared and active responsibility to climate change actions

Actions / focus	Why?	Responsibility / Monitoring	Resources / cost / time
C1 – SIAMS agenda Further embedding the ... revised Christian values timetable; opportunities to develop an active culture of justice and responsibility; opportunities for spiritual development within the curriculum; & develop the inclusivity of the school prayer and prayer boxes, & reflection book	Personal development provision recognised as outstanding by Ofsted January 2023 It is essential to open the children's eyes to a bigger world Children develop personal service and responsibility through acts of Courageous Advocacy Further develop the use of prayer in school and church	SLT - Embed Christian values timetable Class teachers to actively plan for acts of Courageous Advocacy within the curriculum FW / SD develop use of prayer boxes and action in school prayer	Staff meeting time HT and DHT leadership time
C2 – RE teaching and learning Review and embed new RE syllabus and assessment procedures	New Herefordshire RE syllabus published September 2025 – due to be statutory in September 2026 Maintain high standards of RE teaching and assessment	SLT and HW Learn to Love governors	Staff meeting time Learn to Love governor meetings
C3 - Mental health and wellbeing of pupils and staff Development of restorative practice principles; achievement of ARC Silver Award	Positive mental health is essential to living out the school vision of 'Let your light shine' Post-Covid, levels of anxiety and SEND have soared Low staff absence is essential for consistency Celebration and development of restorative practice and ARC principles	SD / FW Learn to Love governors	Pupil voice questionnaires School council time Staff questionnaire

<p>C4 – Climate action</p> <p>Development of simple climate action wins, and a shared responsibility for climate action progression</p> <ul style="list-style-type: none"> • Computers / screens / photocopiers / lights turned off when not in use • Reduce heating by 1 degree • Think before printing • Print in black & white 	<p>The school understands its responsibilities to reduce its carbon footprint</p> <p>The school will benefit financially from reducing waste and saving energy costs</p> <p>60% of energy is used when there are no pupils in school</p>	<p>All staff</p> <p>Learn to Love governors</p>	<p>Climate and sustainability action plan</p> <p>Raise staff awareness</p>
<p>Evaluation</p>			

D Leadership and Management (O)

Ofsted – Leadership and governance, Safeguarding

IQ1: How does the school's theologically rooted Christian vision enable pupils and adults to flourish? (S)

IQ4: How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well? (S)

Priorities

D1 Foundation subject & strategic leadership: Senior leaders will ensure that subject leaders have sufficient opportunity, and the skills needed, to check the quality of curriculum delivery, and its impact on pupils' learning, in their own subject areas; Subject leaders to carry out regular monitoring checks on how well their subjects are planned and delivered – planning monitoring, book monitoring and Pupil Voice

D2 Safeguarding: Embedding efficient and effective safeguarding record keeping systems that can be accessed by all, through My Concern

D3 Governors: Develop procedures and quality of 'evaluating the impact'

D4 Strategic leadership: Senior leaders prioritising and timetabling the SIP, and monitoring and evaluating the outcomes

D5 Financial security: Tight budget monitoring and implementation

D6 Outward-looking opportunities: Create opportunities for the school / staff / children to further develop an outward-looking ethos – Lead Music School, Armed Forces Covenant, ARC Silver Award

What does success look like?

D1 Regular monitoring and evaluation timetable results in improved quality of teaching and learning in foundation subjects – knowing more and remembering more

D2 Safeguarding information can be retrieved quickly and easily by all

D3 Governors are adept at monitoring and evaluating the impact of all areas of school life

D4 Regular monitoring and evaluation timetable results in improved quality of teaching and learning in foundation subjects – knowing more and remembering more

D5 Regular monitoring of the school budget and careful consideration of procurement, decreasing the chance of a budget-overspend

D6 Achieve Lead Music School status; achieve Armed Forces Covenant Bronze Award; achieve ARC Silver Award; investigate further possibilities to share good practice

Actions / focus	Why?	Responsibility / Monitoring	Resources / cost / time
D1 – Foundation subject & strategic leadership Subject leaders to carry out regular checks on how well their subjects are planned and delivered, monitoring through using Pupil Voice, ensuring there is no 'drift' from the intended curriculum	Ofsted 2023 - subject leaders to carry out regular checks on how well their subjects are planned and delivered, monitoring through using Pupil Voice, ensuring there is no 'drift' from the intended curriculum	Subject leaders Love to Learn governors School Council – Pupil Voice	Subject leader time HT and DHT leadership time Staff meeting time
D2 – Safeguarding Embedding efficient and effective safeguarding record keeping systems that can be accessed by all, through My Concern	Safeguarding information can be retrieved quickly and easily by all Consistency of use by all staff	SLT Resources governors Safeguarding governor	Safeguarding for All training Staff CPD – regular updates Staff meeting time
D3 – Governors Governors are adept at monitoring and evaluating the impact of all areas of school life	National SIAMS report states that governor next steps are to develop the monitoring and evaluating of the IMPACT of all areas of school life.	SD / H Webb Governors	Governor meeting time Governor visits
D4 – Financial security	Budget over-spend in 2023-2024 Unable to balance the budget for 2025-2026	SD/SLT Governors	HT and DHT leadership time Governor meetings

Tight budget monitoring and implementation	Regular monitoring of the school budget and careful consideration of procurement, decreasing the chance of a budget-overspend		
D5 - Outward-looking opportunities Create opportunities for the school / staff / children to further develop an outward-looking ethos – Lead Music School, Armed Forces Covenant, ARC Silver Award	An outward-looking ethos benefits the staff / children / community of this school, as well as those of other schools, through sharing of good practice. The school has much expertise to offer other schools.	SD/SLT Governors	Review as opportunities arise
Evaluation			

E Early Years (O)

Vision and Leadership (S)

Ofsted – Curriculum, Developing teaching, Achievement, Early years

IQ2: How does the curriculum reflect the school's theologically rooted Christian vision? (S)

IQ6: Is the Religious Education curriculum effective? (S)

IQ7: What is the quality of Religious Education? (S)

Priorities


E1 EYFS Curriculum: Continue to revise, refine and evaluate the EYFS curriculum to identify the key knowledge, skills and subject vocabulary which children should know and remember, based on the revised EYFS Framework 2025

What does success look like?

E1 EYFS curriculum planning clearly identifies the key knowledge, skills and subject vocabulary which children should know and remember

Actions / focus	Why?	Responsibility / Monitoring	Resources / cost / time
<p>E1 - EYFS curriculum</p> <p>Medium term EYFS curriculum planning and sequencing is clear and consistent</p> <p>Identification of key knowledge, skills and subject vocabulary to be learnt within each area of learning</p>	<p>Ofsted 2023 - EYFS curriculum planning clearly identifies the key knowledge, skills and subject vocabulary which children should know and remember</p> <p>Clear sequencing of learning throughout the EYFS</p>	<p>GC / SD / SLT</p> <p>Love to Learn governors</p>	<p>Staff meeting time</p> <p>SLT time</p> <p>GC leader time</p>

Evaluation



**Remembering key
knowledge and
vocabulary**

**Evaluating the
impact**

Kingsland CE Primary School



'Let Your Light Shine'



What are our aims for this year?

**Developing
sequential curriculum
planning**

Financial security