

# Kingsland CE Primary School

School Improvement Plan 2024 – 2025



**‘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

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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 2024 – 2025 Summary

## Knowing more and remembering more – a sequential curriculum – so what is the IMPACT?

Ofsted (O)		SIAMS (S)
Overall effectiveness – what is it like to attend the school?		How then shall we live and learn together?
<b>A</b>		
<b>The Quality of Education – Love to Learn (O) Wisdom, Knowledge and Skills (S)</b>		
1	<b>Curriculum</b>	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
2	<b>Outcomes for Pupils</b>	Curriculum A to be revised to ensure that all content is well sequenced to enable pupils to learn progressively Further improve outcomes in some aspects of core subjects by refining elements of teaching and learning practice
<b>B</b>		
<b>Behaviour and Attitudes – Love to Learn (O) Community and Living Well Together (S) / Dignity and Respect (S)</b>		
1	<b>Behaviour</b>	Developing resilience and excellent learning behaviours
2	<b>Attendance</b>	Monitoring attendance and persistent absence whilst maintaining pre-emptive actions to ensure minimal school suspensions
<b>C</b>		
<b>Personal Development (O) Character Development: Hope, Aspiration and Courageous Advocacy (S)</b>		
1	<b>SIAMS Agenda</b>	Developing School of Sanctuary work and passionate service and responsibility through Courageous Advocacy
2	<b>Mental health and wellbeing of pupils and staff</b>	Develop SMHL role & children's mental health ambassadors
<b>D</b>		
<b>Leadership and Management (O) Vision and Leadership (S)</b>		
1	<b>Foundation subject leadership</b>	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
2	<b>Safeguarding</b>	Embedding efficient and effective safeguarding record keeping systems that can be accessed by all, through My Concern
3	<b>Governors / long term structure</b>	Investigating Multi Academy Trust possibilities
4	<b>Strategic leadership</b>	Senior leaders prioritising and timetabling the SIP, and monitoring and evaluating the outcomes
5	<b>Financial security</b>	Tight budget monitoring and implementation
<b>E</b>		
<b>Early Years (O) Love to Learn</b>		
1	<b>EYFS curriculum</b>	Continue to restructure, revise and evaluate the EYFS curriculum to identify the key knowledge, skills and subject vocabulary which children should know and remember

# A The Quality of Education

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

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

Is the Religious Education curriculum effective? (S)

What is the quality of Religious Education in voluntary aided and former voluntary aided schools, and in former voluntary controlled schools in which denominational religious education is taught? (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><b>A1 – Foundation subject</b> Medium term curriculum planning and sequencing for Curriculum A</p> <p>Identification of key knowledge, skills and subject vocabulary to be learnt</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</p> <p>Improve children's retention and recall of key knowledge in foundation 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</p> <p>Rolling programme of medium-term planning creation throughout the year – see staff meeting schedule</p> <p>Subject leader release time to monitor</p>
<p><b>A2 – Core subjects</b> KS1 and KS2 Mastering Number programmes; fact fluency and automaticity</p> <p>Grammarsaurus grammar materials</p>	<p>KS1 Mastering Number programme has been successful. Continuation to embed good practice</p> <p>Launch the trial of KS2 Mastering Number programme to develop fact fluency and automaticity</p> <p>Develop consistency of approach of grammar delivery and develop grammar fluency</p>	<p>SD / FW / AP oversee introduction on KS2 Mastering Number programme in Y4/5</p> <p>AP / SD to launch and monitor</p>	<p>SD / FW / AP to take part in NCETM training sessions throughout the year; possible restructure of Y5 with KO to lead KS2 Mastering Number programme</p> <p>Staff meeting time to roll out</p>

### Evaluation

## B Behaviour and Attitudes

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

#### Priorities

**B1 Behaviour:** Developing resilience and excellent learning behaviours

**B2 Attendance:** Monitoring 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** To increase attendance rate to above 96%; to maintain suspension rates at 0; to decrease the % of persistent absenteeism

Actions / focus	Why?	Responsibility / Monitoring	Resources / cost / time
<p><b>B1 - Developing resilience and excellent learning behaviours</b></p> <p>Including the careful monitoring of targeted children's behaviour and its impact</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>Assemblies and learning time</p>
<p><b>B2 - Weekly monitoring of attendance</b></p> <p>Monitoring attendance and persistent absence whilst maintaining pre-emptive actions to ensure minimal school suspensions</p>	<p>Good school attendance is critical for good attainment and progress</p> <p>Good learning behaviours are critical for children's flourishing and achieving their full potential</p>	<p>SD and SLT to monitor weekly attendance including persistent absentees</p>	<p>Half termly attendance letters for &lt;90%; termly letters for &lt;93% and &lt;95%</p> <p>Promotion of positive attendance through weekly newsletters (&gt;96%)</p> <p>Continue to maintain the excellent learning behaviours to minimise suspensions</p> <p>New attendance codes and revised attendance policy</p>

#### Evaluation

## C Personal Development (O)

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

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

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

#### Priorities

**C1 SIAMS agenda:** Developing School of Sanctuary work and passionate service and responsibility through Courageous Advocacy

**C2 Mental health and wellbeing of pupils and staff:** Develop SMHL role & children's mental health ambassadors

#### What does success look like?

**C1** Reaccreditation of ISA; build on the accreditation of School of Sanctuary award; children lead on opportunities for Courageous Advocacy

**C2** Staff sickness absence remains low; positive responses to staff and pupil wellbeing questionnaires

Actions / focus	Why?	Responsibility / Monitoring	Resources / cost / time
<p><b>C1 – SIAMS agenda</b></p> <p>Developing School of Sanctuary work</p> <p>Developing passionate service and responsibility through Courageous Advocacy</p>	<p>Personal development provision recognised as outstanding by Ofsted January 2023</p> <p>It is essential to open the children's eyes to a bigger world</p> <p>Children develop personal service and responsibility through acts of Courageous Advocacy</p>	<p>School of Sanctuary – FW Learn to Love governors</p> <p>Class teachers to actively plan for acts of Courageous Advocacy within the curriculum</p>	<p>Staff meeting time</p> <p>HT and DHT leadership time</p>
<p><b>C2 - Mental health and wellbeing of pupils and staff</b></p> <p>Develop SMHL role &amp; children's mental health ambassadors</p>	<p>Positive mental health is essential to living out the school vision of 'Let your light shine'</p> <p>Post-Covid, levels of anxiety have soared</p> <p>Low staff absence is essential for consistency</p>	<p>SD / FW Learn to Love governors</p>	<p>Pupil voice questionnaires School council time</p> <p>Staff questionnaire</p>

#### Evaluation

## D Leadership and Management (O)

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

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 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:** Investigating Multi Academy Trust possibilities; continue governor monitoring of Ofsted areas for development

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

**D5 Financial security:** Tight budget monitoring and implementation

### What does success look like?

**D1** Regular monitoring and evaluation timetable results in improved quality of teaching and learning in foundation subjects

**D2** Safeguarding information can be retrieved quickly and easily by all

**D3** The school carefully considers its long-term future direction in an informed manner


**D4** Regular monitoring and evaluation timetable results in improved quality of teaching and learning in foundation subjects

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

Actions / focus	Why?	Responsibility / Monitoring	Resources / cost / time
<b>D1 – Foundation subject leadership</b> 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
<b>D2 – Safeguarding</b> 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 Staff meeting time
<b>D3 – Governors</b> Investigating Multi Academy Trust possibilities  Continue governor monitoring of Ofsted areas for development	To ensure the school carefully considers its long-term future direction in an informed manner	SD / H Webb Governors	Governor meeting time
<b>D4 – Strategic leadership</b> Senior leaders prioritising and timetabling the SIP, and monitoring and evaluating the outcomes	Ofsted 2023 - regular monitoring and evaluation timetable results in improved quality of teaching and learning in foundation subjects	SD / SLT Subject leaders	Subject leader time HT and DHT leadership time Staff meeting time

<b>D5 – Financial security</b> Tight budget monitoring and implementation	Budget over-spend in 2023-2024	SD/SLT Governors	HT and DHT leadership time Governor meetings
<b>Evaluation</b>			

<b>E Early Years (O)</b>			
<b>Vision and Leadership (S)</b>			
<b>Priorities</b>			
<b>E1 EYFS Curriculum:</b> Continue to restructure, revise and evaluate the EYFS curriculum to identify the key knowledge, skills and subject vocabulary which children should know and remember			
<b>What does success look like?</b>			
<b>E1 EYFS curriculum planning</b> clearly identifies the key knowledge, skills and subject vocabulary which children should know and remember			
<b>Actions / focus</b>	<b>Why?</b>	<b>Responsibility / Monitoring</b>	<b>Resources / cost / time</b>
<b>E1 - EYFS curriculum</b>  Medium term EYFS curriculum planning and sequencing is clear and consistent  Identification of key knowledge, skills and subject vocabulary to be learnt within each area of learning	Ofsted 2023 - EYFS curriculum planning clearly identifies the key knowledge, skills and subject vocabulary which children should know and remember  Clear sequencing of learning throughout the EYFS	GC / SD / SLT Love to Learn governors	Staff meeting time SLT time GC leader time
<b>Evaluation</b>			



**Remembering key  
knowledge and  
vocabulary**

**Maintaining excellent  
learning behaviours**

**Kingsland CE Primary School**



*'Let Your Light Shine'*



**What are our aims for this year?**

**Developing  
sequential curriculum  
planning**

**Improving school  
attendance**