

# Kingsland CE Primary School

School Improvement Plan 2023 – 2024



**‘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 2023 – 2024 Summary

## Curriculum sequencing and knowledge retention

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 Curriculum to be revised to ensure that all content is well sequenced to enable pupils to learn progressively
2	<b>Outcomes for Pupils</b>	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>	Growth mindset - 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>	International School Award reaccreditation Developing School of Sanctuary work Developing 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>	Subject leaders to carry out regular checks on how well their subjects are planned and delivered, monitoring through using Pupil Voice
2	<b>Safeguarding</b>	A culture of safeguarding – never complacent; development of My Concern use Risk Assessment consistency
3	<b>Governors</b>	Restructuring of governing body to ensure efficiency
4	<b>Strategic leadership</b>	Senior leaders prioritising and timetabling the SIP, and monitoring and evaluating the outcomes
<b>E</b>		
<b>Early Years (O) Love to Learn</b>		
1	<b>EYFS curriculum</b>	Restructure 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  
Curriculum 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	Evaluation
<p><b>A1 – Foundation subject</b> Medium term curriculum planning and sequencing</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>Platinum School Games Award reaccreditation for PE and sport</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</p> <p>To maintain an external validation of high-quality sporting provision</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>SD / SP</p>	<p>Staff meeting time</p> <p>PPA 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>Spelling: consistency of planning and learning</p> <p>Reading and maths summative assessments</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>No children achieved full marks in KS2 spelling test; to further raise the profile of spelling across the school</p> <p>Consistency of use of summative assessments across the school</p>	<p>SD / FW / AP oversee introduction on KS2 Mastering Number programme in Y4/5</p> <p>AP / SD to investigate effective spelling scheme and how they could integrate with RWI</p> <p>All teachers Y2 – Y6</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>Possible purchase of new spelling resources</p> <p>Resources purchased already</p>	

## B Behaviour and Attitudes

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

#### Priorities

**B1 Behaviour:** Growth Mindset - 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 be more independent learners

**B2** To increase attendance rate to above 96%; to maintain suspension rates at 0

Actions / focus	Why?	Responsibility / Monitoring	Resources / cost / time	Evaluation
<p><b>B1 - Raise the profile of Growth Mindset</b></p> <p>Developing resilience and excellent learning behaviours</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%</p> <p>Promotion of positive attendance through weekly newsletters (&gt;96%)</p> <p>Continue to maintain the excellent learning behaviours to minimise suspensions</p>	

## 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:** maintaining and building on outstanding personal development

**C2 Mental health and wellbeing of pupils and staff:** living out the school vision of 'let your light shine'

#### 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	Evaluation
<p><b>C1 – SIAMS agenda</b></p> <p>International School Award reaccreditation</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>ISA – SD</p> <p>School of Sanctuary – FW</p> <p>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</p> <p>Learn to Love governors</p>	<p>Pupil voice questionnaires</p> <p>School council time</p> <p>Staff questionnaire</p>	

## 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

**D2 Safeguarding:** Implementing efficient and effective safeguarding record keeping systems that can be accessed by all

**D3 Governors:** Restructuring of governing body and meeting structure to ensure efficiency

**D4 Strategic leadership:** Senior leaders supporting subject leaders to implement SIP actions

### 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** Systems and processes of governance are as efficient as possible

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

Actions / focus	Why?	Responsibility / Monitoring	Resources / cost / time	Evaluation
<p><b>D1 – Foundation subject leadership</b></p> <p>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</p>	<p>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</p>	<p>Subject leaders Love to Learn governors School Council – Pupil Voice</p>	<p>Subject leader time HT and DHT leadership time Staff meeting time</p>	
<p><b>D2 – Safeguarding</b></p> <p>Development of My Concern use and Risk Assessment consistency</p>	<p>Safeguarding information can be retrieved quickly and easily by all</p> <p>Consistent use of Risk Assessments throughout the school</p>	<p>SLT Resources governors Safeguarding governor</p>	<p>Safeguarding for All training Staff CPD Staff meeting time</p>	
<p><b>D3 – Governors</b></p> <p>Review governing body structure and meeting structure to ensure efficiency</p>	<p>To ensure systems and processes of governance are as efficient as possible</p>	<p>SD / H Webb Governors</p>	<p>Governor meeting time</p>	
<p><b>D4 – Strategic leadership</b></p> <p>Senior leaders prioritising and timetabling the SIP, and monitoring and evaluating the outcomes</p>	<p>Ofsted 2023 - regular monitoring and evaluation timetable results in improved quality of teaching and learning in foundation subjects</p>	<p>SD / SLT Subject leaders</p>	<p>Subject leader time HT and DHT leadership time Staff meeting time</p>	

## E Early Years (O) Vision and Leadership (S)

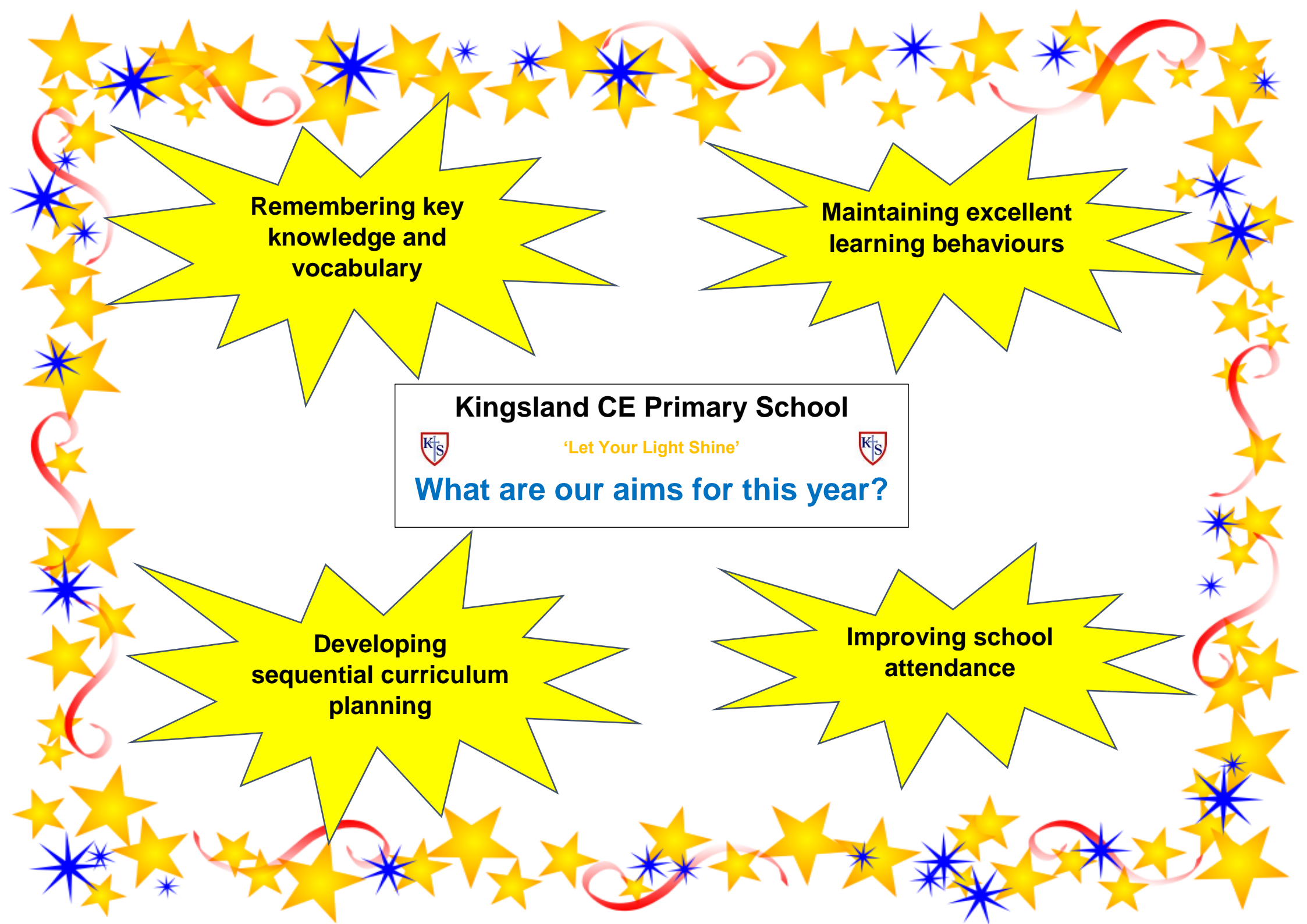
### Priorities

**E1 EYFS Curriculum:** Restructure the EYFS curriculum to identify the key knowledge, skills and subject vocabulary which children should know and remember

### 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	Evaluation
<p><b>E1 - EYFS curriculum</b></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>	



**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**