



# Kingsnorth CE Primary School



## School Improvement Plan 2023-2024

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<b>Executive Headteacher:</b> Mr Iain Witts	<b>Chair of Governors:</b> Chris Myers
<b>Deputy Headteacher:</b> Mrs Sarah Bone	<b>Assistant Headteacher:</b> Miss Denise Moore
<b>Owned by:</b> The School Governors, Leadership Teams and <b>ALL</b> staff	



## Section 1: Welcome

# Welcome to Kingsnorth Church of England Primary School

## Our School Vision:

'To ensure that every person in our school family is at the heart of everything we do, think and believe. Our values are roots which weave through our entire being and create a learning community built on God's love in which we can all flourish.'

## Our linked Bible Verse:

*'Then, by constantly using your faith, the life of Christ will be released deep inside you, and the resting place of his love will become the very source and root of your life.'* **Ephesians 3:17**

## Our School Values:

**Compassion    Community    Friendship    Trust    Perseverance**





## Section 2: Self Evaluation

Overall judgments: Position at the end of Summer 2023:

Leadership and Management	Quality of Education	Behaviour and Attitudes	Personal Development	SIAMS	Early Years Foundation Stage	Overall Effectiveness
SLT - 2 WLT - 2 Subjects – 2/3	Intent - 2 Implement – 2/3 Impact – 2/3	2	2	1/2	2	2

Target for July 2024:

Leadership and Management	Quality of Education	Behaviour and Attitudes	Personal Development	SIAMS	Early Years Foundation Stage	Overall Effectiveness
SLT - 2 WLT - 2 Subjects – 2	Intent - 2 Implement – 2 Impact – 2	1	1	1	1	2

### Self-Evaluation of Overall Effectiveness:

Since the return to school post lockdowns, the school has been in a process of constant evolution in order to respond to the changing and more complex needs of our community of children and families. This is a journey over time and this process is still firmly centred at the heart of our work. We have trained in a range of specialist areas linked to the experiences of our community. Examples of this, but not limited to are; trauma informed approach, bereavement and crisis and mental health. The School is part of the Nurture UK programme with the ambition to embed this as part of our school offer. Our FLO works dynamically with many agencies in order to support families and she remains an asset to our school.

The school has continued to enjoy academic successes with attainment in all statutory assessments above both Kent and National averages. We have been part of a Trust project with a focus on EYFS; this has resulted in significant improvements to practice and provision with certain elements to have been judged as outstanding by the Trust. Our ambition is for these changes to further affect our GLD results. Subject leadership is strong and the work of leaders has shaped and adapted our curriculum in order to ensure that it is inclusive, interactive and investigative. Governors strongly support this through time in school monitoring and talking to leaders. The core purpose of our distinctive Christian education is for all pupils to thrive and to succeed and we work hard to promote both pupil voice and pupil leadership.

Our identified areas for improvement can be found below in this document.



### Section 3: Our Curriculum at Kingsnorth CE Primary School

At Kingsnorth, we intend to put pupils at the centre of our standout school curriculum so that our learning experiences **inspire curiosity** and **stimulate interests**, evolving with and underpinned by the rapid changes of the world in which we live.

#### Our curriculum is:

Interactive

Investigative

Inclusive

At Kingsnorth School, our curriculum is designed to nurture children's intrinsic enthusiasm for learning and discovery through the development of the unique Kingsnorth Child. We think that learning should always be interactive, with exploration and investigation encouraged when approaching learning in each subject. Our curriculum is inclusive and accessible for all. We firmly believe that the school learning environment should not be limited by the constraints of a classroom. We approach the curriculum as a blend of indoor and outdoor learning, recognising that outdoor learning holds significant benefits including: pupils' wellbeing, creative thinking, ability to make connections and preparation for the wider world.

#### Our approach to outdoor learning can be summarised by five overarching ideas:

**Making  
Connections**

**Health and  
Wellbeing**

**Nature Smart**

**Creativity**

**Interdisciplinary  
Learning**

Our curriculum builds in a carefully designed sequence in order to ensure good progression of knowledge from Early Years to Year 6. Research-informed principles strengthen our approach to the curriculum and our teachers use ideas of challenge, explanation, modelling, practice, feedback and questioning when developing lessons.

Through a central restorative approach to learning behaviours and wellbeing, our curriculum enables our children to build strong relationships, celebrate diversity, encourage respect and approach learning with positivity. It acknowledges success for all children, in all aspects of their development and provides multiple ways to celebrate all types of talent.

Children leave Kingsnorth Primary School well equipped, confident and excited for the next step of their individual journeys to secondary school and beyond.



## Section 4: Key Priorities – 2023/2024

### **Overarching Objective**

Continue to ensure that our environments and teaching approaches are adaptive to the variable learning and emotional needs of our community so that all groups of pupils have successful and meaningful experiences and outcomes.

#### **Quality of Education**

Continue to construct an ambitious and carefully sequenced curriculum that reflects both our community and the world in which we live so that all pupils acquire the knowledge and skills needed to thrive and to enjoy success.

#### **Behaviours and Attitudes**

All trusted adults interact with pupils with respect, compassion and dignity ensuring strong and positive relationships so that the school community thrive in a safe, calm and predictable environment.

#### **Personal Development**

Continue to embed a nurture-based culture that supports the emotional wellbeing of all stakeholders and eliminates barriers to learning so that everyone in our community develops resilience, confidence, self-belief and the social skills in order to be successful young people.

#### **Leadership and Management**

Continue to deliver a purposeful cycle of Professional Development to order to support colleague subject and content knowledge so that they are enabled to deliver effective teaching and to wisely use robust assessment.

#### **EYFS (Early Years Foundation Stage)**

Foster enabling environments in which the character and emotional security of all pupils is promoted so that pupils are able to self-regulate and to enjoy independence by accessing meaningful learning that focuses on wide vocabulary and the cultural capital they need to succeed in life.

#### **SIAMS (School Inspection of Anglican and Methodist School)**

Refresh our definition of what spirituality is in our school so that all adults and pupils feel a strong sense of belonging, have opportunities to reflect on their experiences and to respond to big questions with curiosity and imagination.



## Section 5: Target Setting and Monitoring

Self-Evaluation of Quality of Education								
<p>The school has worked relentlessly to adapt and reshape the curriculum in order to meet the new and emerging needs of our pupils. Leaders have worked together in order to ensure robust sequencing and progression however this will remain an evolving project. This reshaping has resulted in a review of how we deliver and adapt subjects through our weekly timetables. In our capacity as an Associate Research School during the last academic year, all colleagues have been immersed in high quality training and had access to research in order to inform decisions and to enable all to feel confident in our approach. We have fully committed to Nurture based provisions inside school and outdoor learning as an extension to this so that children may enjoy learning with awe and wonder.</p>								
<p><b>Intent: To construct an ambitious and carefully sequenced curriculum that reflects both our community and the world in which we live so that all pupils acquire the knowledge and skills needed to thrive and to enjoy success.</b></p>		<p><b>RAG Rating</b></p> <table border="1"> <thead> <tr> <th>Aut</th> <th>Spr</th> <th>Sum</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Aut	Spr	Sum			
Aut	Spr	Sum						
Implementation	Success Criteria	Evaluation / Evidence						
What needs to improve to meet the outcome?	What will this look like by July 2024							
1.1 <i>Deliver training to ensure <b>robust assessment</b> is used to address the attainment and progress of all groups of pupils but especially SEND pupils and those in receipt of PP. <b>Adaptive, responsive teaching</b> in line with the published domains of the Champions will underpin this.</i>	Diminished difference in outcomes for PP and SEND children – aligning with National averages The curriculum and structure of lessons will better meet the needs of children. Learning opportunities provided for the most disadvantaged children to enrich their experiences	End of year data outcomes Curriculum plans Pupil voice						
1.2 <i>Embed the Aquila Trust SuperEnthuse STEM project as part of the school's offer for <b>experiences about the world around us</b>, embracing our commitment to our own Outdoor Learning initiative.</i>	Opportunities for STEM are embedded in timetables and align with Aquila project expectations. Pupil voice is positive and refer to a wide range of experiences offered during the academic year	Staff surveys						
1.3 <i>Reshape our <b>approach to Reading and Writing</b>. Use the new DFE Reading Framework and new Trust expectations in order to change the structure and format of reading lessons. Use <b>Writing 4 Pleasure programme</b> in order to develop writing for pleasure and purpose in school.</i>	RWM combined outcomes move towards the National target of 90% for 2030. Writing is re-visioned across the school. Improved W4P opportunities and writing outcomes							
1.4 <i><b>Improve school Maths progress scores and outcomes</b> through a whole school Mastery approach and Mastering Number programme in KS1</i>	Improved outcome for Year 4 MTC Progress tracked from starting points Maths training for staff and support staff Maths mastery approach evident in all year groups. Strong relationship with the MathsHub							





<b>Self-Evaluation of Behaviour &amp; Attitudes</b>					
We recognise that the lived experiences of children during lockdown and the return to school have impacted on how they now present in school. The school has trained colleagues in a broad spectrum of specialist areas in order to create a research informed approach to supporting all our families and pupils. Our Christian distinctiveness places respect and value for positive relationships at the centre of everything that we do, supporting all pupils to develop resilience and self-control. As part of the Nurture UK programme, we are training all colleagues to understand the core principles of Nurture and for this to be part of our everyday practice. We have a strong culture of safeguarding and understand the important link with attendance. Pupils have a thirst for learning and can articulate their learning with confidence.					
<b>Intent: To create a culture of Nurture which places the needs of every pupil at the centre of everything that we do so that children feel safe and can have positive associations with all aspects of school life.</b>			<b>RAG Rating</b>		
			Aut	Spr	Sum
<b>Implementation</b>		<b>Success Criteria</b>		<b>Evaluation / Evidence</b>	
What needs to improve to meet the outcome?		What will this look like by July 2024			
2.1	<b>Deliver training in the 6 principles of Nurture in order to support all colleagues' understanding and confidence so that this is embedded in class and in all our interactions with pupils</b>	Robust training and support given Nurture provisions support the most vulnerable children Reduced number of play time incidents Boxall Profile to measure resilience and self confidence Children better able to regulate back into learning			Training/CPD plans Curriculum plans Pupil/Staff voice Staff Surveys Reports to LGB
2.2	<b>Continue to develop a robust behaviour policy with clear lines of accountability for adults and the use of positive reinforcement for pupils. Use analysis of behaviour types in order to identify need and to develop robust strategies in order to support colleagues to manage these in class.</b>	Policy in place delivers what is needed to support the children and staff in school Training for all staff to ensure able to implement the policy around key areas such as trauma and ACEs Behaviour incidents tracked and monitored and information shared with SLT and Govs			
2.3	<b>Develop the OPaL programme to develop the resilience, problem solving and conflict management capacity of all pupils.</b>	Effective training in place through CPD schedule Resources needed are sourced and used Staff better deployed and utilised Co-regulation and self-regulation of children is improved Children able to demonstrate better resilience			



Self-Evaluation of Personal Development								
<p>The school has worked hard in order to deliver wider and more targeted experiences that support the cultural and social capital of all pupils. We have welcomed a range of external providers to school and have developed a safeguarding calendar of events and webinars that develop the spiritual growth of pupils and opportunities to debate and consider issues related to our British Values. A sense of belonging is critical to our drive for inclusion and our dedicated FLO works relentlessly to support families and pupils for whom there are challenges in the school environment. The resilience of children has notably reduced with a greater frequency of incidences of refusal and physical responses when pupils feel upset or overwhelmed. Transitions are a focus in order to support pupils both inside a school day, at the start of terms and at the start of an academic year.</p>								
<b>Intent: To integrate OPaL play approaches in order to promote experiences of socialisation, co-operation, co-ordination and creativity through improved play, reducing anxieties linked to transition and friendships.</b>		<b>RAG Rating</b>						
		<table border="1"> <thead> <tr> <th>Aut</th> <th>Spr</th> <th>Sum</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Aut	Spr	Sum			
Aut	Spr	Sum						
<b>Implementation</b>	<b>Success Criteria</b>	<b>Evaluation / Evidence</b>						
What needs to improve to meet the outcome?	What will this look like by July 2024							
3.1 <i>Cohorts to develop a <b>calendar of enrichment activities</b> that stretch pupils beyond the curriculum and offer opportunities that match their interests, talents and interests</i>	<p>Enrichment calendars in place and shared with families</p> <p>We deliver a broad and wide curriculum to be proud of</p> <p>Better meeting the needs of pupils to access their learning</p>	<p>Training/CPD plans</p> <p>Curriculum plans</p> <p>Pupil voice</p>						
3.2 <i><b>Integrate OPaL into playtime and lunchtimes</b> through a structured programme of enhancements so that adults feel confident in their roles as playworkers and how to structure activity zones and so that children’s joy and satisfied play is secure.</i>	<p>Effective training in place for all colleagues</p> <p>Colleagues understand roles as play workers and the positive language of play</p> <p>Programme develops knowledge of research and principles of OPAL play</p> <p>Children able to demonstrate better resilience</p> <p>Fewer behaviour incidents at playtimes</p>	<p>Staff Surveys</p> <p>Reports to LGB</p>						
3.3 <i><b>Capture pupil voice in playtime changes and track impact on mental health, physical strength and friendships.</b> Link tracking to recorded My Concerns and analyse outcomes for improvement</i>	<p>Data analysis shows impact of OPAL on other areas of school</p> <p>OPAL lead and welfare team regularly discussing improvements and next steps</p> <p>Children better able to keep themselves mentally healthy</p>							





<b>Self-Evaluation of Leadership and Management</b>			
<p>The past two years have seen considerable changes in the structures of the senior and middle leadership teams. As new colleagues have integrated into school, processes and practices have evolved as part of our drive for school improvement. So too, has the need to define roles and responsibilities so that we operate as an efficient management team. A body of work around job descriptions has started and is scheduled to be completed by the end of Autumn 1 term. Supporting the training and wellbeing of all colleagues has been a focus in order to enable all adults to thrive and to feel success. We are committed to fostering positive relationships with our families and are currently working on the LLPA to this affect. Our focus on safeguarding ensures a strong culture of professional curiosity, working dynamically with external agencies in order to assure this.</p>			
<b>Intent: To foster a strategic vision and capacity for our new team of middle leaders and subject leaders so that they are enabled to measure and make improvements to their area of responsibility.</b>			<b>RAG Rating</b>
<b>Implementation</b>			<b>Evaluation / Evidence</b>
<b>What needs to improve to meet the outcome?</b>		<b>Success Criteria</b>	<b>What will this look like by July 2024</b>
4.1	<b>Focus on training for middle leaders</b> so that they have a robust strategic plan for their department that delivers against whole school priorities and objectives	<ul style="list-style-type: none"> <li>Training plan drafted and implemented</li> <li>WLT working as a united team, supporting each other.</li> <li>SWOT analysis on team supports strategic vision</li> <li>Department Strategic plans present priorities and next steps</li> <li>Improved communication and consistent messages</li> </ul>	<ul style="list-style-type: none"> <li>Training/CPD plans</li> <li>Curriculum plans</li> <li>Pupil voice</li> </ul>
4.2	<b>Focus on training and external CPD opportunities for subject leaders</b> in order to support their professional development so that they are enabled to measure the impact of the curriculum and if content is presented in a coherent, sequential and progressive format and in the best interest of our pupils	<ul style="list-style-type: none"> <li>Monitoring plan drafted and implemented</li> <li>External advice / support and trainers sourced and planned into CPD for the team</li> <li>Leaders have increased confidence in their roles as subject leaders and in measuring the effectiveness of their subject across the school</li> </ul>	<ul style="list-style-type: none"> <li>Staff Surveys</li> <li>Parental questionnaires and feedback</li> <li>Reports to LGB</li> </ul>
4.3	<b>To further develop strong relationships with parents</b> so that there are extended engagement opportunities that have purpose and meaning. Complete the LLPA as part of our drive for community partnerships.  <b>Governors – to draft their own plan of development linked to this document</b>	<ul style="list-style-type: none"> <li>Work very closely with LPPA team and support through the programme. Ensure key stakeholders engaged</li> <li>LPPA completed</li> <li>Parental feedback is positive about the school</li> <li>Pupil numbers remain robust</li> <li>Communication strategy in place</li> <li>Flowchart remains active working document</li> </ul>	



<b>Self-Evaluation of Early Years Foundation Stage</b>			
The EYFS department has undergone a period of change in terms of both staffing and in terms of provision and practice. As part of the Trust EYFS project, the team last year worked with advisors in order to collaborate on best practice and make improvements to our EYFS learning environments and planning structures. This was a highly successful programme with some elements of our practice being judged as outstanding by the Trust advisors. With Reception Baseline assessment now completed, the team have identified areas of need and this will be delivered through the strategic plan created by the department lead.			
<b>Intent: To deliver a carefully constructed curriculum that incites curiosity, motivation and character development so that children achieve well from their starting points.</b>			<b>RAG Rating</b>
<b>Implementation</b>			<b>Evaluation / Evidence</b>
<b>What needs to improve to meet the outcome?</b>		<b>Success Criteria</b>	<b>Aut   Spr   Sum</b>
5.1	<b><i>Design and deliver a curriculum that allows all groups of children to acquire detailed knowledge and skills that will enable them to move onto their next stage of education. This will impact on our GLD outcomes, moving us above National and Kent statistics</i></b>	Continue to work as part of the Aquila project Curriculum modified and working effectively to support all children in EYFS GLD outcomes to be above National and Kent data sets	Training/CPD plans  Curriculum plans  Pupil voice
5.2	<b><i>Ensure all colleagues have the necessary training and knowledge in order to ensure that rich interactions are modelled, correct resources are used to support children’s understanding and adults communicate clearly and regularly check pupil’s understanding</i></b>	Training plan in place and delivered across the year High quality training through Aquila network Time for all colleagues to observe and measure improvements in practice Staff colleagues have a voice within the process	Staff Surveys  Reports to LGB
5.3	<b><i>All adults teach all pupils Nurture based strategies in order to manage their emotions and feelings so that they can regulate well and express themselves.</i></b>	Robust training and support given Reduced number of play time incidents Improvements in transitions between learning blocks Children better able to regulate back into learning	



<b>Self-Evaluation of preparation for SIAMS</b>		
<p>Currently we are an “Outstanding” SIAMS school under a previous inspection framework. We continue to work hard with the Diocese, the Trust, Governors and the local church in order to refine our Christian Distinctiveness, consulting with this community last year in order to re shape our school values and vision. This has been deepened by carefully selected texts which bring our values to life through narratives. Collective Worship aims to be inclusive, inviting and inspirational, offering the school community opportunities to review how we live our lives guided by scriptures.</p>		
<b>Intent: To create a meaning and value for spirituality throughout our curriculum, embedding Golden Threads so that children make links with their learning of world faiths</b>		<b>RAG Rating</b>
		<b>Aut   Spr   Sum</b>
<b>Implementation</b> What needs to improve to meet the outcome?	<b>Success Criteria</b> What will this look like by July 2024	<b>Evaluation / Evidence</b>
6.1 <b><i>Deliver training on Spirituality including Windows, Mirrors and Doors so children can reflect and question deeply using all spiritual spaces in school; prayer spaces, Spiritual Garden etc</i></b>	Training plan in place Structured Liaison with Diocese and Trust Staff confidence increased Spirituality development cements a belonging and reflection about themselves and the world around us Consistent approach to Windows Mirrors and Doors in place	Training/CPD plans  Curriculum plans  Pupil voice  Staff Surveys
6.2 <b><i>Refresh Spiritual Capacity curriculum document through staff CPD sessions. Include all elements of Spirituality development and outcomes in RE Curriculum Document</i></b>	Spirituality capacity document completed and shared Curriculum plans updated and in place Curriculum excites and inspires pupils and adults	Reports to LGB
6.3 <b><i>Deliver training on Golden Threads and assessment so that all adults are confident and children make connections across faith</i></b>	Training through CPD offer is effective and meaningful Liaison with Diocese and Trust Staff confidence and understanding increased	

## Section 6: End of Year Review and Implications for Next Academic Year – 2024-25



**The Quality of Education**

**Behaviours and Attitudes**

**Personal Development**

**Leadership and Management**

**EYFS (Early Years Foundation Stage)**

**SIAMS (School Inspection of Anglican and Methodist Schools)**



## Implementation Planning Tool

### 1. What are the problems you are trying to address, from the perspective of:

<b>Staff:</b>	<b>Pupils:</b>	<b>Attainment:</b>
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<b>2. Intervention Description</b> (What are the active ingredients that the intervention must include?)	<b>3. Implementation activities</b> (What strategies and processes will achieve fidelity, reach and acceptability?)	<b>4. Professional development</b> (Which <u>mechanisms</u> will you employ to train and develop teachers to successfully implement your activities?)
		<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"><b>Build knowledge</b></div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"><b>Motivate teachers</b></div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"><b>Develop teaching techniques</b></div> <div style="border: 1px solid black; padding: 5px;"><b>Embed practice</b></div>

### 5. What outcomes are you seeking in the short, medium and long term, from the perspective of:



**Staff:** (fidelity, reach & acceptability)

**Pupils:**

**Attainment:**