



Kingsnorth CE Primary School



School Improvement Plan 2024 - 2025

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Executive Headteacher: Mr Iain Witts

Chair of Governors: Chris Myers

Acting Deputy Headteacher: Denise Moore

Owned by: The School Governors, Leadership Teams and **ALL** 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 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 – 2/3	2	2	1/2	2	2

Target for July 2025:

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:

The school has been in a process of constant evolvement 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. During the academic year 23/24 we were inspected by Ofsted in April 2024. The outcome of the ungraded inspection was that the school is still good.

The leadership structure of the school has changed for September 24, meaning it has been essential for the school to adapt and grow to continue growth. The Leadership have a strong and clear ambition to have a presence in the school community as well as continuously reflecting to ensure consistency across the school. They are focused and determined to ensure that all staff continue to deliver high expectations of all pupils, especially our vulnerable groups, within the school.

The Leadership Team continue to take into consideration the wellbeing and work load of the whole staff team, including their own to ensure that everyone continues to develop and deliver improved outcomes for the whole school community.

The school continues to enjoy academic successes with attainment in all statutory assessments above both Kent and National averages. Our ambition is for changes made in EYFS across the last academic year to further impact 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 – 2024/2025

Overarching Objective

Continue to ensure that our curriculum 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 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 is nurtured 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, utilising the skills and experience of our staff team, to support colleague subject and content knowledge so that they are enabled to deliver effective teaching and to 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

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. We have fully committed to Nurture based provisions inside school and outdoor learning as an extension to these children are at the centre of the curriculum which enables the school to focus on the end point the 'Kingsnorth Child' which provides the foundations and preparation for experiences in later life.

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.

RAG Rating

Aut	Spr	Sum
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Implementation

What needs to improve to meet the outcome?

Success Criteria

What will this look like by July 2025

Evaluation / Evidence

1.1	Deliver training to ensure robust assessment is used to address the attainment and progress of all groups of pupils but especially SEND pupils and those in receipt of PP. Adaptive, responsive teaching in line with the published domains of the Champions will underpin this. £ - Internal, no cost	Diminished difference in outcomes for PP and SEND children – aligning with National averages Learning opportunities provided for the most disadvantaged children to enrich their experiences All staff to engage in a supportive and developmental process of peer feedback and reflection (using IRIS as a support tool), with the opportunity to observe and share ideas, collaboratively and colligatively in a professional and respectful way. Devt and use of Comparative Judgement assessment tool	End of year data outcomes Clear 'plan do review' cycles through provision maps / Curriculum plans Pupil voice Staff surveys
1.2	Improve school writing progress and outcomes through a whole school approach ensuring consistency and effective use of support from W4P £6000 – already factored into the budget	Improved outcome for all year groups Progress tracked from starting points Sept 24 Continued CPD for staff and support staff/residency Continue string relationship with the Eng Hub	Tracking of the whole school with focus on for PP / SEND pupils
1.3	To ensure that the curriculum design and assessment of, considers the needs of all children, with a particular focus on the most disadvantaged children by equipping them with knowledge and cultural capital that they need to succeed in life. £ - Internal, no cost	To improve outcomes from children's starting points by ensuring that the child continues to be at the centre of the curriculum. Training and CPD will focus on the 'how' we teach each at Kingsnorth. (eg pedagogical knowledge and the concepts that weave through the curriculum). Subject leads to support and drive this across the school from the focal point of their own subject.	School trips / enrichment opportunities clearly identified within teachers planning / evaluations



Self-Evaluation of Behaviour & Attitudes									
<p>The school has trained staff 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 colleagues to understand the core principles of Nurture and for this to be part of our everyday practice.</p> <p>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.</p>									
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.			RAG Rating						
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Aut	Spr	Sum							
Implementation		Success Criteria	Evaluation / Evidence						
What needs to improve to meet the outcome?		What will this look like by July 2025							
2.1	To ensure that the 6 principles of Nurture continue to be embedded in class and in all our interactions with pupils so that all pupils are supported holistically and are ready to learn £ - In house led by SENCo	Nurture UK accreditation achieved 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						
2.2	To ensure that there is a robust but effective behaviour policy with clear lines of accountability for adults and the use of positive reinforcement for pupils. The effective use of the behaviour policy will create a safe environment for all children and staff will manage all incidents quickly and effectively when they occur. £ - in house – led by SENCo	All behaviour incidents reported are tracked and monitored, information shared with SLT relating to bullying, sexual harassment, abuse or violence online or offline are managed quickly and effectively. SLT share key incidents with GOVs to ensure that areas are monitored to ensure best practice.	Tracking and monitoring documentation						
2.3	Continue to develop the OPaL programme to develop the resilience, problem solving and conflict management capacity of all pupils £6500 – already factored into the budget	Effective training in place through CPD schedule Spaces developed to support Nurture for children that require the space to regulate. Quiet space to ensure that children are able to access a quiet reading space. OPAL will have an impact on reducing the number of playtime incidents as shown on Bromcom?	Reports to LGB Nurture / Reading spaces to support implementation of OPaL						



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.</p> <p>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.</p> <p>The resilience of children has notably reduced with a greater frequency of incidences of refusal and physical responses when pupils feel upset or overwhelmed.</p> <p>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>			
Intent: To endeavour to provide our pupils with opportunities to develop beyond the academic and build a supportive community which reflects the diverse aspects of life and the challenges that families face.			RAG Rating
			Aut
			Spr
			Sum
Implementation		Success Criteria	
What needs to improve to meet the outcome?		What will this look like by July 2025	
3.1	Year groups to develop a calendar of enrichment activities that stretch pupils beyond the curriculum and offer opportunities that match their talents and interests £ - Internal, no cost	Enrichment calendars in place and shared with families We deliver a broad and wide curriculum to be proud of Better meeting the needs of pupils to access their learning Staff to engage with own CPD plan	Training/CPD plans Curriculum plans Pupil voice
3.2	To provide support for the whole school community so that all pupils can thrive together, celebrating diversity and equality , creating an inclusive environment. £ - Internal, no cost	The school community will understand that difference is positive and how we need to adapt as a community to ensure everyone is welcome and able to access the school curriculum as well as enrichment opportunities beyond the provision within the school.	Staff Surveys Reports to LGB
3.3	Develop pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy as well as physically safe. £ - Internal, no cost	Engagement with the Mental Health Team will be closely monitored and evaluated. Children will be well supported as they transition into school as well as transitioning throughout the school day / year to ensure that they are resilient in all aspects of school life.	



Self-Evaluation of Leadership and Management			
<p>The past years have seen considerable changes in the structures of the Leadership teams. As new colleagues have integrated into school, processes and practices have evolved as part of our drive for school improvement. The most significant change has been to the senior leadership team, it is with enthusiasm and a collective approach to ensure that the school continue to deliver an education that is supportive of the whole community.</p> <p>The leaders have been reflective on how the leadership and management continue to ensure that they are working collectively with the governors, to ensure the school continue to have high expectations for all pupils. The school continuously reflects on their engagement with the whole community and continue to work with families, the school are thoughtful about their whole school community and support the holistic needs of the family through the open positive culture it has strived to create.</p> <p>Our focus on safeguarding ensures a strong culture of professional curiosity, working dynamically with external agencies in order to assure this.</p>			
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.			RAG Rating
Implementation			Evaluation / Evidence
What needs to improve to meet the outcome?		Success Criteria	
What needs to improve to meet the outcome?		What will this look like by July 2025	
			Aut Spr Sum
4.1	To ensure that the Leadership Team and all staff has a clear focus on better outcomes for pupils , with all staff having robust understanding of their impact and the impact of the training they have received. £ - Internal, no cost	Ensuring consistency across the school so that pupils benefit from QFT with consistent expectations for all pupils. CPD is aligned with the curriculum and leaders are able to demonstrate the impact of the training received. Monitoring plan drafted and implemented Subject leaders have increased confidence in their roles as subject leaders and measuring the effectiveness of their subject	Training/CPD plans Curriculum plans Pupil voice Staff Surveys
4.2	To continue to engage parents in a positive way whilst setting clear boundaries which are respectful to ensure that is supportive of staff and pupils £ - Internal, no cost	The school will ensure clear communication with their families. The school will continue to work with families and the wider community making thoughtful decisions that are reflective of the current climate. The school will provide clear expectations and boundaries to their families to protect the wellbeing of the while school community.	Parental questionnaires and feedback Reports to LGB
4.3	To promote the work of the English Hub ensuring that activities are established to promote early phonics and early reading. The school will ensure that they are celebrating the school's ethos. £ - Internal, no cost	Social Media, Website / newsletter IQM SENCo Rising 4s Reading imitative = Oct 24	Class Dojo Parent handbook
4.4	To ensure that the wellbeing and workload of the staff are greatly considered, especially in the current position of the school. £ - Internal, no cost	The Leadership to work with governors reflecting on the wellbeing and workload, ensuring that the staff are well supported. Assessment schedule adapted to support teachers and not burden The leadership will ensure that effective use of resources are efficient and supportive of teachers needs.	Communication protocols



Self-Evaluation of Early Years Foundation Stage

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. The EYFS need to continue to build on the successes to ensure that mobility within the cohort continues to be stable or increases, we need to ensure that the transition of the children joining EYFS access the necessary foundations for the rest of their schooling.

Intent: To deliver a carefully constructed curriculum that incites curiosity, motivation and character development so that children achieve well from their starting points.		RAG Rating		
		Aut	Spr	Sum
Implementation What needs to improve to meet the outcome?		Success Criteria What will this look like by July 2025		
		Evaluation / Evidence		
5.1	Deliver a curriculum that is systematic and consolidates children’s knowledge, deepening their skills across all the areas of learning , allowing all groups of children to make progress and achieve GLD. £ - Internal/trust support	Curriculum modified and working effectively to support all children in EYFS GLD outcomes to be above National and Kent data sets Leaders ensure that the aims of EYFS are ambitious but achievable. Devt of Team leader and EYFS Team		
5.2	Ensure all colleagues have the necessary training and knowledge to support all children including those children that come from a disadvantaged background and SEND children. £ - Internal/trust support	Training plan in place and delivered across the year Support from external agencies to ensure the right support is given to children. Early access to key information shared before children arrive in school so that the team can prepare to support the children, providing them with the best starting points. High quality training through Aquila network Staff colleagues have a voice within the process		
5.3	All adults demonstrate clear modelling of communication and language skills, they help children learn through their interactions and use information to plan next steps of learning, monitoring progress. £ - Internal/SEN support	Children developed better communication and interaction skills. Adults assessments of children are robust and are monitored to ensure the aims for EYFS are ambitious		



Self-Evaluation of preparation for SIAMS			
<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. Collective Worship aims to be inclusive, inviting and inspirational, offering the school community opportunities to review how we life our lives guided by scriptures.</p>			
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			RAG Rating
			Aut Spr Sum
Implementation What needs to improve to meet the outcome?		Success Criteria What will this look like by July 2024	Evaluation / Evidence
6.1	To ensure that Collective worship provides the school community the opportunity to be reflective and explore big questions of life, sharing each other’s joy and challenges. £ - internal	Training plan in place for delivery of Collective worship Structured Liaison with Diocese and Trust Structured liaison with the local vicar. Staff confidence increased Advisor support across year	Training/CPD plans Curriculum plans Pupil voice
6.2	The Spiritual Capacity curriculum enables all children to see themselves as learners, allowing them to reflect or think. Embedding Windows, Mirrors and Doors throughout the whole school community. £ - internal	Spirituality development cements a belonging and reflection about themselves and the world around us Consistent approach to Windows, Mirrors and Doors in place	Staff Surveys Reports to LGB
6.3	Deliver training on Golden Threads and assessment so that all adults are confident and children make connections across faith £ - Internal	Training through CPD offer is effective and meaningful Liaison with Diocese and Trust Staff confidence and understanding increased	



End of Year Review and Implications for Next Academic Year – 2025-26

Leadership and Management

The Quality of Education

Behaviours and Attitudes

Personal Development

Evaluating the Quality of EYFS Education