

# Kingfield Primary School – School Improvement Plan 2019-2020



**Kingfield Primary School Improvement Plan 2019-20**

**Guide to Acronyms and Terminology**

SLT: Senior Leadership Team

Work Scrutinies: Books checked by leadership team and subject coordinators against expected standard;

Learning Walk: Leadership team and subject coordinators visit classrooms to observe teaching and learning

Eng Co /Ma Co: English and Maths Subject Coordinators

Gov Body: Governing Body

Full GB: Full Governing Body

JLT: Our Junior Leadership Team are a group of pupils interviewed by the Headteacher and Chair of Governors who aid school improvement

EYFS: Nursery / Reception Classes

KS1: Year 1 and Year2

KS2: Year 3 – 6

Triangulation exercises: Looking at children's work, teaching standards and planning / assessment together to measure standards of attainment in classes.

<p><b>Leadership and Management:</b>  <b>To sharpen all monitoring of teaching and learning by leaders and governors to focus on pupils making rapid and sustained progress</b></p>					
<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>All leaders to ensure that focussed monitoring ensures that all pupils make expected progress and more in all subjects across the school;</li> <li>Diminish the gap between disadvantaged and non-disadvantaged in reading, writing and maths across the school and for disadvantaged children to achieve and progress in line with national results in core areas.</li> <li>Ensure that teacher and peer feedback is developed across the school to a high standard;</li> <li>Leaders to ensure that school interventions close learning gaps through monitoring planning and outcomes;</li> <li>Governors take an active role in ensuring improving outcomes for all pupils;</li> <li>Working in collaboration with the Swans MAT, share good practice, offer mutual support and encouragement and co-construct ideas for the benefit of all schools, including staff taking lead roles in collaboration days in other SWAN schools</li> </ul>		<p><b>Evaluation</b></p> <p>SLT to feedback to Full GB and School Improvement Partners regarding outcomes on termly basis and evaluate actions;</p> <p>Governors to evaluate performance and respond to analysis with action points</p> <p>External peer review to ensure leadership and management is of a high standard and note successes / improvements.</p>			
School Actions	Milestones	By whom and when	Resources/ cost	Monitoring	Impact
<p>Ensure that all intervention activities are linked into individual pupil need and reviewed regularly to ensure progress in learning.</p>	<p>Catch Up Maths and BRP introduced across KS2 led by identified staff. SLT to ensure that identified pupils receive allocated intervention teaching. DHT to oversee progress of identified children</p> <p>KS1 interventions will have a sharp focus on children who have not achieved expected outcomes at EYFS / Y1. Staff to monitor impact of interventions to ensure closing of gaps.</p> <p>Coaching to ensure that direction is clear.</p> <p>Progress meetings to take place every half term to ensure that pupils are making expected progress.</p>	<p>SLT and teaching staff</p>	<p>INSET Day September 2019</p> <p>State objectives of policy and need for recording of outcomes</p> <p>Release time for English / Maths coordinators</p>	<p>Work scrutinies</p> <p>Learning walks</p> <p>Subject Monitoring</p> <p>Appraisal Cycle</p>	<p>Ensure that any underperformance in attainment / progress is identified early.</p> <p>Intervention strategies reviewed on a regular basis and adjusted where relevant.</p> <p>Teachers keep evidence of intervention strategies for triangulation / appraisal cycle.</p>

	Appraisal targets linked to ensure all staff are accountable for progress				
Ensure that subject leaders challenge under performance through sharpening of monitoring ( Learning Walks, Book Checks, SLT Meetings, Timetabling )	<p>Appraisal targets linked to subject leadership;</p> <p>Ensure that disadvantaged and SEND attainment is brought in line through efficient monitoring and evaluation.</p> <p>Subject leaders to ensure curriculum and skills are being covered.</p> <p>Subject release for all leaders termly;</p> <p>Subject leaders to organise and lead work scrutiny in staff meeting time;</p>	SLT Subject Leaders Sept 2019	Supply cover for Subject Leaders.	Work scrutiny Data collection Drop Ins Learning Walks Feedback to Staff	Underperformance is tackled early.
Ensure that teacher and peer feedback is developed across the school to a high standard	<p>Ensure that marking and feedback policy is being adhered to across the school;</p> <p>Staff to ensure that learning</p> <p>Share existing good practice in both Kingfield Primary School and across Swans MAT;</p> <p>Provide appropriate resources to allow peer assessment to be developed fully in the classroom.</p>	<p>Ongoing</p> <p>By Jan 2019</p> <p>Ongoing</p>	<p>Sharing of good practice via staff meetings / resource library</p> <p>Release time for staff to view good practice</p>	<p>Book and planning scrutiny</p> <p>Learning walks</p> <p>Lesson studies</p>	High quality feedback evident in all classes
For governors to take an active role in ensuring improving outcomes for all pupils.	<p>Governors to have a comprehensive understanding of the strengths and areas for development across the school;</p> <p>Ensure that Governors continue to challenge standards across a range of pupil groups;</p> <p>Timetable governor monitoring across the term to ensure visibility across the school;</p>	<p>Ongoing</p> <p>Sept 2019</p> <p>Sept 2018</p>	Release time staff to meet with governors	<p>Gov body minutes</p> <p>Gov body monitoring reports</p>	<p>Gov body has clear awareness of standards across school;</p> <p>Gov body ask strategic questions regarding school performance;</p>

	Governors to be fully informed about new teaching and learning initiatives and impact of outcomes;	Sept 2018			Gov body aware of Disadvantaged pupil strategy and spending outcomes.
Working in collaboration with the Swans MAT, share good practice, offer mutual support and encouragement and co-construct ideas for the benefit of all schools.	Timetable of visits established across Swans MAT for peer review and collaborative work; Create opportunities for staff to work across schools to share good practice; Staff CPD across schools to raise standards.	Sept 2019 Sept 2019 Jan 2019	INSET Day	Minutes from meetings	Good practice to be utilised across all schools Regular collaboration to take place with year groups / subject leaders.

<p><b>Quality of education</b> <b>To ensure learning outcomes for all are exemplary and gaps in attainment and progress narrowed.</b></p>																	
<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• School staff close any learning gaps for pupils throughout the school;</li> <li>• Ensure outstanding learning for all through the consistent expectations in the classroom;</li> <li>• The teaching of reading is further enhanced through the introduction of Accelerated Reader and ensuring that all staff have a comprehensive knowledge of the teaching of phonics;</li> <li>• Attainment in mathematics is enhanced through the use of robust pedagogical approaches;</li> <li>• Assessment strategies ensure that all pupils make progress and feed into future planning and teaching;</li> <li>• Continue to develop broad and balanced curriculum to ensure consistent coverage of all subjects across the school and promotes strength of character</li> </ul>		<p><b>Evaluation</b></p> <p>Rigorous monitoring of standards across the curriculum by SLT and middle leaders;</p> <p>Feedback to school staff regarding outcomes of monitoring; SLT to feedback to Full GB and School Improvement Partners regarding outcomes on termly basis and evaluate actions;</p> <p>Governors curriculum and learning group to evaluate performance and respond to analysis with action points</p>															
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	Run CPD on teaching of phonics and encourage staff to work on strategies in lesson study.			Feedback to Staff / SLT Meetings  Termly Reports to Governors	
Assessment strategies ensure that all pupils make progress and feed into future planning and teaching	Introduce new online reading test to ensure that pupils access appropriate level of reading material; All staff to utilise Accelerated reading data in future teaching to ensure that all pupils make expected progress and above; New NFER tests to be introduced across school to ensure that assessment is purposeful and is utilised to develop future learning	SLT Sept 2019	New tests	SLT Governors	Staff utilise assessment outcomes in future teaching.
To enhance attainment in mathematics through the use of robust teaching and learning strategies, staff training and the utilisation of new resources	Continue to develop the teaching of mathematics with the expectation that staff use their knowledge of the class to ensure other strategies are incorporated where necessary;  Share excellent practice across SWANS MAT schools to ensure outstanding teaching.  Implementation of Catch Up Maths Intervention programme  <b>Invite parents in for maths workshops to enable them to more effectively help their children with their maths learning at home</b>	SLT Maths Co	SWANS MAT  Catch Up Maths cost  SLT  Feedback from staff	Work scrutiny  Learning walks  Subject Monitoring  Appraisal Cycle  Pupil progress meetings  Feedback to Staff / SLT Meetings  Termly Reports to Governors	All teaching to be good or outstanding;  Attainment to be above national standard.

<p>To review 'creative curriculum' and provide more learning experiences where applicable.</p>	<p>Staff to review current curriculum provision and amend where necessary;                  Leaders to promote subject across the school through themed learning days / weeks where feasible;                  Embed Forest School across the school to ensure as many pupils can benefit from outdoor education opportunities</p>	<p>Sept 2019</p>	<p>Staff meeting time                   Monies allocated for curriculum days;                   Budget allocated for Forest School</p>	<p>Report to Gov.Body / Gov.Body monitoring                   JLT to work on review / feedback</p>	<p>Positive feedback regarding the curriculum from school community and external observations</p>

<b>Personal Development: Behaviour and attitudes</b> <b>To ensure pupil behaviour is exemplary across all areas of school life</b>					
<b>Success criteria</b>		<b>Evaluation</b>			
<ul style="list-style-type: none"> <li>• Pupils’ attitudes to all aspects of their learning are consistently positive and these positive attitudes have a good impact on the progress they make;</li> <li>• For the school behaviour policy to be consistently adhered to and everyone aware of acceptable and unacceptable behaviours;</li> <li>• To further develop the collaborative role of the Behaviour Support Leader / HSLW / ELSA across the school ;</li> <li>• To enhance school health and wellbeing for all.</li> </ul>		Rigorous monitoring of standards across the school by Governors, SLT and middle leaders; Feedback to school staff regarding outcomes of monitoring; SLT to feedback to Full GB and School Improvement Partners regarding outcomes on termly basis and evaluate actions; Governors to evaluate performance and respond to analysis with action points.			
School Actions	Milestones	By whom and when	Resources/ cost	Monitoring	Impact
To ensure that all pupils’ attitudes to all aspects of their learning are consistently positive and that these positive attitudes have a good impact on the progress they make;  For school behaviour policy to be consistently adhered to and everyone aware of acceptable and unacceptable behaviours.	Introduce lessons on metacognition across the school to ensure that all pupils are aware of their own learning;  Pupils to be reminded of school behaviour through values based curriculum. Positive behaviour to be rewarded through house points, bucket filling, certificates and postcards;  JLT to carry out learning walks to observe behaviour around the school	Sept 2019 Ongoing	Pupil journals  Gov monitoring time  JLT Meetings	Pupil journals  Learning walks  Red Cards  CPOMS  Appraisal Cycle  JLT Input from observations  Governor visits	Pupils can confidently talk about their learning when asked.  Pupil’s behaviour for learning is exemplary both in and outside the classroom  Feedback from parents, children and staff indicate positive view of school behaviour.

					Reviewed behaviour policy has a positive impact on pupil behaviour.
To continue to develop the role Behaviour Support Leader / ELSA / HSLW to work on improving the attainment and behaviour of pupils both in and outside the classroom	HS to lead group to ensure that strategies are shared across group and ensure that pupils can access support where necessary.	Ongoing  Ongoing		Feedback to Staff / SLT Meetings  Termly feedback to Governing Body	Behaviour for learning of pupils who have difficulty in mainstream class is improved;  Whole class learning environment is improved.
Introduce school values of 'Respect, Resilience, Empathy and Reflection' into all aspects of school life	Values incorporated into teaching and learning across school; Set up Values Bacc for KS2 Promote Kingfield experiences list across the school and share with all Create a Junior Leadership Team that encompasses whole school community to ensure that pupils have a greater input on school improvement.	Sept 2019		JLT SLT Feedback to Govs	All stakeholders can routinely share values and linked behaviours.
To enhance school wellbeing for all	Work towards gaining Healthy Schools Silver Award  Further develop 'safeguarding culture' through regular staff training / pupil visits / parent information sharing;  Ensure channels of communication are identifiable to ensure successes and concerns are shared with all – promote the use of OFSTED pupil voice;  Continue with 'staff wellbeing day' and allow for home-working to be accessed where feasibly possible;	Ongoing  Ongoing  Ongoing	Supply costs for staff cover  School ELSA provision  Valley Trust counselling	Feedback from / to all staff regarding initiatives / changes where necessary	Through surveys of all members of the school community, areas of wellbeing are seen to be enhanced.



<b>Outcomes for Children and Learners (Achievement of pupils)</b> <b>To ensure outcomes for all pupils are outstanding</b>					
<b>Success criteria</b>  Good practice in EYFS and KS1 is maintained so that children achieve above National and Surrey averages and make good progress according to their differing starting points;  Progress scores across KS2 is improved so they are 0 or positive in reading, writing and maths through ensuring that children do not 'slip' throughout the Key Stage;  Attainment across KS2 is at least matching the Surrey / National Attainment level.  Pupil wellbeing is high allowing for all to access the full curriculum.			<b>Evaluation</b> Rigorous monitoring of standards across the school by Governors, SLT and middle leaders; Feedback to school staff regarding outcomes of monitoring; SLT to feedback to Full GB and School Improvement Partners regarding outcomes on termly basis and evaluate actions; Governors to routinely evaluate performance and respond to analysis with action points. Wellbeing questionnaire for staff / parents and pupils.		
School Actions	Milestones	By whom and when	Resources/ cost	Monitoring	Impact
To maintain the good practice in EYFS and KS1 so that children achieve above National and Surrey averages and make good progress according to their differing starting points.  To improve progress across KS2 so that progress scores are 0 or positive in reading, writing and maths by ensuring that children do not 'slip' throughout the Key Stage	SLT /Subject leaders to carry out routine observations of teaching and learning across the school;  EYFS Phase Leader to lead moderation with SLT to ensure consistency of standards;  Staff meeting book looks to analyse feedback marking and reflection being completed by teachers and children led by subject leaders	SLT and teaching staff Ongoing  Ongoing  Ongoing  Ongoing	Release time for subject leaders  Research library	Learning walks  Triangulation exercises  Feedback folder on interventions  Appraisal Cycle  Staff / SLT Meeting minutes	Attainment and progress is maintained at its high standards across EYFS / KS1;  Attainment across KS2 is at national / Surrey levels;  Progress across KS2 is zero or positive in Reading / Writing and Maths.

<p>To improve attainment across KS2 is at least matching the Surrey / National Attainment level.</p>	<p>SLT and Subject Leader triangulation(books, observations and learning walks) ensure that teacher expectations are high of all pupils and that all children demonstrate progress in learning;</p> <p>External peer review with SLT / Subject Leaders to observe/ raise standards</p> <p>Teachers to ensure that the consistent whole school interventions impact on day to day learning with outcomes recorded;</p> <p>Teachers review educational research and experiment with new ideas in practice to improve pupils' learning.</p>	<p>Feb 2019</p> <p>Ongoing</p> <p>Ongoing</p>		<p>Governor monitoring</p>	
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Success Criteria	Evaluation
<ul style="list-style-type: none"> <li>• Good practice in EYFS is maintained so that children achieve above National and Surrey averages and make good progress according to their differing starting points</li> <li>• To ensure learning outcomes for all are exemplary and gaps in attainment and progress narrowed.</li> <li>• To sharpen all monitoring of teaching and learning by leaders and governors to focus on pupils making rapid and sustained progress</li> </ul>	<ul style="list-style-type: none"> <li>• Children will continue to be excited and motivated to learn.</li> <li>• All children will make at least good, if not rapid progress from their starting points.</li> <li>• Children who are low on entry will be identified quickly and support put in place accordingly.</li> <li>• Pupil Premium funds will be easy to account for, and data will show that it is having a marked impact on children’s learning.</li> <li>• The EYFS staff will work closely together to achieve the best outcomes for our children.</li> <li>• Transition from Reception to Year 1 will be seamless.</li> </ul>

School Actions	Milestones	By who ?	By when?	Resources Cost	Monitoring	Impact
<p><b>Good practice in EYFS is maintained so that children achieve above National and Surrey averages and make good progress according to their differing starting points, through:</b></p> <ul style="list-style-type: none"> <li>• developing further opportunities for mark making and writing in the Nursery;</li> <li>• seeking opportunities to extend play to increase learning potential;</li> <li>• providing more opportunities for child-initiated EAD;</li> <li>• further improving the teaching of reading in order that all children can acquire a love of reading;</li> <li>• providing additional Communication and Language support for vulnerable groups (EAL/PP), such as, for example, introducing a new word a day, and small group story times.</li> <li>• Write EYFS policy and share with all stakeholders.</li> </ul>	<p>Rigorous monitoring of standards (assessing for impact &amp; progress) by the EYFS Lead, through:</p> <ul style="list-style-type: none"> <li>• Talking with EYFS staff;</li> <li>• learning walks, drop-ins, book scrutiny;</li> <li>• phase meetings;</li> <li>• leading moderation with SLT to ensure consistency of standards;</li> <li>• moderating with other schools/SWANS Trust.</li> </ul>	<p>F1 All All All All AW</p>	<p>From September 2019 - ongoing</p>	<p>Release time for AW for monitoring</p>	<p>SLT Analysis Learning Walks EYFS Staff Meetings Feedback from external advisors EYFS Governors Appraisal Cycle Learning Journals</p>	<p>Attainment and progress is maintained at its high standards across EYFS.</p> <p>The majority of pupils will achieve the expected level of attainment by the end of the EYFS (at least above National, and Surrey).</p> <p>The majority of Nursery children will be at 40-60 Beginning at the end of the Nursery year.</p> <p>Children will be ready for the reception.</p> <p>Children will be ready for Year 1.</p>



pupils make at least expected, if not rapid progress.	monitoring, Learning Walks, data analysis.				EYFS Governors Appraisal Cycle Learning Journals	
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Long term target (Over the next 3 – 5 years)	Intended outcome / Desired impact	Cost
Nursery and Reception to continue to be an example of outstanding practice and a role model for other schools.	<ul style="list-style-type: none"> <li>Attainment and progress is maintained at high standards across EYFS.</li> </ul>	



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