



School Improvement Plan Summary 2024 - 2025

The 2024-2025 School Improvement Plan has been created from a range of sources including self-evaluation (involving staff, pupils, parents and governors), data analysis, feedback from external sources such as: Teaching and Learning Reviews by PACE plus moderation and internal monitoring.

The School Improvement Plan is split into 4 areas.

- **Long Term Objectives – 2023 – 2026**
 - These are the objectives which we have for the school across the next three years and are based upon the effectiveness of the school to provide a high-quality provision for all children
- **Objectives for 2024 – 2025**
 - These are the objectives which the school will focus on for the academic year 2023 – 2024 which are designed to support our long term objectives. Actions, success criteria and responsibilities are detailed for each of these objectives.
- **Additional Actions for 2024 – 2025**
 - These are other areas for school improvement which will support the whole school development and wellbeing. These actions do not have detailed plans but may be incorporated into the main objectives and school development throughout the year.
- **Action Plans**
 - Each target is linked to Keston’s School Vision 2026 and a number of actions are planned to take place throughout the year to support us in achieving our goals.

Keston School Improvement Targets

Long Term Objectives 2023 - 2026:

A.	To have further improved our practice and curriculum around Equality, Diversity and Inclusion <i>(Provision, Partnership and Community, Wellbeing)</i>
B.	For the support we provide to disadvantaged children to have narrowed gaps and increased access to enrichment opportunities <i>(Standards and Achievements, Provision, Partnership and Community, Wellbeing)</i>
C.	To provide a stimulating, vibrant and inclusive Early Years provision for children from the local community <i>(Provision, Partnership and Community, Wellbeing)</i>
D.	To ensure we have an inclusive and ambitious curriculum that enables all groups of pupils to achieve excellent outcomes <i>(Standards and Achievements, Provision, Wellbeing)</i>
E.	For our practice around mental health and wellbeing for staff, children and our community to be exemplary <i>(Provision, Partnership and Community, Wellbeing)</i>
F.	To further develop our SEND provision to ensure it meets the increasingly complex of needs of the children at Keston <i>(Standards and Achievements, Provision, Partnership and Community, Wellbeing)</i>
G.	To develop the use of digital technology with a focus on AI and Microsoft 365 <i>(Standards and Achievements, Provision, Wellbeing)</i>

Objectives for 2024 – 2025

Objective 1:	To work towards achieving accreditation as a UNICEF Rights Respecting School (Silver) <i>(Provision, Partnership and Community, Wellbeing)</i>
Objective 2:	To review our English curriculum to ensure it provides rich and stimulating learning opportunities with a focus on reading comprehension and greater depth writers <i>(Standards and Achievements, Provision)</i>
Objective 3:	To develop a progressive whole school oracy and vocabulary strategy to enhance language acquisition to further improve reading and writing standards <i>(Standards and Achievements, Provision, Wellbeing)</i>
Objective 4:	To ensure excellent classroom practice and the highest expectations and challenge for every learner in every lesson <i>(Standards and Achievements, Provision, Wellbeing)</i>
Objective 5:	To further develop and maintain our high quality SEND provision throughout the school <i>(Standards and Achievements, Provision, Partnership and Community, Wellbeing)</i>

Additional Actions for 2024 - 2025

Action:	To develop further strategies to improve the attendance and punctuality of disadvantaged pupils. <i>(Standards and Achievements, Provision, Partnership and Community, Wellbeing)</i>
Action:	To further enhance leadership with a particular focus on governance and middle leadership <i>(Standards and Achievements, Provision)</i>
Action:	To review our Nursery provision focusing on the sessions offered and wrap around care <i>(Standards and Achievements, Provision, Partnership and Community, Wellbeing)</i>
Action:	To develop the use of AI as a teaching tool in conjunction with other trust schools <i>(Standards and Achievements, Provision, Wellbeing)</i>

Objective 1:

To work towards achieving accreditation as a UNICEF Rights Respecting School (Silver) *(Provision, Partnership and Community, Wellbeing)*

Summary indicators:

- Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child and can describe how it impacts on their lives and on the lives of children everywhere.
- Relationships are positive and founded on dignity and a mutual respect for rights.
- Children and young people are safe and protected and know what to do if they need support.
- Children and young people value education and are involved in making decisions about their education.
- Children and young people know that their views are taken seriously.

Key Actions:

- Rights Respecting Leader to attend Achieving Bronze Webinar
- Launch Rights Respecting Schools with:
 - Staff through CPD
 - Children through assemblies
 - Parents through newsletter/workshop
- Complete staff and pupil questionnaires
- Analyse findings
- Create a steering group with a selection of children and adults from across our community
 - Meet and discuss findings of questionnaires
 - Create action plan for Silver Award
- Apply for Bronze Award
- Begin work from Action Plan (more detail to follow as part of Silver action plan)

Objective 2:

To review our English curriculum to ensure it provides rich and stimulating learning opportunities in reading and writing with a focus on reading comprehension and greater depth writers.

(Standards and Achievements, Provision)

Summary indicators:

- An audit report and an updated curriculum plan
- New reading materials, exercises, and comprehension-focused activities are in place across all year groups
- A rise in child participation in reading-related activities, measured through surveys, focus groups, or participation data
- Assessment data shows an improvement in comprehension scores for all year groups by the end of the academic year.
- Each year group has explicit units or lesson plans that cater to and challenge greater depth writers
- By the end of the year, greater depth writing assessments show measurable growth in each year group

Key Actions:

- Conduct a detailed audit of the current English curriculum by:
 - collecting input from teachers
 - reviewing planning
 - reviewing children's work
 - talk to children about reading and writing
 - analysing current teaching resources.
 - Review and analyse reading test results and teacher assessments
 - Teaching and Learning Review with a focus on writing (Autumn 1)
- Develop a structured reading curriculum that includes daily reading sessions, comprehension activities, and regular assessment opportunities.
- Implement professional development sessions for teaching staff focused on innovative reading strategies and comprehension techniques.
- Research and compile a list of potential new reading materials highlighting diverse genres and cultures.
- Foster a whole school reading culture by:
 - setting up book club
 - library sessions
 - reading challenges
 - Whole School Book week (Spring Term) based on wordless books in all year groups to link with Oracy Target.
- Investigate the development of the school library, to create an engaging and exciting environment for reading including:
 - Amalgamating the current infant and junior library
 - Create a vision board
 - Invite library companies in to plan and create a plan for the current junior library space
- Working with PACE, develop curriculum units that emphasise creativity, complexity, and coherence in writing, with specific tasks for greater depth writers (e.g., extended writing tasks, literary analysis, and synthesis)
- Ensure teaching staff are aware of the features of different writing genres and what these look like at expected and greater depth in in different year groups through:
 - Staff training
 - Creation of document on genre progression
 - Creation of portfolio of work samples

Objective 3:

To develop a progressive whole school oracy and vocabulary strategy to enhance children's language acquisition to further improve reading and writing standards (based on Voice 21)

(Standards and Achievements, Provision, Wellbeing)

Success indicators:

- Oracy is explicitly planned for across units of learning
- All classes are re using activities and approaches which prioritise oracy
- Monitoring indicates improvements in the fluency and accuracy with which children express themselves
- We begin to see impact of improvements in the teaching and learning of oracy on achievement including writing

Key Actions:

- CPD for all staff to develop understanding of the importance of oracy and their ability to promote and teach it
- Work with PACE English Leaders to develop and resource a framework for teaching oracy including:
 - An intent, implementation and impact statement
 - An Oracy Policy
 - Progression map
- Through CPD develop staff understanding of the 5 strands of oracy:
 - Class Talk
 - Debate/Argument
 - Roleplay/Drama
 - Presentation
 - Listening
- Plan and increase opportunities for children experience all 5 strands of oracy including:
 - Assemblies and presentations
 - Debate as a teaching and learning strategy
 - Drama/roleplay as a teaching and learning strategy
- Develop link between oracy and the written word
- Adults consistently model effective oracy
- Curriculum teams and subject leaders actively consider and promote oracy in their subjects
- Create a whole school Talk Charter.

Objective 4:

To ensure excellent classroom practice and the highest expectations and challenge for every learner in every lesson (*Standards and Achievements, Provision, Wellbeing*)

Success Indicators

- Consistent improvements in assessments, and data on FFT, which demonstrates that pupils are meeting or exceeding learning goals
- Observations, learning walks, teaching and learning reviews and celebrate review and challenge days show:
 - High levels of pupil engagement during lessons, with active participation in discussions, group work, and hands-on activities
 - A respectful and inclusive atmosphere in classrooms where children feel safe to express themselves, collaborate, and engage in learning
 - Excellent behaviour for learning in all classrooms where children are focused on learning
 - Pupils work effectively in groups, showing teamwork and mutual respect
- Children with additional needs or lower starting points show noticeable improvements due to personalised support and adaptive teaching
- Teachers regularly reflect on their own practice, seek feedback, and implement new strategies and engage in continuous professional development

Key Actions:

- Ensure that class teachers:
 - Have procedures and routines embedded to maximise learning time
 - Communicate expectations of behaviour and learning clearly and consistently to all children
 - Understand and follow the school's behaviour policy
 - Staff to attend PACE CPD Behaviour training sessions
 - Clarify the learning skills being used at the beginning of each lesson and revisit at the end of a lesson

- Plan and teach well structured lessons building on prior learning and ensuring challenge and progression for all learners:
 - Follow school's planning structure
 - Ensure that all tasks in lessons move children's learning on
 - Adapt learning so that all children find learning accessible and appropriately challenging
 - CPD about planning for learning
- Provide further training for assessment for learning to ensure all teachers:
 - Review their AfL strategies
 - Use AfL systematically to monitor children's understanding during lessons
 - Identify misconceptions and provide clear and direct feedback
 - Respond and adapt their teaching to meet the children's learning needs
- To support teaching staff through professional development and reflection to be proactive in improving their own teaching through:
 - Being reflective practitioners
 - Engaging in professional learning
 - Learning walks and feedback
 - Lesson observations and feedback
 - Use of learning coaches/coaching to develop own teaching
- Develop classroom environments to be positive learning spaces that foster and encourage independent learning including:
 - Develop use of working walls
 - Creative and engaging displays that support learning
 - Keston expectations with regards to classroom environment are in place

Objective 5:

To further develop and maintain our high quality SEND provision throughout the school

(Standards and Achievements, Provision, Partnership and Community, Wellbeing)

Success indicators:

- Enhanced engagement and learning outcomes for SEND pupils as evidenced by assessments and teacher observations
- Positive feedback from staff, pupils, and parents regarding the use of new resources
- Regular use and integration of tools/resources in daily teaching practices
- Sensory room and nurture space in place and being accessed by pupils

Key Actions:

- Introduce specific support tools such as Nessie, Dance Mat, visual timetables, 'now and next' boards and widgets tailored for SEND pupils.
 - Provide targeted CPD on how to effectively utilise these tools in teaching.
- Provide ongoing SEND-specific training for all staff to instruction and support children with more complex and diverse needs:
 - Training on specific learning difficulties (e.g., dyslexia, autism, ADHD, etc.) and mental health awareness
 - PACE SEND Training
- To improve early identification and intervention in Early Years through:
 - Strengthening early identification processes for SEND students by improving the referral system for concerns raised by staff or parents.
 - Timely implementation of support, internal and external where needed.
 - Introduce additional screening tools (e.g., for dyslexia, speech and language issues, or social-emotional difficulties) in early years or as needed
- Develop Sensory Room
- Develop Nurture space to support children
- To proactively strengthen parental engagement by:
 - Ensuring communication with parents is timely

- Offering parents/carers workshops to support their children with learning, or how to support children with specific needs (e.g., dyslexia, autism, ADHD, etc.)
- Tours to show new Sensory Room
- To continue to track the academic and personal progress of SEND children and to identify those that are not making progress in line with expectations to ensure they receive timely and impactful interventions.
- To provide enhanced transition programs for SEND pupils moving between key stages or joining/leaving the school, such as extra visits, meetings with staff and individualised transition plans.