

Kingsgate Primary School School Improvement Plan 2022-23

Updated 6th July 2023



Kingsgate Primary School 2022-23 school priorities

1. Implement an oracy-rich approach to teaching and learning
2. Continue to develop teacher subject knowledge across the curriculum
3. Ensure that the same high standards of reading and writing are evident across the curriculum
4. Continue to support staff with scaffolding the curriculum for pupils with SEND

Priority 1
Implement Voice 21 Oracy programme

Actions	Evaluation
<p>Autumn Term 2022 Oracy Lead to attend Voice 21 training Plan opportunities for performances in school and outside school (poetry, music, after school clubs, art exhibition, assemblies) 12.12.22 - EYFS AH completes vocabulary progression for EYFS</p> <p>Spring Term 2023 January PDM - PDM for teachers on oracy focusing on implementing Talk guidelines and effective talk partners March PDM – PDM for teachers on oracy to feedback on Talk Guidelines and talk partners. Focus on implementing ‘build’ and ‘challenge’ strategies</p> <p>Summer Term 2023 PDM for all staff on next steps for teaching oracy across the school Plan to update unit plans for wider curriculum in autumn term to ensure opportunities for oracy</p>	<p><u>Evaluation of autumn term</u></p> <ul style="list-style-type: none"> Oracy Lead attended training given by Voice 21 and delivered whole school staff professional development on ‘Talk Guidelines and Talk Partners’ - first stage of the plan implemented. Children had opportunities to perform in poetry assemblies and Christmas performances, children from KS2 went to EYFS KS1 to host the gymnastics festival. <p><u>Evaluation of spring term</u></p> <ul style="list-style-type: none"> Oracy Lead delivered PDM in January on Talk guidelines and Talk Trios. 21/21 teachers said Talk guidelines have improved talk in the classroom. 21/21 teachers said that talk partners and talk trios have helped discussion in the classroom. Oracy Lead delivered follow up PDM on Effective Discussion using ‘build’ and ‘challenge’ as well as strategies to extend pupil’s listening and discussion skills. Teachers fed back that this was a helpful session and addressed their next steps in the classroom. Oracy Lead identified lessons already in the curriculum (PSHE) where there are opportunities for discussion. Teachers fed back that this has been helpful. Lesson observations and learning walks have found all teachers using the Talk Guidelines and Talk partners/trios. <p><u>Evaluation of summer term</u></p> <ul style="list-style-type: none"> Teachers fed back that it was helpful to have more opportunities for discussion planned into PSHE discussions. All teachers are using the Talk Guidelines and Talk partners/trios. <p>In 2023-24 the school will continue to implement Voice 21 and other strategies to improve children’s speaking and listening.</p>

Priority 2

Continue to develop teacher subject knowledge across the curriculum

Actions	Evaluation
<p>Autumn Term 2022</p> <p>Assistant Heads to train new teachers & LSAs in use of counting stick for teaching multiplication</p> <p>Writing Lead to deliver training on RWI spelling programme</p> <p>HT to distribute weekly Professional Development Meeting (PDM) programme and details of other training to teaching staff:</p> <p>Classroom Culture (behaviour)</p> <ul style="list-style-type: none">• Consistent, calm behaviour; sustainable routines; first attention to best conduct; scripted interventions, restorative approaches <p>Early language development in EYFS</p> <p>Early mathematical reasoning in EYFS</p> <p>Intelligent Practice (maths)</p> <p>Vocabulary teaching (word aware)</p> <p>Creating media (computing)</p> <p>Teaching chronology and timelines (history)</p> <p>Teaching mapping skills (geography)</p> <p>Teaching textiles (DT)</p> <p>Science enquiry and working scientifically</p> <p>Consolidating and building on children's prior learning</p> <p>Teaching drawing (art)</p> <p>Teaching painting (art)</p> <p>Teaching printing (art)</p> <p>Writing moderation</p> <p>Maths moderation</p> <p>RWI coaching</p> <p>Safeguarding training</p> <p>Art Lead to write and share model for how we want children to evaluate their techniques and outcomes in art (leading to consistency and good evaluations)</p> <p>Art Lead to write and share exemplification of high-quality outcomes for autumn and spring term</p> <p>Carry out subject knowledge survey with teachers to identify and address gaps in training</p>	<p><u>Evaluation of autumn term</u></p> <ul style="list-style-type: none">• Teacher subject knowledge is a strength and is having a powerful impact for all children's outcomes, including outcomes for children with SEND – evidenced by a series of deep dives, weekly blinks, learning walks and pupil voice.• All planned PDMs were delivered and feedback from teachers showed that they benefited from the professional development.• RWI spelling teachers and LSAs training half-termly progress checks in October and December showed that children were making good progress through the spelling curriculum.• Lesson observations showed new teachers are confident in teaching multiplication using counting stick following training by AHS.• New teachers said that the Art PDMs were very useful in terms of subject knowledge (Richard and Mike).• Following 'Teaching Scientifically' PDM, unit plans were adapted to further support teacher subject knowledge by adding in enquiry questions and symbols to show which scientific skill or skills are being used.• Maths PDM – the gap task showed how teachers had been implementing the PDM on 'Intelligent Practice' to make guided work even more effective. Sharing exemplification from Y1 – Y6 enabled teachers to broaden their subject knowledge.• The 2 PDMs on scaffolding the curriculum for children with SEND meant that teachers were able to effectively support children with SEN - CPP commented on effectiveness of scaffolding for children with SEND – blinks also supported this.• Following PDM on maths in outdoor area the CPP did a deep dive in maths and commented about how effective maths was in Nursery and Reception• Senior leaders have observed children using language that has been taught and adults extending their language effectively• Word aware – through children books and listening to their talk it is clear that chn are using a wider vocabulary• Key vocabulary on unit plans and progression of vocabulary has been streamlined to support teacher subject knowledge.• The PDM building on prior knowledge supported teacher subject knowledge so that teachers are able to identify the key learning for pupils that they are building on and are able to teach them clearly• Pupil voice meetings showed that pupils are confident about talking about their prior learning and what they have been learning• Teachers were given personalised development in areas they requested. The impact was seen in strong outcomes for all children.• Computing leads, Science leads, Art leads, DT leads provided drop ins to support teacher subject knowledge• The impact of all of the above was shown in strong outcomes for children, children met key learning– evidenced through blinks, pupil voice, deep dives, learning walks• Reading learning walk showed that teachers have a very good subject knowledge of phonics and early reading. Also, story time across the school was very strong. RWI development day showed this too.• Geography deep dive -showed teachers have a strong subject knowledge of the areas that they were teaching - through observations of teaching and outcomes in books.• Maths deep dive – made clear that teachers have a strong subject knowledge of the areas that they were teaching - through observations of teaching and outcomes in books.• Science deep dive showed that teachers are delivering the curriculum well - outcomes in books and subject knowledge of children is strong.

Spring Term 2023

HT to distribute weekly Professional Development Meeting (PDM) programme and details of other training to teaching staff:

Oracy: Talk guidelines and talk partners

Oracy: Build and Challenge

Reflective plenaries

Numicon training (maths)

Teaching reading skills

Supporting beginner writers

Child Exploitation and Online Protection Centre (CEOP) training

Stimulating Ideas for writing & book talk

Asking science questions and using enquiry to answer the questions

Pupil collaboration / effective talk

Writing moderation

DT planning surgeries (mechanisms)

Recording and presenting results in Science

Teaching reading skills

Writing in the EYFS

Communication and Language strategies in EYFS

Extended concern and review meetings in EYFS

Communication and Language strategies in EYFS

Teaching sculpture (art)

Teaching collage (art)

Writing moderation

Maths moderation

RWI coaching

Number Stacks and Talk Boost coaching

Art Leads to share exemplification of high-quality outcomes for summer term

Subject Leaders to hold planning surgeries and drop-ins for teachers

Teacher and LSA subject knowledge survey WB 06.02.23

KS1 Science leader participating in Enthuse Partnership. Working alongside other schools to create EYFS to Y1 science exemplification.

Summer Term 2023

HT to distribute weekly Professional Development Meeting (PDM) programme and details of other training to teaching staff:

Consultant to deliver art PDM Teaching digital media (art)

Scaffolding tasks for children with SEND

- Art Lead provided a model for how children evaluate their techniques and outcomes in art – this led to consistency and good evaluations
- Art Lead provided exemplifications of outcomes – this led to strong end of unit outcomes for children
- DT units are being reviewed and planning surgeries were delivered to improve subject knowledge
- CPP commented that the highly effective training ECTs are receiving has resulted in excellent outcomes for children in their class

Evaluation of spring term

- Staff survey
- KS1 & KS2 Science planning surgeries on scientific enquiry were well attended and feedback from teachers was that the session was supporting the teaching and learning of science.
- KS2 science planning surgery on using data loggers was well attended by Y3&Y4 teachers who had lessons in the Spring Term related to using data loggers for light and sound units. Following the sessions teachers felt more confident in their own subject knowledge in using data loggers.
- KS2 computing leader led year group drops in for supporting the teaching of 'data and information' unit – teacher's feedback that it supported subject knowledge and the teaching of lessons.
- CEOP training has supported teachers in the knowledge of online safety.
- Naomi Hiscock (Primary Science consultant) led a PDM on Science Questioning which teachers fed back to be 'extremely useful' and supportive of planning more independent enquiry and opportunities for children to generate their own questions
- Sami Miller (Primary maths consultant) carried out Numicon training with KS2 LSAs and KS2 teachers which has had a good impact in the use of concrete resources being used in maths lessons, as evidenced by outcomes in books.
- Ongoing Number stacks training is supporting LSAs in supporting mathematical concepts using concrete resources. This can be seen in the good progress that children are making.
- Science leaders continue to disseminate the Primary Science Journal for staff subject knowledge and teachers have told us that this is very supportive for their own subject knowledge.
- KS1 science leader shares planning continues with the EYFS teachers which has improved teacher subject knowledge of science in the outdoor area.
- Science unit plans updated further to fully reference skills and enquiry being taught in each lesson – teachers have fed back this is supportive for their subject knowledge and also for their understanding of the coverage of skills and enquiry across units.
- Art leads have shared exemplification of high- quality outcomes and work scrutiny has shown that this had led to consistency of high- quality outcomes across the curriculum in printing
- Art consultant provided PDMs in Printing and Collage for new teachers –all teachers fed back that these enabled them to deliver the curriculum to a high standard and children met the key learning
- DT outcomes for Textiles unit were strong as a result of planning surgeries delivered by DT leads, children met the key learning and produced high quality products

Teacher and LSA subject knowledge survey
Art Leads to share exemplification of high-quality outcomes for autumn term
Art Lead to survey children about evaluating work

Maths

KS1 & KS2 maths leaders to do maths drop in on 'Teaching Investigations' – KS1 08.05.23 and KS2 02.05.23

KS1 maths leader to run end of KS1 maths assessment drop in – 20.06.23

PDM Developing reasoning (Maths)

PDM KS2 teachers - Concrete & Pictorial (Maths)

Science

KS2 Science leader to lead two drop ins on Enquiry questions and making observations (related to Plants) Summer term 1 Y3&Y4 17.04.23 and Y5&Y6 18.04.23 and Summer term 2 Y3&Y4 05.06.23 and Y5&Y6 06.06.23

KS2 Science leader to meet with ECT to go through summer term units 24.04.23

KS1 science leader to lead drop in for EYFS on Teaching Science using the Primary Science Teaching Trust resources 17.04.23

KS1 science leader to lead drop in on 'Practical work in KS1' 01.05.23

PDM Recording and presenting results in Science

Computing

KS1 computing leader to lead drop in on summer term computing units (lessons not taught by the CLC) 18.04.23

KS2 computing leader to lead a drop in on what outcomes look like in Computing books when lessons are led by CLC on 04.05.23

History & Geography

KS1 & KS2 history leads to run drop in on chronology and timelines 20.04.23

KS1 & KS2 geography leads to run drop in on mapping skills and Digimaps 04.05.23

PSHE

KS1 & KS2 PSHE leads to run a drop in on 27.04.23

- Support with understanding the new progression of skills document

- Support with planning for talk partner activities/ oracy

PDM: EYFS/KS1 Circle time activities 03.05.23

Evaluation of summer term

- EYFS and Y1 teachers attended a circle time PDM and teachers fed back that this training had a good impact on the way they deliver their circle time sessions this term.
- RE consultant delivered a PDM on key concepts and progression in RE. Work scrutiny showed that teachers had a clearer understanding of the different RE concepts and progression of outcomes.
- Teachers attended KS1 & KS2 history drop-ins and feedback from teachers was that the session was supporting the teaching and learning of chronology and timelines.
- Teachers attended KS1 & KS2 geography drop-ins and feedback from teachers was that the session was supporting the teaching and learning of mapping skills (Digimaps)
- Art leads shared exemplification of art outcomes. Work scrutiny showed that this led to greater consistency of outcomes across the curriculum in sculpture and digital media
- Art consultant provided PDMs in Sculpture and Digital Media for new teachers –all teachers fed back that these enabled them to deliver the curriculum effectively.
- DT outcomes for summer term unit were strong as a result of planning surgeries delivered by DT leads. Children met the key learning and produced high quality products.
- Science leaders led drop in sessions on scientific enquiry, planting, practical work and EYFS teachers using Primary science teaching trust resources. These were well attended and feedback from teachers was that the sessions supported the teaching and learning of science.
- Primary Science consultant led a PDM on recording & presenting results in Science. Teachers fed back that this was 'extremely useful' and supportive when planning and delivering lessons which involve recording and presenting scientific results.
- Science leaders continue to disseminate the Primary Science Journal for staff subject knowledge and teachers have told us that this is very supportive for their own subject knowledge.
- KS1 and KS2 computing leaders led year group drops in for supporting the teaching of 'programming and preparing for CLC units' – teacher's feedback that it supported subject knowledge and the teaching of lessons.
- KS1 and KS2 maths leaders led year group drops in for supporting the teaching of 'investigation – teachers fed back that the drop-ins supported subject knowledge, the teaching of lessons and outcomes.
- Primary maths consultant led 2 PDMs this term. One PDM on Developing Reasoning for Y1-Y6 teachers and another for KS2 teachers on using Concrete and Pictorial representations to support conceptual mathematical understanding. KS2 teachers fed back that the PDM had a good impact in the increased use of concrete resources being used in maths lessons, as evidenced by outcomes in books. Teachers also fed back that the Developing Reasoning PDM supported their practice, in particular not over scaffolding reasoning for pupils.
- Ongoing Number stacks training is supporting LSAs in supporting mathematical concepts using concrete resources. This can be seen in the good progress that children are making.

The school has been effective in developing teacher subject knowledge across the curriculum.

RE

KS1 & KS2 PSHE leads to run a drop in on 28.04.23

- Support with subject knowledge, including using religious texts

- Support with planning for SEN children

PDM delivered by consultant: RE concepts and progression 17.05.23

Priority 3

Ensure that high standards of reading and writing are evident across the curriculum

Actions	Evaluation
<p>Autumn Term 2022 Subject leaders (science, geography, history, RE) select one age appropriate reading text or extract for spring term to add to unit plans</p> <p>Spring term unit plans (science, history, geography) reference the writing curriculum in teacher's notes</p> <p>Spring Term 2023 Opportunities for subject specific reading are planned into the curriculum Subject leaders (science, geography, history, RE) select one age appropriate reading text or extract for summer term to add to unit plans Summer term unit plans (science, history, geography) reference the writing curriculum in teacher's notes Subject leaders (history, geography) to review extended writing lessons in unit plans</p> <p>Summer term 2023 Subject leaders (geography, history, RE) select one age appropriate reading text or extract for autumn term to add to unit plans Autumn term unit plans (history, geography) reference the writing curriculum in teacher's notes</p>	<p><u>Evaluation of autumn term</u></p> <ul style="list-style-type: none">Selected reading texts in science lessons to support children's reading and subject knowledge have shown a good impact and this is evident in pupils' outcomes and their depth of knowledge. Teachers also gave feedback that it has encouraged children to choose subject specific information books for their personal reading.The quality of writing in the wider curriculum shows a marked improvement in the children's content and stamina for writing. It also shows that they are applying what they have learned in their writing lessons in their wider curriculum. <p><u>Evaluation of spring term</u></p> <ul style="list-style-type: none">Key reading texts in science are selected for units. In KS2 teachers have fed back that they are using the Science text for the non-fiction activity in guided reading that week.In KS1 there are specific science texts selected for guided reading and retrieval comprehension. Teachers have fed back that this has broadened children's scientific vocabulary and understanding of key concepts.KS1 and KS2 teachers have fed back that key reading texts added to the history geography and RE unit plans have supported children's depth of knowledge and outcomes in their books. These have also supported children's reading and use of subject specific vocabulary. <p><u>Evaluation of summer term</u></p> <ul style="list-style-type: none">KS1 and KS2 teachers have fed back that key reading texts added to the science, history, geography and RE unit plans have broadened children's knowledge in the subjects and increased their use of subject specific vocabulary.KS1 and KS2 teachers have fed back that referencing the writing curriculum in the extending writing in history has improved the outcomes in children's books. <p>High standards of reading are evident across the curriculum, in particular in science, history, geography and RE.</p> <p>High standards of writing are evident across the curriculum.</p>

Outcome 4

Continue to support staff with scaffolding the curriculum for pupils with SEND

Actions	Evaluation
<p>Autumn Term 2022 Assistant Heads write and share LSA autumn term training & coaching programme LSAs feedback on programme in weekly meetings with Assistant Heads 2 PDMs on scaffolding the curriculum for pupils with SEND Assistant Heads facilitate planning meetings to include focus on scaffolding curriculum for SEND</p> <p>Spring Term 2023 Assistant Heads facilitate weekly planning meetings with a focus on scaffolding the curriculum for SEND pupils Assistant Heads monthly training sessions for LSAs Assistant Heads coaching programme for LSAs External professionals e.g. SALT and OT to continue to work alongside LSAs supporting SEND pupils SENDCo's continue to plan with class teachers weekly for pupils with complex SEND needs</p> <p>Summer Term 2023 Assistant Heads facilitate weekly planning meetings with a focus on scaffolding the curriculum for SEND pupils External professionals e.g. SALT and OT to continue to work alongside LSAs supporting SEND pupils SENDCOs continue to plan with class teachers weekly for pupils with complex SEND needs</p>	<p><u>Evaluation of autumn term</u></p> <ul style="list-style-type: none">• Teacher knowledge of how to plan for children with complex special needs developed by Inclusion Lead and Inclusion Manager, impact shown in blinks, pupil voice and learning walks• Speech and Language teacher delivered several training sessions for LSAs on autism and supporting children with SALT needs and specific interventions for children. The impact can be seen in strong outcomes for children with SEND. The CPP commented on this during deep dives.• Monthly training for LSAs on how to support children to access the curriculum especially children with SEND needs and how to improve children's vocabulary. AHs observed LSAs using these strategies effectively in class• External professionals e.g. SALT OT have delivered individual training for LSAs to deliver SALT and OT programmes• All LSAs working with pre-verbal children have had NSPCC training in how best to safeguard them• All teachers and LSAs working with children with Down's Syndrome have had training from the DS association on how best to support them• Staff are aware signs of sexually harmful behaviour and were able to say the signs and know how to refer (shown during LSAs meetings)• December 2022 SG audit showed that all staff sampled knew how to refer safeguarding concerns• All LSAs and MTS knew how to refer SG concerns when asked at LSA/MTS meeting• Inclusion Lead provided weekly drop ins for teachers to support teacher subject knowledge – impact shown in children's books, the progress of children, IEP targets met, observations of the children <p><u>Evaluation of spring term</u></p> <ul style="list-style-type: none">• KS2 maths leader works with 1st and 2nd year ECT on planning maths and scaffolding for SEN pupils – impacts shown in pupil's books.• KS1 and KS2 LSAs fed back that they have been implementing strategies from the early writing training which have improved writing confidence and outcomes for their 1:1 or small group pupils. AHs observed LSAs using these strategies effectively in class.• KS1 teachers fed back that the SEND weekly planning sessions have enabled strong outcomes for children with SEND. <p><u>Evaluation of summer term</u></p> <ul style="list-style-type: none">• KS1 and KS2 teachers fed back that the focus on scaffolding the curriculum for SEND pupils during planning meetings has enabled strong outcomes for children with SEND. AHs have observed high quality SEND scaffolding in pupil's books.• <u>Camden SALT's carried out an environmental audit across the school</u>• <u>EYFS and KS1 actions were:</u> Action 1: Word wall-mixture of anchor and goldilocks ensure they are one or the other- Assistant Heads have reminded teachers of this in planning meetings, it is now embedded as seen on all Word Aware walls. Action 2: Ensure Children are aware of the talk partner rules. Assistant Heads have discussed this in planning meetings and reminded staff of the Oracy PDMs this year. Assistant heads have seen when visiting classrooms that children are now clear on talk partner rules and they are used effectively in classrooms.• <u>What is working well EYFS/KS1:</u>• The environment is calm, comfortable, attractive, and aesthetically pleasing for children.

- Furnishings, equipment, and objects are child size and support all abilities.
- The environment is free of clutter.
- All pupils were aware of transitions, and these were managed well from indoor to outdoor and carpet to free flow.
- Learning materials and supplies for children's use are readily accessible and promote independence.
- Background noise levels are managed consistently throughout the observation, and children and adults can hear one another with ease.
- All children were engaged in learning.
- KS2 Actions were: Action 1: Ensure words on the Word Aware wall are goldilocks words and not anchor. Assistant Heads have reminded teachers of this in planning meetings, it is now embedded as seen on all Word Aware walls.
- What is working well KS2:
- Excellent practice by all the teachers.
- All of the classrooms are laid out the same with all the learning areas and boxes for resources and materials uniform in their layout and labelling which will enable the smooth and anxiety free transition of children with SEND to their new year.
- Karen Jaeggi carried out an audit of SEN across the school 19th May:
- Strengths:
- Inclusion team are strong and work well together
- They know the children very well and could talk about them in great detail
- There are no concerns at all
- It was difficult to identify who had an EHCP because they are so integrated
- No poor behaviour or dysregulation
- High levels of engagement, across the board the curriculum is being adapted
- Visual timetables being used consistently
- Actions for improvements
- As part of induction for LSAs plan early number and pole bridging training and use of concrete resources (have the Kingsgate way of doing it). Inclusion manager has met with both the Literacy and Maths consultants, and the induction training has been written for September.
- Use stiffer now and next boards with Velcro (use a4 whiteboards for this). School has purchased new boards and these are now in place and were seen being used very effectively on a second visit from Karen Jaeggi on the 20th June.
- LSAs to give an example from the NSPCC safeguarding training and know for the child they support what a concerning sign might be. Inclusion leaders worked with 1:1 LSA's to compile a list of concerns that you might see for each individual child. Inclusion leaders went back to LSA's on the 30th June to see if they could remember this information, all LSA's could.
- Inclusion leads to have a bullet points of the context/narrative for EHCP children and progress measures. Inclusion leaders completed this for Ofsted preparation by the 9th June

Work scrutiny demonstrates that teachers are skilled at scaffolding the curriculum for children with SEND.

