

NAYLAND SCHOOL IMPROVEMENT PLAN 2015 – 18

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OUR VISION		TO REALISE THE VISION WE HAVE THE FOLLOWING PRIORITIES:	
<p>Our children will be provided with excellent learning experiences which lead to consistently high levels of individual academic and social achievement so that they can develop into people with strong feelings of self-worth.</p> <ul style="list-style-type: none"> • We challenge and extend each child with learning tailored to their abilities. • We teach a broad and balanced curriculum to a high standard with particular emphasis on literacy and numeracy. • We promote extra-curricula activities which enhance and enrich pupils development. • We believe parents have an active role in supporting what is learned in school and we encourage parental participation. • We provide an environment which promotes confidence, independence, responsibility and a positive attitude towards learning. • We understand the importance of social and emotional well-being and its impact on learning and endeavour to create a happy, safe and secure environment. 		<p>Have excellent overall effectiveness through the development of...</p> <ul style="list-style-type: none"> • Outstanding leadership and management in our school • Outstanding teaching, learning and assessment in our school • Outstanding personal development, behaviour and welfare in our school • Outstanding outcomes for children and learners in our school • Outstanding effectiveness of early years in our school 	
PRIORITY GOALS			
PRIORITY	2015/6	2016/7	2017/8
<p>Priority 1... The development of outstanding leadership and management in our school</p>	<p>Develop sustainable and distributed school leadership that meets the needs of a growing school and that is focused on rigorous self-assessment and improvement. Good performance is consolidated through rigorous monitoring and evaluation. Core curriculum areas for improvement are identified and actions and review agreed.</p>	<p>All strands of leadership have an in depth and accurate knowledge of school performance that allows them to plan accurately for continuing improvement. Good performance is consolidated through rigorous monitoring and evaluation leading to outstanding effectiveness. Broader curriculum areas for improvement are prioritised and further developed.</p>	<p>All strands of leadership have a continuing in depth and accurate knowledge of school performance that allows them to plan accurately for continuing improvement and support new leaders across school, including governance. Outstanding performance is consolidated through rigorous monitoring and evaluation. All curriculum areas for development are identified and actions and review agreed.</p>
2015- 16 Tasks...		Review...	

<p>Governors structure visits with specific focus. Increased governor presence on website and in newsletter leading to greater and more open communication with the parent community. Governor and SLT analysis of outcomes leads to agreed SDP. SLT and personnel committee agree staffing structure in line with information from performance management teacher feedback. Use the 'Depth of Learning' system and 'Rising Stars' standardized tests for tracking and analysing the progress of pupils in each class, subject and group without NC levels. Moderate these assessments within school and with partnership schools. Use the results to target monitoring and improvement activities at those areas of greatest weakness.</p>			
<p>Priority 2... The development of outstanding teaching, learning and assessment in our school</p>	<p>A range of evidence shows that teaching and learning is consistently good. Teachers secure subject knowledge (NC 2014) continues to support learning over time for all groups. Evidence from stakeholders shows all pupils engaged in learning. Performance management targets met.</p>	<p>A range of evidence shows that teaching and learning is consistently good with outstanding features. Teachers secure subject knowledge (NC 2014) continues to support learning over time for all groups. Evidence from stakeholders shows pupils highly engaged in learning. Performance management targets met.</p>	<p>A range of evidence shows that teaching and learning is consistently good and often outstanding. Teachers secure subject knowledge (NC 2014) continues to support learning over time for all groups. Evidence from stakeholders shows pupils highly engaged in learning. Performance management targets met.</p>
<p>2015 – 16 Tasks....</p> <p>The teaching team to use, evaluate and develop assessment without levels to secure and evidence optimum progress. Develop a cycle of school to school moderation within our teaching alliance to ensure sound assessments and aid transition for learners. Through a range of class and whole school actions, secure expected or better progress in reading, particularly for most able learners. (see also 'Outcomes') Performance management focuses on the above tasks and addresses individual areas for teaching/learning improvement.</p>		<p>Review</p>	
<p>Priority 3...</p>	<p>Attendance is high and pupils are</p>	<p>Attendance is high and pupils are</p>	<p>Attendance is high and pupils are punctual.</p>

<p>The development of outstanding personal development, behaviour and welfare in our school.</p>	<p>punctual. Pupils demonstrate a positive attitude and commitment to learning and others in school, they know how to be successful learners. Behaviour for learning is consistently good. Instances of severe behaviour or bullying are rare. Pupils understand what is unsafe and how to stay safe and healthy at school and in the virtual world. Parents are able to be well-involved and their views of school are predominantly positive.</p>	<p>punctual. Pupils highly committed to learning and are adept at managing their own behaviour to support learning; they know how to be successful learners. Behaviour for learning is consistently good or better. Instances of severe behaviour or bullying are very rare. Pupils increasingly understand how to stay healthy and safe in the real and virtual world. Parents are able to be well-involved and their views of school are predominantly positive.</p>	<p>Pupils remain highly committed to learning and are adept at managing their own behaviour to support learning; they know how to be successful learners. Behaviour for learning is consistently good or better. Instances of severe behaviour or bullying are very rare. Pupils thoroughly understand how to stay healthy and safe in the real and virtual world. Parents are able to be well-involved and their views of school are predominantly positive.</p>
<p>2015- 16 Tasks...</p> <p>Continuing efforts and liaison with attendance service to reduce term time holiday absences. Children's involvement in identifying and planning for improvement of any behaviours that are potential barriers to learning. Children's involvement in further development of e-safety to respond to changing learning and social online circumstances. Greater parent participation in learning and support to secure progress through development of online learning and assessment presence.</p>		<p>Review...</p>	
<p>Priority 4... The development of outstanding outcomes for children and learners in our school.</p>	<p>GLD of school exceeds national Y1 phonics levels are maintained Expected or exceeding attainment in Y2 in R/W/M is maintained above national levels, Data for all cohorts shows 95%+ of children on track for expected or accelerated progress by Y6. 95%+ of Y6 children have made at least</p>	<p>Across all phases of school classes, groups and individuals continue to attain well and make expected or better progress from starting and mid points. National benchmarks for attainment and progress are met or exceeded. Positive response by the school to new summative assessments ensures good or better outcomes.</p>	<p>Across all phases of school classes, groups and individuals continue to attain well and make expected or better progress from starting and mid points. National benchmarks for attainment and progress are met or exceeded. Positive response by the school to new summative assessments ensures maintained good or better outcomes.</p>

	<p>expected progress since the end of KS1 in R/W/M 20% children have exceeded expected progress in each subject area. Both KS1 and KS2 GPS tests results are at least in line with national at meeting and meeting with greater depth standards.</p>		
<p>2015- 16 Tasks... Maintain school strengths in all areas of pupil outcomes Increase the percentage of pupils attaining above national expectations and those making better than expected progress to at least match national levels. Improve the progress made by the most able pupils in reading (see also reading action plan) Involvement in DFE project 'Dyslexia-SpLD Trust' project to improve QFT for children with Dyslexia-SpLD and other literacy difficulties. (see also SpLD action plan)</p>		<p>Review...</p>	
<p>Priority 5... The development of outstanding effectiveness of early years in our school</p>	<p>EYFS practice ensures that all learners make a good start to school and develop well in the prime areas in relation to their starting points. EYFS teaching and learning in English and mathematics is strong and children are well prepared for NC expectations. A vibrant thematic curriculum engages young learners and develops effective characteristics of learning.</p>	<p>EYFS practice ensures that all learners make a good start to school and develop well in the prime areas in relation to their starting points. Good and better EYFS teaching and learning are maintained in English and mathematics is and children are well prepared for NC expectations. A vibrant thematic curriculum engages young learners and develops effective characteristics of learning.</p>	<p>All high standards are maintained and the EYFS can adapt positively to changing needs.</p>
<p>2015- 16 Tasks.... Introduction and development of a baseline assessment that best informs future learning plans to maintain and improve standards. Further improvement in boys communication and language learning to secure expected GLD. Improved liaison and partnerships with pre-schools to best ensure school readiness at entry.</p>		<p>Review...</p>	

