

Nayland School Improvement Plan 2017 – 20

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	2017/8	2018/19	2019/20
<p>Priority 1...</p> <p>The development of outstanding leadership and management in our school</p>	<p>Sustain a knowledgeable and challenging governor team to support school improvement.</p> <p>Develop a sustainable cycle of evidence based school improvement across all phases in all subject areas lead by a devolved leadership group.</p> <p>Evaluation and development of 'Depth of Learning' assessment in foundation subjects to allow leaders continuous analysis to secure best progress for all groups and individuals.</p>	<p>All strands of leadership have a continuing evidence based, 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.</p> <p>Outstanding performance is consolidated through rigorous monitoring and evaluation, curriculum areas for development are identified and actions and review agreed.</p>	

<p>2017/ 18 Tasks...</p> <p>Continuing and sustainable calendar of focused school visits correlated to SIP to ensure GB members are knowledgeable about school, enable challenge and report back to WGB and parents.</p> <p>Governors to sustain an online presence for increased accessibility and accountability to school staff/parents/carers.</p> <p>SLT and GOVs to analyse data and information to ensure a shared view of school's position and make plans for improvement accordingly. 29/11/17</p> <p>SLT and subject leaders to thoroughly utilise national data and the 'Depth of Learning' assessment tool in core and foundation subjects to monitor the performance of whole school, classes, groups and individuals (including those vulnerable to under-achievement) and focus school improvement priorities.</p> <p>Creation of 2/3 year cycle of primary and subsidiary subject focus areas.</p> <p>Subject leaders to complete whole school data analysis and compare to 2016.</p> <p>Subject leaders to formulate subject area action plan including coverage of curriculum through thematic areas, evaluation of resources, whole school focus activity/week, pupil perceptions and outcomes.</p> <p>Parent questionnaire, results, feedback and actions.</p> <p>See also Priority 2 and 4.</p>	<p>Review...</p>
<p>Priority 2...</p> <p>The development of outstanding teaching, learning and assessment in our school</p>	<p>Use EYFS and Y1 phonics assessment to identify potential GDS learners and secure high levels of attainment at KS1. Across all abilities, children are encouraged to seek challenging learning in a timely manner and this is evidenced in recorded learning and assessments. Through a range of class and whole school initiatives, actions and reviews, secure at least expected progress for learners, continued focus on prior HA/MA and maths. PM targets are met with positive impact.</p> <p>A range of evidence shows that teaching and learning is consistently good and often outstanding.</p> <p>Teachers secure subject knowledge (NC 2014 and local) continues to support learning over time for all groups.</p> <p>Evidence from stakeholders shows pupils highly engaged in learning.</p> <p>Performance management targets met and impact positively on teaching and learning.</p>

<p>2017/18 Tasks.... SLT and EY/KS1 teachers to analyse CEM Base exit data, EYFSP and Y1 phonics to identify potential GDS learners and challenge accordingly/potential WTS learners and support/boost to reach expected. A range of strategies are developed that allow learners to access timely and appropriate challenge throughout lessons. Assessment procedures (marking, feedback and learning conversations) further include children and empower them to seek challenge, identify learning progress and areas for improvement. Heightened focus on times tables acquisition to aid improvements for all ability levels in mathematics. Times tables focus week, expectations for Y2,3,4 shared with parents. Annual end of year test and feedback to parents re: meeting school standard in preparation for national assessment. Use of app to link to online times tables learning opportunities. Use of app to promote open ended maths challenges. Use of ICT consultancy to plan and deliver STEM days during National science week, staff development opportunity. Investigation of learning philosophies and initiatives to support and deepen BLP e.g. Expeditionary Learning, experiential learning, learning with a purpose. Regular class drop-ins to identify teaching strengths and areas for development over time. Inclusion in professional development and appraisal. PM targets, closely linked to school improvement planning and individual strengths and areas for development from observations, drop-ins, scrutinies, are collaboratively set and monitored for success.</p>	<p>Review</p>	
<p>Priority 3...</p> <p>The development of outstanding personal development, behaviour and welfare in our school.</p>	<p>Greater parent participation in learning and support to secure progress through continuing development of online communications and challenging learning. Development of zoned engaging activities, including physical, that ensure positive use of recreation times and therefore support learning. (See Sports Plan) Continuing information for parents/carers, pupils and staff and</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.</p> <p>Behaviour for learning is consistently good or better. Instances of severe behaviour or bullying are very rare.</p> <p>Pupils thoroughly understand how to stay healthy and safe in the real and virtual world.</p> <p>Parents are able to be well-involved and their views of school are predominantly positive.</p>

	<p>development of e-safety/e-manners to respond to changing learning and social online circumstances. Continuing efforts and liaison with attendance service and information to parents to reduce term time holiday absences leading to high levels of attendance and punctuality.</p>	<p>Attendance is high and pupils are punctual.</p>
<p>2017/18 Tasks... Develop use of website and app to involve parents in learning and encourage open ended and challenging family collaborations showing aspiration and commitment. Appointment of lunchtime manager to lead midday staff and develop lunchtime activities to support emotional and physical health. Zoned activities that enrich recreation times and aid smooth transitions into learning sessions. Construction of 'healthy hub' as central focus for physical and emotional well-being activities. (see also Sports Development Plan) E-safety and e-manners week to reinforce virtual safety in a changing environment. E-safety at home questionnaire and responses. Information for parents, 'Need to know facts' on e-safety/e-manners for parents. Analysis of absence codes to identify % of holiday absences, information and impact to be shared with parents. Strong liaison with educational attendance service. Continuing 'penalty notice referrals' for 10 sessions or more unauthorised holiday absence.</p>		<p>Review...</p>
<p>Priority 4...</p> <p>The development of outstanding outcomes for children and learners in our school.</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. Rigorous analysis and positive response by the school to 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.</p> <p>National benchmarks for attainment and progress are met or exceeded.</p> <p>Rigorous analysis and positive response by the school to summative assessments ensures maintained good or better outcomes.</p>

<p>2017/18 Tasks... Maintain strong outcomes for EYFS and Y1 phonics through continuing support groups for EYFS and Y1, phonics, speaking and listening, fine motor control (EY Chatterbox) Analysis and use of BASE, EYFS and Y1 phonics data to identify pupils/areas for development and focus. KS1 SATs question level analysis to identify strengths and weaknesses and associated adaptations to teaching. Updating of available levelled reading books to inspire regular reading practice and quality 'book talk.' Development of library use to ensure readers choose across genres and accept challenging reads. Involvement in Beanstalk reading project. Writing moderation with neighbouring school to ensure sound judgements and areas for development. Maths booster groups to raise progress score to 0+ from KS1 to KS2, focus on accuracy, speed and flexibility. Lunchtime clubs focused on reading clubs, pick and mix maths, writing buddies.</p>	<p>Review...</p>
<p>Priority 5...</p> <p>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. Good and better EYFS teaching and learning are maintained in English and mathematics 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>2017/18 Tasks.... Use CEM Base and teacher assessments identify pupils in need of additional support, with a focus on speaking and listening and literacy for KS1 curriculum access. Continuous monitoring of EYFS teaching and learning through a range of mechanism to ensure high quality provision.</p>	<p>Review...</p>

<p>Make full use of outdoor learning areas to further enhance learning environment for a range of learning styles.</p> <p>Sustain liaison and partnerships with parents and pre-schools to continuously evaluate induction procedures and best ensure school readiness at entry.</p>	
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