



School Improvement Plan Priorities 2017/2018





Our vision:



At Navigation we strive to create an environment:

- In which pupils achieve high standards and maximise their potential.
- Where parental involvement is actively encouraged and is seen as an important and integral part of their children's education.
- In which the quality of teaching and learning is consistently high and pupils make good overall progress through a well planned curriculum, whatever their starting points.
- In which there is agreement between teachers about continuity of teaching methods, organisation and expectations which leads to planned progression in the development of knowledge, skills and understanding.
- In which the demands made on pupils are well matched to their abilities and needs; in which the development of pupils is paramount, but in which they are so well supported that they can learn from their mistakes.
- That is stimulating and interesting and is welcoming, secure and caring.
- Where all relationships are positive and the behaviour of the pupils reflects this, with everyone feeling a sense of purpose and knowing they are valued.
- Which enables pupils to cope with life; to recognise their responsibilities; to distinguish between right and wrong; to respect themselves and others; their property and their opinions and to become good citizens and useful members of society.
- Where staff, parents and governors all work together towards continuous school improvement for the benefit of the children.



Aims of our school improvement plan



To produce a one year working plan, which:

- Seeks to attain high standards of achievement for all our pupils, both academically and socially.
- Realises the potential in each and every child.
- Encourages parents to be actively involved and informed about the progress their child is making and ways they can support their learning.
- Enables all pupils to access the curriculum, through differentiation, which stretches the more able children and provides support and reinforcement for the lower attainers.
- Provides consistency amongst the teachers in teaching methods, the setting of targets, assessment and the tracking of progress, which leads to planned progression in the development of knowledge, skills and understanding.
- Is focused on developing the ability of children to become independent, well motivated learners.
- Brings all staff, parents and governors together to work towards continuous school improvement for the benefit of the children.



Introduction



The priorities identified in this school development plan have arisen from a number of different documents and audits. This includes:

- Identifying key issues to help us achieve our vision and aims
- Monitoring and updating that has taken place within the Self Evaluation Form
- Results from parent and pupil questionnaires,
- Staff Inset
- Key issues from RAISE on line, Trafford and school tracking information
- Taking into account local and national initiatives.

This plan outlines the improvement or development opportunities that the stakeholders in the school have identified. The plan will identify the actions, resources, responsibilities, time-scales and success criteria associated with each opportunity and make best use of available funding or resources in order to raise standards. Each section has a progress report which will be updated half termly. The School Development Plan is our prime tool in ensuring purposeful budget planning for the future. It sets out our priorities and our strategic planning to improve upon our past best.

Head teacher: Joanne Patterson

Adopted by the Governing Body on: 27/9/17

Chair of Governors: Jessica Boothroyd

Priority 1**OUTCOMES FOR ALL** - to ensure that different groups of children make good progress especially disadvantaged and SEND children.

| Objective – | Specific actions | Success Criteria | Resources | |
|--|--|---|--|----|
| To improve outcomes for children with SEND or a specific support need | <p>Senco to develop intervention map for KS2 with TAs assigned to particular areas.</p> <p>To build on staff expertise by tasking them to deliver and lead a particular intervention area.</p> <p>Training to be provided where needed e.g. SALT for new system</p> <p>Simplified feedback form to be reviewed by SENCo regularly to track progress.</p> | <p>Quality of interventions improved as judged by SENCO through observation.</p> <p>Greater number of interventions takes place compared to last academic year.</p> <p>Increase % of statements achieved from children with SEND compared to last academic year in mathematics and English.</p> | <p>Training in specific areas</p> <p>Feedback time</p> <p>Release time for SENCO</p> | MH |
| Improve progress of children with pupil premium funding through increased targeted intervention support. | <p>Roll out program of support used for Y6 and Y2 to all year groups with small group targeted work on English and mathematics skills:</p> <p>Develop timetable</p> <p>Timetable 1:1 reading time for targeted PP children</p> <p>Review on ongoing basis</p> | <p>PP children make good progress and achieve well as measured through:</p> <ol style="list-style-type: none"> 1. Increased % of PP children achieving ARE 2. Greater points progress compared to last academic year <p>Gap is narrowing over time (from early starting points)</p> | <p>Meetings for SENCo and PP support staff.</p> <p>Resources purchased where necessary.</p> <p>Staff meeting time to update staff.</p> | MH |

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| | Analyse data on attainment and progress of PP compared with their non-PP peers. | | | |
| To improve communication between home and school around intervention and support given. | Provide simple update note to parents on support child is receiving and update through parents evening: Design form and consult with SLT Share with parents and carers Review through parents evening Review parental feedback via pupil questionnaire and parent council | Parents feel better informed about their child's progress and better able to support that child at home | Time needed as appropriate. | MH |

Summary:

Priority 2
TEACHING AND LEARNING – IMPROVING WHOLE SCHOOL STANDARDS IN WRITING AND MATHEMATICS

| Objective | Specific actions | Success Criteria | Resources | Date / Responsibility |
|---|--|--|---|-------------------------------------|
| To implement the White Rose Maths Hub approach to planning, organisation and assessment of mathematics developing teachers understanding of mastery in maths; how to plan for mastery and how to evidence and assess it including consistent use of | Two staff members to attend the White Rose Maths Hub training. Maths lead to attend subject lead meetings. Series of inset to support planning and delivery of maths mastery | Teaching of maths is highly effective across the school. Staff can reflect on and debate the way they teach. Staff are confident and motivated to take risks and innovate in ways that impact positively on pupil attainment . | Time to attend Hub meetings for two members of staff Resources for each class to aid procedural variation and practical mathematics - £2000. | SW & AG JP AG AG & JP |

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| <p>bar modelling and practical maths.</p> <p>To foster mathematical understanding of new concepts and methods, including opportunities for pupils to think and reason mathematically for themselves.</p> | <p>Maths evaluation identified within monitoring schedule</p> | <p>Conceptual and procedural variation and a range of resources are used effectively to enable pupils in the class to develop a depth of understanding.</p> <p>Increased % of statements achieved at mastery level on target tracker compared to last academic year.</p> | <p>Release time for lead to observe and support other staff.</p> <p>Time to attend maths lead meetings x3</p> <p>Time to prepare and deliver high quality CPD.</p> <p>Time for staff to reflect on their practice and share that</p> | <p>AG</p> <p>AG & SW</p> |
| <p>To continue to improve writing attainment for all by the implementation of Talk for Writing Plan across the whole school</p> | <p>English lead to visit partner school [MPIS] to observe T4W in action.</p> <p>Whole staff training booked.</p> <p>Whole staff to agree on NPS's approach and implementation of T4W.</p> <p>Implement approach – SLT to observe lessons in action to ensure consistency and provide support where necessary.</p> <p>Review the impact of T4W with staff on a ½ termly basis</p> | <p>Visit provided lead with clear view of T4W and its potential impact.</p> <p>To provide staff with the skills and vision to implement T4W in NPS.</p> <p>Consistent approach agreed as to how T4W will be implemented.</p> <p>All staff to introduce the T4W sequence</p> <p>Staff to reflect upon the strategies used and the impact they have had on the learning within their class.</p> | <p>A1 release time</p> <p>Training day - £1000 Autumn</p> <p>Staff meeting time.</p> <p>Planning time – Spring</p> <p>Sp1, 2 S1 and 2</p> | <p>LH</p> <p>JP</p> <p>JP</p> <p>LH/JP</p> |

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| <p>To continue to improve the pupils' understanding and application of the secretarial aspects of writing i.e. embedding spelling and handwriting improvements through the new approach towards spelling and handwriting and thereby to increase the percentage of children reaching ARE within these strands.</p> | <p>To monitor the impact of the handwriting policy and spelling approach.</p> <p>To ensure staff are providing regular opportunities for handwriting practice and spelling activities.</p> <p>To monitor if the handwriting and spelling changes are impacting upon independent work across the curriculum.</p> | <p>Analysis of TT statement show most of each year is achieving ARE in the handwriting and spelling statements [90%+].</p> <p>Lesson observations show high quality handwriting opportunities</p> <p>Scrutinies show that standards are high and consistent.</p> | <p>Ongoing – subject lead release</p> <p>Ongoing – subject lead release</p> <p>Ongoing – subject lead release</p> | <p>LH</p> <p>LH</p> <p>LH</p> |
| <p>To research and improve the move from phonics phase 6 to spelling in Y2 to ensure curriculum coverage and depth prior to transition to y3 by</p> | <p>To identify the cross over in phase 6 and TT/NC statements in spelling. To assist staff in identifying these links. To move y2 children from phonics to spelling activities linked to NC statements earlier in the year.</p> | <p>A clear phonics to NC spelling pathway will be identified.</p> <p>Greater % of Y2 children will be secure in ARE spelling requirements.</p> | <p>Ongoing – subject lead release and liaison with Y2 staff</p> | <p>LH & SW</p> |

Summary:

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Priority 3 - TO IMPROVE OUTCOMES IN THE EYFS SPECIALICALLY IN LITERACY & NUMERACY TO IMPROVE OVERAL % OF CHILDREN ATTAINING A GLD

| Objective – | Specific actions /Targets | Success Criteria | Resources/timeframe | Responsibility |
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| <p>Develop consistent early and pre-writing skills to raise achievement in writing, including exploring movement to improve physical ability and readiness for writing and progression to using Talk for Writing.</p> | <ul style="list-style-type: none"> *Training to be undertaken by lead and then shared. *Feedback to EYFS and KS1 completed. *'Scheme' to be compiled for EYFS staff to follow focusing on developing appropriate body strength to write. *Parental involvement from start of reception year. *Introduction of formal handwriting practice when children are developmentally ready. | <ul style="list-style-type: none"> *Writing outcomes at end of reception year improve. *Children's specific writing needs met (pencil grip/pressure) starting with personalised programme from Baseline. *Staff confident with the teaching of pre-writing skills and recognise their importance before formal writing begins. | <ul style="list-style-type: none"> *Training costs. *Time to compile 'scheme'. *Cost of relevant resources required for TFW. Scheme completed for Oct 2017 Formal Handwriting session to start Jan 2018. Talk for writing to begin after Nov 17 training. | <p>KM</p> |
| <p>To implement and evaluate 'Planning in the Moment' approach to improve outcomes and build upon child-initiated practice ensuring children have the best possible start to their learning journey.</p> | <ul style="list-style-type: none"> *Training attended by relevant staff *Feedback from training *Introduction to SLT/school staff *Changes to planning formats etc *Lesson observations *'planning' scrutiny *Data analysis | <ul style="list-style-type: none"> *Staff members feel comfortable allowing children to lead learning and leads are being followed successfully. *Staff members gain a greater awareness of individual children and their learning needs. *Children are learning at a deeper level through play and are having their personal learning needs met. | <ul style="list-style-type: none"> *Observation time *planning scrutiny time *adaptations required in EYFS environment ie possible resources. | <p>KM</p> |
| <p>To improve outcomes for groups in EYFS ie boys and summer born children</p> | <ul style="list-style-type: none"> *Training course 'Improving outcomes for boys' *Analyse areas from data boys need further support with. *Work with boys and devise programme as part of Planning in the Moment | <ul style="list-style-type: none"> *Outcomes for boys improve, with a view to diminishing the difference between boys and girls. *Summer born children make good progress in relation to their starting points at Baseline. | <ul style="list-style-type: none"> *Planning/timetable to observe and monitor progress of groups. *Time at SLT to discuss progress Attend course Autumn 1 Autumn 2 onwards-post- | |

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| | <p>which addresses individual need.</p> <p>*Identify patterns from data 16/17 with regard to summer born children, identify summer born children this year 17/18 and monitor on termly basis.</p> | | baseline. | |
| To support for nursery staff in implementing 30 hours and ensuring good standards are achieved. | | | | |

Summary:

Priority 4

THE DEVELOPMENT OF LEADERSHIP & MANAGEMENT - TO CONTINUE TO ENSURE THAT THERE IS GOOD STRATEGIC LEADERSHIP OF THE SCHOOL

| Objective - | Specific actions | Success Criteria | Date / Resources | Responsibility |
|---|--|---|--|---------------------------|
| Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas. | <p>Regular timetable of governor visits to view progress against SDP</p> <p>GB training attended as appropriate and shared with GB</p> <p>Regular meetings with governors and subject leads to be effectively recorded</p> <p>Governors to have a clear system of accountability with regards to their focus area.</p> | <p>Governor visits take place x2 a year and feedback is shared with the FGB</p> <p>Training is attended and impact shared with FGB</p> <p>Each link governor has at least one meeting each academic year and feeds back to FGB</p> <p>Link governor roles shared with all governors and a report back format agreed with some key questions answered.</p> | <p>Ongoing – dates to be shared</p> <p>Ongoing</p> | <p>JP</p> <p>All gobs</p> |

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| | <p>GB to use Ofsted style questions when examining data and observations.</p> <p>Governors are rigorous in ensuring high standards in teaching, learning, safeguarding and ethos are maintained</p> | <p>Gov training on types of questions. Minutes reflect questions being raised and answered.</p> <p>Minutes reflect questions being raised and answered.</p> | | |
| <p>To continue to improve the effectiveness of middle leaders /developing career opportunities for all -</p> | <p>Identify and support application of one SLT member to NPQML</p> <p>To identify opportunities for key subject leaders to work with outside agencies to develop their subject</p> <p>To extend the number of subject leaders who can engage in discussion groups and training with colleagues In other schools</p> <p>To support staff in developing by enabling shadowing of middle/senior leaders and allowing training and development opportunities.</p> | <p>Successful application to and progression through NPQML</p> <p>Identification of projects and development opportunities in ideally – maths, English, science and IT</p> <p>Join subject leadership groups, identify training for subject leaders, staff meeting time for them to lead</p> <p>As part of appraisal discuss longer term career goals and identify opportunities to support staff in that</p> | <p>JP & KM</p> <p>JP & MH -- staff identified</p> <p>MH</p> <p>JP & SLT</p> | |
| <p>Summary:</p> | | | | |

Longer Term objectives: 3Year

- 1. Building Learning Power** Achievement of Pupils – to improve achievement for all by building on the BLP work already implemented and embedding the growth mindset
 - a. Continue work on the questioning muscle embedding techniques to improve good question types
 - b. To then introduce and embed the meta learning i.e. recognising how you learn
 - c. To hold a second BLP learning event
- 2. Improve attainment of the most able in EYFS and widen opportunities for our most able in KS1 and KS2**
 - a. To have more children exceeding the age related expectations at the end of Reception.
 - b. To provide more opportunities for our most able children to work alongside most able children from other schools.
- 3. For the health of our children to improve through education and extra-curricular provision.**
 - a. To improve extra-curricular provision for younger children – greater choice in 2-16 – music club, gymnastics, cooking, baking and eco
 - b. To provide opportunities for children to learn about healthy eating and cooking – commenced Healthy Eating club and week planned for Summer term
 - c. To improve participation of ethnic minority children in sports clubs – small increase from A2 2014 to A2 2015.
- 4. Improvements in the use of IT and delivery of the computing curriculum –**
 - a. To show how IT has been used to improve standards for disadvantaged pupils.
 - b. To show how IT has impacted on developing maths and English skills.
 - c. To rollout the replacement of the interactive whiteboards.
 - d. Through CPD to develop all members of staff's skill set to enable them to teach the children and carry out the administrative aspect of their job as efficiently as possible.
 - e. To research and implement an effective assessment tool.
- 5. Teaching school Alliance**
 - a. To develop membership of the Trafford TSA

Background/longer term objectives

- **Behaviour & Safety –**
 - consistent clear behaviour management strategies resulting in a purposeful ethos of support and engagement ;
 - children have space to talk, to think and to be listened to;
 - E- Safety and anti-bullying to be strengthened including information for parents - developing children's understanding of why children bully; the impact of bullying and steps to prevent it

- Behaviour issue records, including incident logs, records of any complaints, use of exclusions, poor attendance matters to be clear and organized and follow up work implemented and reviewed for impact.
- **Skills for life (RE, PSHE & SMSC)**
 - To develop children's understanding of different cultures, social values and other beliefs.
 - To increase the children's awareness and understanding of different family structures and life choices.
 - Children regulating own behaviour.