



School Improvement Plan Priorities 2022/2023



SCHOOL
MEMBER





Our vision:

At Navigation we strive to create an environment:

- In which the school's values of learning, caring, respect and collaboration are modelled by all every day.
- Where 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 and retention of knowledge, skills and understanding.
- In which there is high expectations and the belief that all pupils can succeed.
- Where 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 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 working plan, which:

- Seeks to attain high standards of achievement for all of Navigation Primary's pupils, both academically and socially.
- Realises the potential in each and every child.
- Encourages parents/carers to be actively involved and informed about the progress their child is making and the 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 national, local authority and school tracking information;
- considering 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:

Chair of Governors: Ciaran McDonald

NPS CONTEXT

Number of pupils on roll	420 + 52 place nursery	Number of pupils eligible for pupil premium	34	Number of pupils with statement of special educational needs (SEN) or education, health and care (EHC) plan	
Percentage of pupils with English as an additional language (EAL)	27.3%	Overall absence	97%	Persistent absence	3.8%
Most recent Ofsted grade – 2 Key Ofsted actions from last report	A higher proportion of pupils in key stage 1 exceed the expectations for their age in writing.		From 2015-16 there was a steady increase in the % of pupils in year 2 attaining greater depth. In 2018-19 this number declined; this was due to the cohort and we predict an increase in 2019-20. KS1 consistently meet or exceed the national average in writing at ARE.		
	EYFS staff and school leadership team arrive at an accurate judgement about children's starting points as they enter the early years.		Most recently in 2018-19, in school, intra school and local moderations have all taken place and supported the judgements made by EYFS staff at baseline, mid-year and end of year.		
	School leadership improve how school tracks the attainment of pupils who are known to be disadvantaged to check that the gap between them and other pupils is closing.		The school's % of disadvantage children is low and group data is too generic to provide a reliable picture. The school leadership team tracks the disadvantaged children individually and monitors their progress and puts in place plans to support attainment. Of the 35 disadvantaged children in school in 2018-19 23 attained ARE in reading; 21 in writing and 27 in maths: which is above the national attainment figure for disadvantaged pupils. School continues to strive to support those children via bespoke programmes to further close the gap with their peers.		
	To ensure all the information requirements for the website are met.		The website is regularly audited by SLT and annually by a school governor to ensure compliance.		

NPS CONTEXT

Key staffing areas of issue	<p>Acting SENDCo – ensure appropriate support and training</p> <p>Three maternity covers beginning mid-year – ensure detailed handover and induction</p> <p>One new member of staff – ensure confident with school policies and procedures; support for well-being.</p> <p>One 2nd year ECT - ECT training purchased; mentor appointed.</p> <p>Two new teaching assistants - ensuring confident with school policies and procedures</p>
Budget information	<p>Financial position is healthy with a steady carry forward.</p>
Key performance indicators for the next 3 years	<p>Increasing numbers of children with English as an additional language in reception and KS1 . Early indicators of children in the very early stages of acquiring English with limited parental support.</p> <p>Current year 6 attainment at KS1 lower than in prior years with the additional impact of Covid 19 pandemic.</p> <p>Increasing levels of SEND throughout school.</p> <p>KS1 and EYFS attainment in 2021 – 2022 higher than national</p>

QUALITY OF EDUCATION

OBJECTIVE 1 To ensure the school's curriculum intent and implementation are embedded consistently across the school so that work is of a consistently high quality in all wider curriculum subject areas and to further strengthen the expertise and practice of leaders at all levels (inc. governors) so that the school is successful in its ability to provide a high-quality education for all pupils,

OUTCOME: At the year end the vast majority of children will have achieved ARE in their foundation subjects. Support plans will be in place to help those who have not acquired/retained key knowledge.

	Specific actions	Success Criteria	Date / Resources	Responsibility
1.	To refocus on implementation and impact of subjects on a two-year rolling programme. Year 2 focus – English, mathematics, computing, music, geography, RE, history and MFL.	All subject leads understand and can articulate the intent, implementation and impact of their subject. Children have clear progression in their learning. Standards of attainment are high	Autumn 1 and ongoing	JP/JB all staff Time
2.	To review the curriculum overview in music to update and bring into line with the new strategy	Research new scheme and overview – Train staff Reviewed map in place	autumn 1 autumn 2 s Spring and ongoing	SW & JB/Jp
3.	Subject leads in music & French to develop exemplar portfolios of ARE to support staff in assessment	To have a bank of examples to ensure consistency in assessment across practical subjects	Introduce autumn 2	SW SB & JP/JB
4.	Staff to record evidence of attainment in music & French using the observation tool	To have an accurate and evidenced record of attainment & progress	Staff meeting time TT	All staff
5.	To ensure CPD for all subject leads and, where necessary, for teachers to support curriculum delivery.	All subject leads undertake training and can articulate lessons learned, improvements made	Autumn 2	MH
6.	Subject leaders to monitor and analyse standards within their subject via TT, book looks, learning walks and pupil voice	Subject leaders will have a clear picture of standards and progression within their subject which they can share with SLT and feed into the school SDP	Ongoing	All staff
7.	To enable parents/carers to support learning in the foundation subjects at home.	To revisit the knowledge organisers created previously and ensure they reflect current learning. To share with parents and carers To update the curriculum section of the	Ongoing	SLT & subject leads

		school website to support parents/carers.		
QUALITY OF EDUCATION				
<p>OBJECTIVE 2 -To provide a structured approach to the teaching of spelling across the school to raise spelling ability across the school.</p> <p>OUTCOME –The shape of a spelling lesson and the approach is consistent across all year groups using the whole school spelling map.</p> <p>Moderation of spelling shows a significant improvement in how pupils apply spelling in independent writing.</p> <p>An increased number of pupils are accurately spelling challenging words.</p> <p>Teachers are confident in teaching spelling</p> <p>Analysis of the spelling strands of Target Tracker will show improvement.</p>				
	Specific actions	Success Criteria	Date / Resources	Responsibility
1.	The writing lead supported by the phonics lead and an outside spelling consultant will review current spelling provision to identify strengths to build upon and areas for development.	Following analysis an action plan is produced detailing next steps, including timetable adaptations	Autumn 1 Emma Newton services purchased	LH & LK & SLT
2.	LH presents proposals to SLT for discussion of next steps and production of an agreed way forward	Plan agreed for sharing.	Time	LH & SLT
3.	LH and Emma Newton to produce a whole school overview and breakdown of the teaching & learning of spelling at NPS	Document produced to be shared with staff the spelling approach	Autumn	LH
4.	Inset training on spelling to be led by EN	Following inset staff have clarity of: <ul style="list-style-type: none"> - the approach - the sequence of lessons, - where they fit within the timetable. 	Autumn 2 Inset day Emma Newton consultancy	JP/LH
5.	Twilight training for teaching assistants	Following training all support staff understand the approach and have the skills to support its delivery.		
6.	Staff to produce updated year group overviews following training from EN	Clearly structured and progressive plans produced	Autumn 2 ½ day inset Follow up staff meeting time	All staff
7.	Staff to discuss layout options and uses for Spelling Journals.	Approach agreed and spelling journals begun.	Agreement autumn 2 In use Spring 1 onwards	
8.	To communicate to parents/carers new approach to spellings and pedagogy behind it.	Parents/carers understand how spellings are taught and what activities at home will support that	Autumn 2 (December) and ongoing Resources to support early years writing	LH & JP

9.	The new spelling approach is shared with pupils	Pupils have clarity about how to use their spelling journals and practice spelling patterns	Spring 1	All staff
10	To support teachers with the implementation of the plan with follow up reviews and support activities	Staff are confident to deliver the programme	Spring 1 and ongoing	LH
11	Ongoing assessment of the success of the spelling approach by the SLT.	Strengths & weaknesses in the whole school approach are identified. Weaknesses are addressed through a cycle of coaching, team teaching and CPD	Spring 1 & ongoing	SLT
12	Analysis of spelling attainment and progress at year end	Analysis identifies areas of progress and areas for year 2 steps	Summer 2	LH & JP
Quality of Education				
OBJECTIVE 3 – Within lessons for children to recognise previous key learning and link it to their current learning and future learning across lessons within a unit and across years. OUTCOME Children can recall and build upon key prior learning.				
	Specific actions	Success Criteria	Resources/timeframe	Responsibility
1.	Research possible approaches and/or attend any relevant CPD in relation to this and/or seek guidance from any outside support e.g. consultants in order to develop common language and symbols in manner that is not burdensome on staff	Research will have been conducted Relevant courses attended NPS approach identified	By spring 1	JB
2.	Training with staff on the importance of metacognition & executive function	Staff can articulate why this is important	Spring 1 with half termly revisits	JB
3.	Plan staff meetings/training in order to ensure that staff have mapped out the links to previous learning and are aware of curriculum links.	Curriculum maps will have been edited to show links to previous learning; staff will be able to articulate the links they can make to previous pupil learning made in prior years	By spring 2	JB
4.	To develop a common approach to language and symbols that help children create schema and links to prior knowledge (in the foundation subjects). Create the language and symbols with staff so that there is a common approach shared throughout	Staff will be using the common language and symbols – this will be reflected in: Pupil voice, Learning walks	By summer 1	JB

	the school and a greater emphasis at the start of units, and to some extent lessons, is placed on explicitly linking back to previous learning	Planning Teacher voice		
5.	Plan staff meetings which deliver practical ideas to use in lessons for reinforcing and developing previous knowledge and links	Staff will be using the ideas to enhance practice and help children make links to previous learning more explicit.	by spring 2	JB
6.	Evaluate impact via lesson drop in, followed by whole staff discussion and pupil voice	SLT/subject leads have a clear picture of how key learning is revisited and how embedded it is	Spring 2 – revisit summer 1 and summer 2 2022-23	SLT & subject leads - JB
LEADERSHIP AND MANAGEMENT				
OBJECTIVE 1 – to increase the capacity of staff at all levels to identify & support children with SEND and build up distributed responsibility for SEND identification and to ensure SEND needs continue to be met in SENCo absence.				
	Specific actions	Success Criteria	Resources/timeframe	Responsibility
1.	To ensure all staff are aware of their responsibilities and have access to high quality development opportunities	Teachers are aware of roles and actions to be taken. Performance is effective • Staff have knowledge and skills to be able to plan and provide a high-quality curriculum for children with SEND Staff reflect on their practice and adjust improve practice	Access to high quality CPD for all	JP & SLT
2.	To plan a program of differentiated SEN training for all staff that covers key areas of concern within the school – areas to cover include ASD, ADHD, anxiety, attachment, sensory, trauma informed S&L	CPD programme provided - in person or through online subscription e.g. National College or https://www.pookyknightsmith.com/ Staff are increasingly confident in dealing with a range of diverse needs.	September and ongoing	JP & JB
3.	To upskill key staff to distribute responsibility for early identification and support	Key staff members identified and responsibilities agreed.	Autumn & ongoing Release time to meet	JP & key staff –

		Training in place. Timely referrals to SENDCo made	CPD	SF/FL/LE/LN
4.	Skilled and apposite support from outside agencies is in place to: <ul style="list-style-type: none"> - support children with a higher level of need - Provide advice to and support for staff in supporting those children. 	Effective partnerships with outside agencies in place: <ul style="list-style-type: none"> - Speech & language - Educational psychology - Dyslexia. - Effectiveness judged as children making progress or necessary referrals made. - Staff receiving training/advice to deliver support. These outside agencies represent value for money.	Autumn & ongoing	JP
5.	To develop a staff SEND lending library.	Library of helpful and supportive publications built up Staff accessing those for ideas.	Autumn & ongoing	JP
6.	To explore ways to support the parents of children identified as having additional needs.	Plan formulated for 23/24 as to what support can be given to NPS parents with children on the SEND register	Spring and ongoing	JP
Leadership & Management				
OBJECTIVE 2 To review our cycle of school improvement and CPD OUTCOME: to have a clear, streamlined cycle that drives school improvement but does not increase staff workload				
	Specific actions	Success Criteria	Resources/timeframe	Responsibility
1.	To review current cycle for setting targets (school wide & individual); to research best practice upon school improvement and jointly decide on next steps for NPS	To produce an agreed 2023-24 cycle of school improvement	To share research - Spring 1 - Jan To agree plan Spring 2 To commence Summer 2	JP
2.	To ensure all staff and GB have access to high quality CPD	CPD opportunities offered that develop staff and school Staff are highly skilled and confident in their curriculum areas Impact of CPD used to inform further training needs	Ongoing Cover time	JB& JP

3.	To monitor the impact of CPD via the keeping of a central CPD log –	Staff evaluate training via questionnaire/performance management meetings		JB
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