

**St Nicholas CE VA Primary School**  
**School Improvement Plan**  
**Review 2016-17**  
*Vision Statement*



‘At St Nicholas we nurture everyone *to be the best we can be*, in a caring and inclusive Christian environment.’

*UNCRC Article 29:* All children have the right to learning that allows you to become the best that you can be.’

### **Ethos Statement**

We recognise the historic foundation of our school and work in partnership with the Church to provide high quality education within the context of Christian beliefs and practice. We encourage an understanding of the meaning and significance of the teachings of Christ, alongside promoting tolerance and respect for other cultures and faiths, and those expressing no faith. The Christian values of Love, Hope and Trust are at the centre of all the experiences we provide and permeate all we do.

### **Aims**

**OUR CORE AIM: TO DEVELOP HAPPY, WELL ROUNDED, CONFIDENT INDIVIDUALS WHO ACHIEVE THEIR POTENTIAL AS A RESULT OF A WEALTH OF EXPERIENCES!**

We achieve this by:

- Working in partnership with parents , the church and wider community
- Building children’s self- confidence and self – belief by encouraging a ‘can-do ‘attitude and by celebrating their successes ( **Positive learning attitudes**)
- Promoting respect , tolerance and understanding for one another ( Rights respecting ethos)
- Delivering a relevant and inspirational curriculum that incorporates choice and creative thinking.

# School Development Plan

## 2016-17

### Priority 1: Leadership and Management

**Key Priority : to increase accountability to ensure sustained improvement**

#### **Background to Priority**

**There have been significant changes to the FGB and a reorganisation of staff due to redundancies last year. There have also been significant changes to the National Curriculum and our next Ofsted Inspection is due in May 2017. We therefore need to ensure ALL stakeholders have a secure understanding of the School's priorities and actions being taken to address these and their subsequent impact.**

- To continue to strengthen role of governance in monitoring SDP and driving the school forward
- To develop the children as leaders of their own learning and increase their involvement in decision making and planning ( Learning to Learn ) see Priority 4 Behaviour and Well Being
- To maintain and strengthen the distinctiveness of our church school
- To audit PE provision and plan how to make best use of the Sports Premium Grant

#### **Governors Monitoring :**

- FGB meetings – Headteacher's Executive Reports
- Evaluation of RAISE ( and other external and internal data ) ; attend SEP meetings
- Termly Monitoring of Literacy – particular focus on phonics / boys reading / AA writers /PP/SEND
- Termly Monitoring of Maths –focus on girls attainment and progress / SEND /PP
- Foundation Governors –Termly Ethos Meeting – Linked to SIAMS Action Plan

**OUTCOME /IMPACT**

Governors can confidently articulate the Schools Strengths and areas of development and the steps being taken to address these as set out in the SEF

Can answer 2 key questions : How well are we doing ? Are we getting value for money ?

Governors continue to effectively support and challenge ( Minutes)

Staff have a clear understanding of their cohorts journey – their starting points and where they need to get to secure good progress

As a result of effective planning and quality formative assessment the majority of children have reached ARE

Staffs knowledge of what constitutes quality teaching and learning is deepened ; **consistency across the school**

Staff are confident to teach RE and are incorporating the conceptual as well as the informative elements ;.

Foundation Governors are increasingly involved in developing and monitoring our distinctiveness

The whole community has a deeper understanding of what makes us distinctive

Children can articulate School Priorities

Learning Attitudes and attributes strengthened leading to highly engaged and effective learners .

Children can articulate what they can do and what they need to do next to improve ( Links to school's Marking Policy )

Next Steps

### **Leadership & Management**

#### **Key Objectives**

- to review the long – term future of the school with respect to academisation / federation ( Governor Action Plan-GAP )
- to develop and improve the school building (GAP)
- Continue to Strengthen FGB (GAP)
- SIAMS ( GAP)
- Develop Pupil mentoring programme

- Succession Planning – Subject Leaders REVIEW (succession planning skills planned / targeted CPD where necessary )

### Priority 2: Quality Teaching and Achievement and Standards

#### • Key Priority : Teaching is consistently good leading to outstanding across the school

##### Background to Priority

Overall the quality of teaching, learning and assessment is good. However, there was also evidence of some inconsistencies in pedagogy which we have begun to address in order to secure further improvements. A key priority is to ensure ALL pupils are making good or better progress through quality first teaching, an intervention programme and quality CPD and Appraisal procedures for all staff. In an effort to sustain and strengthen the quality of teaching, we have adopted a whole school approach to the teaching of Grammar, Punctuation and Spelling and implemented the RWI programme in Reception and KS1. We have also introduced Maths No Problem in Year 1. Staffs continue to be fully involved in evaluating and improving the quality of teaching and learning, which remains at the heart of all we do. ( See : '*Planning for Progress*' 'High Quality Formative Assessment' that forms part of our '*Assessment Policy*' September 2016

- Maintain the FOCUS on developing High Quality Formative Assessment to further enhance the quality of teaching and learning, with a particular focus on Marking /Effective feedback ( oral and written ) Teacher - Pupil ; Pupil to Pupil ( *Appraisal Focus 2016-17* )
- Continue to ensure planning reflects new expectations and key learning objectives are identified and repeated in several contexts to ensure a depth of understanding
- Continue to ensure planning is linked tightly to children's next steps to ensure at least good rates of progress for all groups ; expectations are consistently high
- Immediate intervention - begin to develop this across the school -'keep up not catch up'
- Embed the revised assessment procedures linked to the New Curriculum and ensure this is understood by all( *Assessment Policy Drafted 2016* )
- Ensure Science assessment is secure

##### Governors Monitoring :

- Literacy and Maths monitoring – book scrutiny – Are there visible signs of progress as a result of effective marking
- Data Analysis / HT executive summary

**OUTCOME/IMPACT**

Teaching is consistently good leading to outstanding, resulting in at least good outcomes for all.

Middle leadership is strengthened

Teachers are consistently following Assessment Policy

Children know what they are doing well and what they need to do to improve

Assessment is consistently informing planning and the curriculum is well matched to the needs of the children

Increased consistency in assessments due to moderation

Gap is closing

Increased motivation and engagement amongst pupils

Learning vocabulary developing

Parents taking an increasingly active role in their child's learning

Increased awareness and understanding of the raised expectations

Increased number of volunteers

Staff needs audited

CPD planned

Assessment procedures for assessment in Science are clear and understood by all

Increase in staff confidence

Next Steps

**Key Objectives**

> Assessment

- Meaningful , manageable marking that moves children on – revisited ( Appraisal Focus 2017-2018)
- Embed Summative Assessment Cycle
- Further develop children’s assessment skills – improvement /editing skills (KS2)
- Develop pupil mentoring programme

> Further Develop Assessment and the teaching of Science ( Linked to A& S & L& M)

> Maths no problem – Training and implementation in Years 2and 3

**Priority 3: Achievements and Standards**

- **Key Priority: Standards& Achievements( ATTAINMENT & PROGRESS) Writing , Spag and Science are at least line with 2017 national in EYFS , KS1 and KS2 ( focus groups : Boys / SEND / PP) ; Increase the percentage of children achieving Greater depth at the end of EYS KS1 AND 2**

**Background to Priority**

2014-15 progress from the end of KS1 to the end of KS2 was significantly below National Average (NA) for all pupils in Maths and Writing ;

- Boys progress in writing and girls maths was below the national average;
- Attainment in MA was significantly below NA at L4B
- Gender gap – girls outperformed boys in RD WR & Grammar
- the percentage of children in Y6 attaining the National Standard in RD WR and MA combined has been below the National Standard for two years ( 2014 -2015 & 2015-2016 )

Our 2015-2016 Attainment in KS2 at the end of 2016 was below NA in MA, WR.

We highlighted these priorities on our 2015-2016 SDP and progress towards addressing these issues has been made ( see : Review of 2015-2016 School Development Plan ; Maths , Literacy and SENCO reports to FGB – Summer 2016 ; SEP report ) Our aim is to build of the success last year in an effort to close the gender gap and ensure all our children’s needs are met through high quality teaching and assessment ( See Priority 2)

- Continue to close the gender gap in Maths and Writing ( Appraisal Focus 2016-17)
- Progress is at least good for ALL groups
- Very Able pupils – **increase percentage of children achieving higher standard in writing /Reading / Maths at the end of KS1 and 2**
- **Sustain improvement in Phonics and increase the percentage achieving the standard at the end of Year 2**
- **Increase attainment in Science ( particularly girls ) – See Priority 2: Quality Teaching and Achievement and Standards**

#### **Governors Monitoring :**

- FGB meetings – Headteacher’s Executive Reports
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**OUTCOME/IMPACT**

Teachers are more confident in delivering effective maths lessons

Children are more engaged with maths and make good progress/ attain more highly

Teachers are more secure in their judgements

Children remain very positive about Maths

Teacher is confident and effective using the approach

Children in year 1 make accelerated progress and attainment is raised

Calculation policy understood and being consistently followed

Parents increased understanding of methods and how to support children

Children making good progress and using secure calculation methods to solve increasingly difficult problems

Staff know what methods to teach, when to teach them and how to teach them effectively

Children make at least expected progress in SPAG

Phonic assessments at least inline with National

Increase in the percentage of children reaching the phonic standard at the end of year 2

Data evidence/ children's work shows this/ staff can show evidence of children improving

Coverage of NC is more evident and effectively builds in time to review, recap, practice and apply

Consistency

Children applying skills / knowledge in their writing

Boys have narrowed the gender gap

Writing percentages are closer to NA.

Teachers are more secure in their judgements

Key skills are consistently planned for and delivered ; Children are more readily applying these to their writing across the curriculum

Teachers have increased confidence and skill in how to teach writing

Children ( particularly boys ) exhibit an increased stamina for writing

**SEE OUTCOMES 2016-2017 EXECUTIVE SUMMARY TO FGB SUMMER 2017**

Next Steps

**Key Objectives**

Maintain and build on successes from 2016-17

- Maths Expected KS2
- BOYS RD & WR – continue to close gender GAP
- Science
- RD at Greater Depth ks2

**Priority 4: Behaviour and Safety and Well Being**

Key Priorities

- To ensure Safeguarding Procedures are Outstanding
- To further increase the children's responsibility for their own learning and behaviour
- To ensure attendance remains at least good for all groups ( FSM / PP/ SEND)

Background to Priority

Last year lesson observations and learning walks revealed children had a good sense of belonging and an increased understanding of collective responsibility . The level of reported incidents of poor behaviour was low ; 100% of Parents reported that their children felt safe at school ( Questionnaire April 2016) ; 100% of Parents reported that the school ensures behaviour is good ( Questionnaire April 2016).Pupils displaying positive attitudes and confidence has grown ( Lesson Observations / Monitoring File / SEP Reports)and we aim to strengthen this further , moving behaviour to outstanding

- Review existing Safeguarding procedures
- Embed e-safety Curriculum – further raise awareness of cyber bullying
- Health & Safety Audit

- Further Embed Learning ATTITUDES to increase responsibility in relation to the pupils learning and behaviour
- Continue to rigorously monitor attendance , particularly key groups ( Disadvantages – FSM / PP ; SEND)

**Governors Monitoring :**

- Annual Safeguarding Audit
- Learning Walks
- Health and safety checks termly ; Health and safety Audit

**Outcome /Impact**

Children displaying positive learning attitudes and behaviours

Children increasingly confident to assess their own and other work

Staff employing a wide range of AFL strategies to engage children in their own learning

Attendance is at least 97%

All children are attending regularly ( 95% + )

All stakeholders are clear about the expectations and the importance of regular attendance

Health and safety is at least good

Reported incidents remain low

All stakeholders aware of their responsibilities in ensuring the safety of all .

Children moving around the building calmly

Children settling to tasks quickly

Continuous provision

**Playtimes – few reported incidents of inappropriate behaviour**

Next Steps

Revisit our behaviour procedures / Values / School Charter

\* Attendance – ensure high levels of Attendance are maintained

\* Mentoring – Linked to L& M / Teaching

\* Safeguarding – ensure procedures and training are strengthened