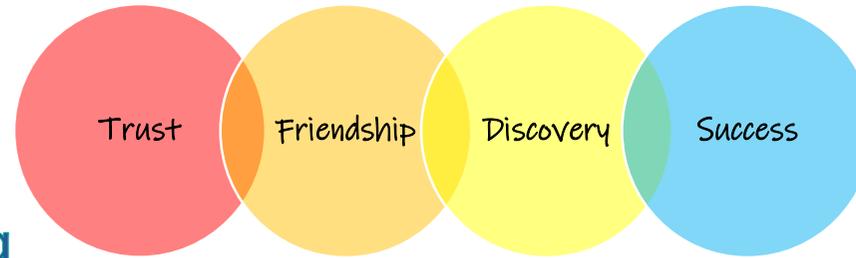




Nova Primary School Improvement Plan- 2020-21

Our School Values are...



#wherewebelong

#nostartooofar

Our Three Year Vision for 2020-2023 is...

1. The Nova curriculum prepares all learners for a diverse and rapidly changing world
2. Achievement is high in all subjects, for all levels of need
3. The Nova staff team are highly skilled, reflective practioners and leaders

Our Key Aims for 2021

- 1 Increased attendance across key stages
- 2 Outstanding culture of safeguarding
- 3 Consistently positive behaviour
- 4 Increased achievement in RWM across key stages
- 5 Raised achievement for SEND children
- 6 Consistent excellence in teaching
- 7 Strong curriculum intent
- 8 Clear plan for the future of Nova





Vision	Year 1	Year 2	Year 3
<p>1. The Nova curriculum prepares all learners for a diverse and rapidly changing world.</p>	<ul style="list-style-type: none"> - Curriculum is meaningful, authentic and has pupils' wellbeing and mental health at its core; - Curriculum intent is understood and evidenced in children's learning; - Diversity is explored organically and explicitly across the whole school curriculum; - Books are central to the curriculum's development. 	<ul style="list-style-type: none"> - Nova is technologically equipped to meet the computing curriculum; - Nova pupils are co-agents in the curriculum journey- they use their knowledge and skills to question and challenge what they know about the world. 	<ul style="list-style-type: none"> - Nova pupils define themselves as global citizens; - Every child can demonstrate expertise in a wide range of subjects and have access to opportunities to develop their personal strengths and passions to a high standard.
<p>2. Achievement is high in all subjects, for all levels of need.</p>	<ul style="list-style-type: none"> - Appropriate provision and intervention are having a positive impact on all children's progress and achievement in English and maths; - Teaching is consistently good or better and pupil progress is evident in all curriculum areas of the curriculum; - All stakeholders have high expectations for all children; - Published data shows clear improvements in achievement. The gaps for vulnerable learners begin to diminish. 	<ul style="list-style-type: none"> - Children with identified additional needs make good progress; - Teaching is outstanding; - Published data shows clear improvements in achievement. The gaps for vulnerable learners diminish further. 	<ul style="list-style-type: none"> - Teaching standards are sustained and outstanding practices embedded that consistently impact on pupil achievement; - Published data shows clear improvements in achievement.
<p>3. The Nova staff team are deeply skilled, reflective practitioners and leaders.</p>	<ul style="list-style-type: none"> - Roles are clearly defined and understood, yet staff retain scope to develop their practice through CPD and research; - Team culture enables reflection, discussion and sharing of best practice; - Leaders at all levels effectively implement appropriate programmes 	<ul style="list-style-type: none"> - Staff work collaboratively to develop their practice; - Staff research and innovation informs school improvement; - Team culture promotes high levels of staff wellbeing and engagement; - Leaders are highly effective in school improvement. 	<ul style="list-style-type: none"> - Team culture is a strength- staff retention is high, though staff are supported to fulfil career ambitions - Leaders innovate and promote positive change, leading to exceptional school improvement





	or practices that lead to improvement		
--	---------------------------------------	--	--





Improved Attendance

Leadership and Management: Leaders have a strong grasp on patterns of attendance and can demonstrate impact of actions

Overall attendance improves in line with Local Authority statistics for 2020-2021

The school can demonstrate improvements in attendance, recognising that data may be skewed by the COVID-10 global pandemic

Attendance team works effectively and with clear lines of communication and distributed responsibility

Systems are watertight and understood by all stakeholders

Every family that needs it has been challenged with regards to attendance

Reduction in unauthorised absences

Previous persistent absentees show improved attendance and less are a cause for concern

Outstanding Culture of Safeguarding

Leadership and Management: There is a clear team-led approach with structure and organisation of long and short-term roles; nding culture of safeguarding

There is a clear team-led approach with structure and organisation of long and short-term roles;

Safeguarding Team members feel their wellbeing looked after and their resilience levels have grown;

Safeguarding Team are knowledgeable with CPD in all key areas;

All staff use safe-guarding procedures confidently and have a broad overview of safeguarding in all areas with key focus in 2020 on domestic abuse, peer on peer abuse and child sexual exploitation;

Safeguarding routines and expectations are permeating school environment and all stakeholders can pinpoint how, including Nova pupils;

Nova Local Authority Safeguarding Audit actions are rated 'green';

Children who have directly or indirectly experienced domestic abuse are planned for and supported with expertise and therapeutic care.

Achievement in RWM

Leadership and Management: Leaders at all levels are knowledgeable about children's achievement data and effectively implement appropriate programmes or practices that lead to improvement;

All stakeholders have high expectations for all children;

Achievement of children is monitored closely and assessment information is used effectively to promote progress; *(also see T&L strand 5)*

Teaching is consistently good or better and pupil progress is evident in reading, writing and maths *(see T&L strand 5 and subject action plans)*

Leaders at all levels are knowledgeable about children's achievement data and effectively implement appropriate programmes or practices that lead to improvement.

Appropriate provision and intervention are having a positive impact on all children's progress and achievement in English and maths;

Published data shows clear improvements in achievement;

The gaps for vulnerable learners begin to diminish.

Raised achievement for SEND children

Leadership and Management: Leaders are knowledgeable about SEND achievement at Nova and staff are supported in providing effectively for all children.

There is clear evidence of progress for all children with SEND, linked to their individual needs

All teachers demonstrate a robust knowledge of how to meet the needs of children with SEND in their classes

All teachers show initiative in assessing, planning, doing and reviewing the provision in place for children with SEND needs in their class so that they continue to make progress

SEND children across the school are valued and their individual strengths and achievements are celebrated

Appropriate funding for children with SEND is secured

Support staff are well led and managed by Teachers with the support of the SENDCo

Class data begins to show increased progress for children with SEND appropriate to their needs

Parents feel that their children with SEND are supported well and make good progress at Nova Primary School

Nova Primary School Improvement Plan- Success Criteria 2020-21

Consistent excellence in teaching

Leadership and Management: Leaders at all levels are knowledgeable about the quality of teaching and effectively implement appropriate programmes or practices that lead to improvement in teaching.

Leaders at all levels are knowledgeable about the quality of teaching and effectively implement appropriate programmes or practices that lead to improvement in teaching.

Teaching is consistently good or better and pupil progress is evident in all areas of the curriculum;

Teachers and teaching assistants develop their practice and pedagogy through appropriate feedback, CPD and research

Team culture enables reflection, discussion and sharing of best practice;

Assessment information is used effectively to promote progress;

Learning environment support positive learning behaviours for all children;

Teaching is consistently good or better and pupil progress is evident in all curriculum areas of the curriculum.

Strong curriculum intent

Leadership & Management: Subject leaders, with support from the senior leadership team, develop as autonomous, effective leaders;

Curriculum intent is understood and evidenced in children's learning;

Curriculum is meaningful and authentic;

Curriculum has pupils' wellbeing and mental health at its core;

Subject leaders are knowledgeable about the quality of teaching and learning in their subject and can effectively implement appropriate programmes or practices that lead to improvement in teaching;

Diversity is explored organically and explicitly across the whole school curriculum;

Children have opportunities to develop their core skills of reading, writing and maths across the wider curriculum. (Assessment is appropriate, informative and takes account of teacher workload across the curriculum;

Teaching is consistently good or better and pupil progress is evident in all areas of the curriculum.

Consistently good behaviour and attitudes to learning

Leadership and Management: Leaders have built on improvements in behaviour over the year, supporting staff and developing best practice;

Monitoring systems for behaviour allow leaders identify trends and act accordingly;

Data clearly shows a decrease in behavioural incidents and fixed term exclusions from last year

Children with significant SEMH challenges have their needs met

In classes, children quickly pay attention when signalled, listen in lessons, participating respectfully

In lessons, children are interested and focused on the learning objectives

In class and on the playground, children work and play harmoniously- they are able to manage disputes with minimal support and do not allow them to impede their learning

Movement around the school is safe and calm

Clear plan for future of Nova

Leadership and Management: Leaders manage change, maintaining strong focus on staff wellbeing and minimal disruption to school life

The school is prepared for reduction to one-form entry in September 2021

The school avoided need for one-form entry for September 2022

The school has a forecasted 5-year budget plan that negates further reduction in classes

The school has submitted and been successful in gaining grants/funding applications

The school is well-advertised and promotional events are well intended or the school has a clear marketing strategy in place resulting in well attended promotional events

NOR is increased across all year groups

The work of the governing body has demonstrable impact on the strategic success of the school