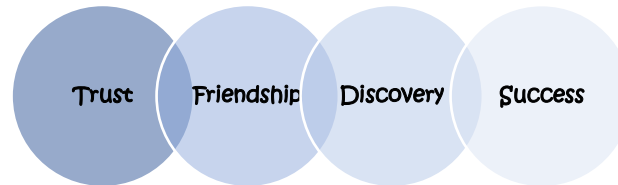


Nova Primary School Development Plan Overview- 2024-25



Our School Values



#walkforward

Vision	Year 1-	Year 2	Year 3
<p>1. Dynamic education</p>	<p>Teachers adapt the curriculum based on class needs, strengths and interests.</p> <p>Teachers feel brave to take risks and reflect on their pedagogy.</p> <p>Children are engaged and motivated to learn in lessons.</p> <p>Leaders provide innovative ways for teachers to develop their practice and pedagogy.</p> <p>A range of experiences enhances the curriculum.</p> <p>Subject curriculums are reviewed and developed to ensure planning sequences over time support retention of knowledge</p>	<p>Children are agents within the curriculum and their learning is deeper and richer.</p> <p>Teachers and leaders collaborate to improve their pedagogy.</p> <p>Children show high levels of engagement and motivation.</p> <p>Children demonstrate good retention of knowledge across all subject areas.</p>	<p>Teachers are highly skilled and knowledgeable to provide bespoke curriculums tailored to the children they teach.</p> <p>Teachers and children are co-agents, learning together.</p> <p>A culture of challenge and support is established between our teaching team.</p> <p>Children are successful in retaining and applying their broad knowledge across the curriculum.</p> <p>The curriculum is highly successful.</p>
<p>2. Fulfilled lives</p>	<p>Children are proactive in using strategies to support their own health and wellbeing.</p> <p>Our staff team seek opportunities to support the children to work with our community.</p> <p>Current strategies for supporting personal development are embedded and effective.</p> <p>The health and wellbeing of all stakeholders is prioritised.</p> <p>A new offer of enrichment opportunities and wraparound care is developed.</p>	<p>Children are aware of their place and purpose within the community.</p> <p>Children have access to a variety of enrichment activities.</p>	<p>Nova pupils belong. They are champions of health and wellbeing within our community.</p> <p>Children explore their talents and interests through new and exciting enrichment activities.</p>
<p>3. Bright futures</p>	<p>New opportunities for children to learn about future pathways are planned for.</p>	<p>Children benefit from planned opportunities to learn about future pathways.</p> <p>Staff continue to learn and develop through their CPD, feeling supported in their careers.</p>	<p>Children are inspired and aspirational when talking about their futures.</p> <p>The impact of staff training is evident and improves the quality of education.</p>

	<p>Leaders continue to promote opportunities and support staff seeking continued professional development.</p> <p>A strategy for retention, recruitment and succession planning is developed; potentials for site future are explored.</p>	<p>Staff feel guided and supported through any school and staffing change.</p>	<p>Nova continues to be a school and employer of choice; the site is developed to meet Nova and Bristol's growing need.</p>
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Success Criteria 2024-25 #walkforward

<p>1. Quality of Education To improve outcomes for all groups through adaptive teaching</p>	<ul style="list-style-type: none"> -Nova teaching team understand and recognise the four broad areas of special educational need and implement strategies to effectively overcome any barriers to learning -Inclusive and sensory-friendly strategies and provisions to support and increase engagement in learning are researched and planned for -Nova teaching team make accurate and productive use of assessments to provide responsive support for identified pupils. -Nova teaching team identify and plan gaps in essential learning across the curriculum -Teaching assistants and learning support assistants are deployed effectively using DELTA principles.
<p>1. Leadership and management To join an academy trust with the support of all stakeholders</p>	<ul style="list-style-type: none"> -The school will have joined its chosen trust -Stakeholders will feel informed, included and cared for throughout -Systems and processes are implemented, realigned and understood -Trust intervention and monitoring are welcomed and bring about positive development -Pupils know they are part of a new, bigger family, but feel safe and assured that their school culture is strong
<p>2. Personal Development To respond to the changing demographic of the school and needs of the community</p>	<ul style="list-style-type: none"> -Families feel welcomed and encouraged to share information about their backgrounds, cultures and beliefs and this influences school development -All stakeholders understand the new attendance policy and its increased rigour - The safeguarding team, and ultimately all staff are as upskilled as possible in topical safeguarding issues -Community services feel welcome into the school (healthcare/police etc.) and families become used to their presence -The diverse languages of the school are more widely represented in communications and visuals -More families are reached to give advice, support and opportunities for engagement with their child's education
<p>3. Behaviour and Attitude To improve quality of play and interactions in unstructured times</p>	<ul style="list-style-type: none"> -Children are equipped with resources and personal tools to effectively navigate social interactions in unstructured play times -Deployment of SMSAs, TAs and LSAs provides targeted support to the needs of additional identified children -There is a shared understanding and responsibility for safe and inclusive transitions amongst all stakeholders