

Nantwich Primary Academy and Nursery – School Improvement Plan 2022 – 2023



NPA's Pathway to Success September 2022

Strategic Priorities (Intent)	
2022 - 2023	
Quality of Education	<p>*To ensure all pupils (inc groups) make good progress from their starting points, raising attainment across EYFS, KS1 and KS2 through high quality teaching across the curriculum. Focus: Maths fluency, Oracy and Phonics and Digital technology</p> <p>*NPA's curriculum intent and implementation are embedded across the school so that work is of consistently high quality and learning experiences support pupils' quality outcomes (impact).</p>
Behaviour and Attitudes	<p>*To ensure pupils have consistently positive attitudes and commitment to high standards of learning behaviours in their education (Reflectiveness, Resilience, Resourcefulness, Responsibility).</p> <p>*To secure consistently high attendance for pupils across the school ensuring a reduction in the rate of persistent absenteeism (Responsibility).</p>
Personal Development	<p>*To enhance cultural capital opportunities through a range of rich curriculum experiences, enabling all pupils to develop a range of talents and interests.</p> <p>*To ensure NPA's development of pupils' character is carefully planned, considered and embedded in the curriculum (Reflectiveness, Resilience, Respect, Relationships, Resourcefulness, Responsibility).</p>
Leadership and Management	<p>*To empower Leaders at all levels in focusing relentlessly on improving the quality of education across the curriculum demonstrating consistently strong curriculum provision, teaching & learning delivery and evidential assessment related outcomes.</p> <p>*To ensure all governors are robust and rigorous in securing a strategic and sustained approach to school improvement by holding leaders to account for the quality of education, ensuring all pupils are achieving well.</p>
Early Years	<p>*To ensure pupils are deeply engaged and sustain high levels of concentration within all areas of learning/all aspects of provision, through careful planning and skilled intervention from practitioners based on embedded foundations, leading to improved outcomes.</p>

Most recent OFSTED inspection	Key actions from OFSTED inspection
December 2018	<p>Improve the quality of teaching and learning, and thus further enhance pupils' progress in reading and mathematics, by ensuring that:</p> <ul style="list-style-type: none"> – Pupils, especially those in key stage 2, read for pleasure and explore the work of a range of different authors – Key Stage 2 pupils, particularly the most able, are consistently challenged in these subjects. <p>Pupils benefit from an excellent curriculum which develops their reading, writing and mathematical skills well. However, pupils, especially the most able, are not fully challenged in their learning. Some do not attain the standards of which they are capable.</p> <p>Pupils' knowledge of different authors and writing styles is not as comprehensive as it should be. Opportunities to read for pleasure are limited.</p>

Quality of Education Priorities

INTENT	IMPLEMENTATION	IMPACT
Priority	Action	Monitoring / Progress Measures
<p>To ensure all pupils (inc groups) make good progress from their starting points, raising attainment across EYFS, KS1 and KS2 through high quality teaching across the curriculum. Focus: Maths fluency, Oracy and Phonics and Digital technology.</p> <p>NPA's curriculum intent and implementation are embedded across the school so that work is of consistently high quality and learning experiences support pupils' quality outcomes (impact).</p>	<p>Curriculum September 2022</p> <ul style="list-style-type: none"> *Targeted Interventions (inc PP & tuition plans) implemented and 'groups' carefully monitored in order to demonstrate impact of evidence – informed strategies. JM LB *Through research, strengthen the use of Teaching and Learning development materials to ensure consistently high quality teaching for all pupils (inc groups) across the curriculum (supported through a triad lesson study model). SLT SLs *Strengthen AfL strategies by developing and utilising research based strategies inc. low stakes quizzing and use of Knowledge Organisers and Catchers across all subjects. *Refine curriculum planning approaches in order to strengthen the evidence of mastery and challenge within all wider curriculum subject areas ensuring strong evidence of skills and knowledge progression across all subjects. *Continue to develop wider curriculum provision to ensure evidence of exemplary practice and showcase outstanding learning, i.e. pupils have detailed knowledge of aspects of the curriculum. *Embed retrieval practice in teaching across all year groups so that children remember more and that learning builds on prior knowledge. *Subject leaders demonstrate secure subject knowledge including pedagogy and use of new technology; keeping up to date with developments in their curriculum areas (e.g. Ofsted subject reviews). *Support colleagues' professional development of subject pedagogy and the use of new technology (via coaching, training and utilisation of CPD from BTSA) through, signposting effective practice, providing advice and feedback, resources and staff training. <p>Maths Fluency September 2022</p> <ul style="list-style-type: none"> *Embed Maths basic skills sessions, with a focus on basic skills applied consistently throughout the curriculum. Children are explicitly taught to acquire, rehearse and apply their knowledge through Mastery (CPA). *EYFS/KS1 staff engage with Mastering Number NCETM programme sharing good practice across whole school. <p>Oracy, Phonics and Reading September 2022</p> <ul style="list-style-type: none"> *Provide explicit opportunities for pupils to speak aloud with confidence and enthusiasm, developing conversation, focussed listening and appropriate responses. 	<ul style="list-style-type: none"> *Gaps identified and planning adjusted in order to meet the needs of all pupils. *Interventions planned, implemented and monitored to support progress. *Support for learning is carefully targeted and tailored in order to enable children to access learning but not to become dependent upon adult intervention *Quality of work demonstrates effective targeting of support as well as progression in skills, knowledge and outcomes. *Explicit teaching of metacognitive strategies enables pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. *Data indicates good progress towards EOY targeted outcomes. *Lesson structures and activities enable children to develop deep thinking and meaningful experiences bring learning alive. *Knowledge organisers, low stakes quizzing and other strategies used regularly across school. Knowledge Catchers evidence progress in knowledge acquisition. *Medium term plans for all subjects refined so that there is effective sequencing of learning across all non-core areas incorporating any changes due to new frameworks and/or gaps in learning. *Short term planning demonstrates consideration of challenge for all pupils and clearly demonstrates effective sequencing and progression in learning. *Pupils' learning demonstrates that they know more and are remembering more leading to improved outcomes across all non-core subjects. *Quality of work, in all non-core subjects, demonstrates that pupils are learning the right things in the right order, prior knowledge is built upon and good progress is made. *Monitoring demonstrates the development of pedagogy and effective teaching and learning across all subject areas with implementation clearly aligned to intent. *Moderation of outcomes demonstrates accuracy of assessment e.g. quality of work supports reported outcomes

	<p>*Embed Little Wandle Letters and Sounds program of phonics underpinning early reading and writing through a clear structure and rigorous monitoring of progression from Nursery to Year 2. ET</p> <p>*Provide increased opportunities for pupils to read fluently in different contexts (collaborative working across the curriculum, debate and discussion, oral presentation/recital etc). SD</p> <p>*Further develop wider school community engagement strategies to enhance oracy and reading for pleasure e.g. Parent & Carer reading volunteers / Book events/ Book Fairs and Family Reading Challenges, oracy competitions, Book Trust workshops etc.). SD</p> <p>Digital Technology November 2022</p> <p>*Launch NPAs Digital Strategy introducing ipads to pupils and parents. LB EL</p> <p>*Implement targeted CPD building upon current staff skills/knowledge ensuring effective use of Ed Tech Leader and Digital Champion. LB EL LM</p> <p>*Evidence use of technology across the curriculum ensuring each SL has clear understanding of implementation and impact in the subject. LB EL LM</p>	<p>*Current phonics provision monitored and outcomes at end of EYFS, Years1 and 2 are in line with national comparatives.</p> <p>*Actions to address the needs of bottom 20% are clearly communicated and delivered by all staff. Effective phonics provision evidenced across the school with high expectations for all pupils.</p> <p>*Staff members are confident in delivering Little Wandle Letters and Sounds in their immediate phase and know the prior learning and further phonic development that their children will need.</p> <p>*Appropriate support is available to increase staff knowledge and confidence in delivering phonics.</p> <p>*Phonics resources are well matched and updated in line with DfE guidance and needs of pupils.</p> <p>*TA's effectively deployed within all lessons to enable all readers to contribute fluently to class reading and in one to one reading times.</p>
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Evaluation	
Term 1 - Autumn	
Term 2 – Spring	
Term 3 - Summer	

Behaviour and Attitudes		
INTENT	IMPLEMENTATION	IMPACT
Priority	Action	Monitoring / Progress Measures
<p>To ensure pupils have consistently positive attitudes and commitment to high standards of learning behaviours in their education (Reflectiveness, Resilience, Resourcefulness, Responsibility).</p> <p>To secure consistently high attendance for pupils across the school ensuring a reduction in</p>	<p>Positive Learning Behaviours</p> <p>*Proactively enact the school's Positive Behaviour Policy and Values based on Prof Guy Claxton's The 6R's at all times by all staff.</p> <p>*Revisit non-negotiables to ensure learning environment and learning resources within lessons enable all pupils to independently engage promptly and focus on the lesson outcome.</p> <p>*Promote and reinforce opportunities for children to succeed and be rewarded for positive attitudes and learning behaviours through Class Dojo points and Values recognition.</p> <p>*Further develop pupil leadership roles in school so that they make a tangible contribution to the life of the school e.g. members to meet with classes to discuss changes and improvements to the school. Implement actions.</p> <p>*Further develop the quality of outdoor play by maintaining quality resources and strengthening training (e.g. Play Leader CPD, social skills training) for all.</p>	<p>*Behaviour is consistently strong and promotes purposeful and positive relationships across the school.</p> <p>*Pupils enjoy school and are highly motivated towards their learning – displaying resilience, perseverance and pride in all areas of the curriculum.</p> <p>*Children and staff's achievements are celebrated within school and across the wider school community.</p> <p>*School and Community projects planned and developed by School Council with support of school leaders.</p> <p>*Regular targeted communication of attendance and punctuality expectations sees figures improve.</p> <p>*Specific groups /families are identified and supported resulting in improved attendance for children.</p>

<p>the rate of persistent absenteeism (Responsibility).</p>	<p>*Promote e-safety work, across the school as well as directly with parents/carers, in order to minimise the negative impact of online behaviour outside of school.</p> <p>Attendance *Track attendance for groups of children where historical attendance has been a concern and those new to NPA. *Continue to promote punctuality at school through drop off window and target lateness and leave of absence requests (specifically holidays). *Provide support via a range of strategies to ensure compliance with attendance expectations including targeted support meetings and if necessary use of Penalty Notices.</p>	
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Evaluation

Term 1 - Autumn	
Term 2 – Spring	
Term 3 - Summer	

Personal Development		
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INTENT	IMPLEMENTATION	IMPACT
Priority	Action	Monitoring / Progress Measures

<p>Ensure the mental and physical health of our pupils and staff is a high priority for all.</p> <p>Ensure NPA's development of pupils' character, talents and interests are carefully planned, considered and embedded in the curriculum (Reflectiveness, Resilience, Respect, Relationships, Resourcefulness, Responsibility) developing their cultural capital.</p>	<p>Mental Health and Well being</p> <ul style="list-style-type: none"> *Review effectiveness of current Well Being Charter and implement continued improvements. *SMHL training to be completed and action plan drafted and initiated. *Further CPD for MH champions undertaken and actions implemented. *Additional training for all staff about teaching pupils how to keep mentally healthy implemented. *Ensure Mental well-being and health is embedded and consistently delivered as part of the PSHE curriculum. *Implement effective procedures for raising concerns around pupils' SEMH using safeguarding systems and regular pastoral meetings. *SLT to ensure that expectations of all staff are clear, reasonable (work-life balance taken into account) and effectively communicated. *Continue to embed and deliver well -being opportunities for KS1 and 2 pupils using e.g. breathing and meditation techniques. <p>Pupils' Character, Talents and Interests</p> <ul style="list-style-type: none"> *Reintroduce opportunities for pupils to nurture and showcase talents e.g. performance skills (via assemblies and shows), sporting and academic skills (via competitions) and increase opportunities to sample new interests. *Deepen children awareness and understanding of Equality and Diversity by ensuring it is woven through our school curriculum e.g. protected characteristics. *Review curriculum plans, in collaboration with the PHSE curriculum to ensure that Equality and Diversity permeates through all areas of the Curriculum. *Promote pupils' broader personal development, as well as SMSC development by explicitly teaching and applying school Values throughout the curriculum. *Annual visits/visitors planned to local places of worship for each phase and linked to the religions being studied. 	<ul style="list-style-type: none"> *Appropriate CPD identified and undertaken, for individuals / groups of staff. *All staff are aware of and confident in their roles in terms of children's Mental well-being. *Children and adults know who to turn to for support with mental well-being. *Children and adults know some ways to stay mentally healthy. *Vulnerable pupils identified promptly and in school / external support is in place for identified pupils. *Staff know what is expected of them, how and when to meet expectations. *Staff are enabled and motivated to fulfil roles effectively. <ul style="list-style-type: none"> *Family lunch days increase parent engagement in school meal offer and support healthier lunch choices. *Wider enrichment opportunities renewed across the school. <ul style="list-style-type: none"> *Whole school ethos of celebrating differences and diversity in both the school community and the wider community. *Pupils awareness of diversity and understanding of equality is identified through curriculum plans and captured during pupil conferencing. *Diversity and Equality within the school and our community is shared and celebrated in pupils work/displays. *Pupils engaged in events and activities that promote citizenship. *Visits/Visitors to different faiths places of worship take place.
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Evaluation	
Term 1 - Autumn	
Term 2 – Spring	
Term 3 - Summer	

Leadership and Management		
INTENT	IMPLEMENTATION	IMPACT
Priority	Action	Monitoring / Progress Measures

<p>To empower Leaders at all levels in focusing relentlessly on improving the quality of education across the curriculum demonstrating consistently strong curriculum provision, teaching & learning delivery and evidential assessment related outcomes.</p> <p>To ensure all governors are robust and rigorous in securing a strategic and sustained approach to school improvement by holding leaders to account for the quality of education, ensuring all pupils are achieving well.</p>	<p>Leadership</p> <ul style="list-style-type: none"> *Continue to raise expectations that all pupils can achieve with a focus on groups of pupils (disadvantaged, SEND and more able) receiving support including effective deployment of adults, scaffolding, explicit instruction, flexible groupings and metacognitive strategies. * Promote opportunities for leadership growth, e.g. NPQs, as part of a succession planning strategy and a commitment to supporting the staff team and other schools inc. Peer to Peer (Andy Philips). * Build on previous leadership coaching by maintaining good practice so that new and existing leaders work strategically, lead decisively and have an accurate self-evaluation of their subject or area of responsibility (inc. recognising and celebrating the strengths of the school and even better if's). *Ensure effective CPD /coaching for leaders meets specific needs so that staff are familiar with areas beyond their immediate expertise (e.g. EYFS) and can support staff effectively in these areas. SLT CL *Ensure consistency in the standard and approach of High Quality Teaching and Learning across the school, auditing, moderating and monitoring actions implemented to improve outcomes. SLT CL *Implement subject specific evidential assessment practices enabling purposeful outcomes for pupils and staff e.g. Knowledge Catchers. <p>Local Governing Committee</p> <ul style="list-style-type: none"> *Strengthen governance within school by increasing opportunities for governors to engage in MRE cycle, understanding the impact of actions. *Through planned CPD, build the expertise of existing and new governors, so that they confidently fulfil their strategic duties across the school. *Develop governors' profile in the school community through communication with wider stakeholder's e.g. greater visibility in school at events and on school website and other school communications. 	<ul style="list-style-type: none"> *Monitoring, Review and Evaluation is systematically used to ensure high quality education across all curriculum areas. *A clear and consistent approach to quality first teaching is evidenced across the school. High expectations lead to high outcomes of learning. *Feedback is accurate and developmental in terms of better practice and outcomes – WWW / EBI *Teacher Assessment judgements moderated with partner schools and agreed. *Good practice and exemplar work shared and impactful. *Phase and Curriculum Leads are familiar with the learning journey for their subject /expectations for different phases and provide advice and support based on latest developments. *Expertise of staff utilised to support CPD and develop practice of colleagues. * Annual surveys, and conferencing opportunities provide positive feedback about the work undertaken to support families and children. *Governors actively engaged in the monitoring and review process and are better placed to drive and challenge the implementation and impact of this plan. *LGC has the necessary skills to fulfil strategic function as measured against the governor matrix. *Website has improved governance section making the function of the LGC more accessible to parents and for parents to know who the governors are.
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Evaluation	
Term 1 - Autumn	
Term 2 – Spring	
Term 3 - Summer	

EYFS		
INTENT	IMPLEMENTATION	IMPACT
Priority	Action	Monitoring / Progress Measures

<p>To ensure pupils are deeply engaged and sustain high levels of concentration within all areas of learning/all aspects of provision, through careful planning and skilled intervention from practitioners based on embedded foundations, leading to improved outcomes.</p>	<p>*All EYFS practitioners undertake CPD and coaching opportunities in order to deliver and enable high quality EY provision including Lead (NPQ). *Develop expertise and collaboration of staff within EYFS by providing opportunities to work with partner schools to reflect on practice, discuss pedagogy and learn from one another. *Strengthen evidence of challenge within the EYFS curriculum to improve outcomes. *Maximise opportunities to develop oracy & language skills across EYFS in order to support children's development and build a wide vocabulary. *Strengthen partnerships with parents by providing opportunities to involve and engage them in pupils learning, upskilling them in how NPA teach phonics, early mathematics, handwriting etc. *All EYFS staff are aware of those children who are vulnerable and ensure the necessary planned activities and support are effectively delivered and frequently reviewed and adapted.</p>	<p>*Curriculum Leads in other year groups can articulate how EYFS prepares children for future learning. *Collaborative work with colleagues in partner schools allows for best practice to be shared. *Curriculum provision and pedagogy builds progressively and logically across the EYFS and into Year 1 enabling pupils to transition successfully between the key stages. *Planned activities provide opportunities for challenge and extending learning. *Formative assessments are monitored regularly and appropriate interventions actioned promptly to address individual needs. *Parents are more involved in learning provision and are engaged in addressing additional needs.</p>
Evaluation		
Term 1 - Autumn		
Term 2 – Spring		
Term 3 - Summer		