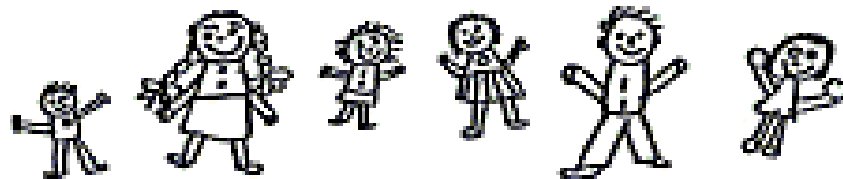




Nyewood CE Infant School

Key Priorities

2023-26



'Smiling, Caring and Learning Together on a Journey with God'

Our key priorities for 2023-26

1. **Engagement and Partnership** - As a consequence of robust strategic planning, Nyewood CE Infant and Junior School have progressed their shared strategic plans, the academisation agenda and secured the joint future of the schools.
2. **School Leadership** - Leadership at all levels is a strength of the school. Curriculum leadership is strong; all subjects have a well-embedded curriculum intent, progression and there are high quality outcomes in **all** areas of learning, for **all** children.
3. **Quality of Education** - Outcomes and attendance for all children are at least in line with national measures. Attainment for children in vulnerable groups has consistently improved; the gap between those children and their peers is below national measures and narrows year on year.
4. **Financial Management** - As a consequence of high-quality business management, strong senior leadership and robust governance monitoring and challenge, the financial stability of the school is restored. As a result, there is no longer an in-year deficit balance.

In order to achieve these we will all:

- Work collaboratively towards a shared vision for the Infant and Junior School partnership.
- Know and understand that we are all leaders, no matter our role.
- Be clear in our roles and responsibilities as leaders and as a consequence secure high quality outcomes for all.
- Take responsibility and robust action to secure improved levels of attendance for all children.
- Recognise our role in raising the attainment for all children, no matter their background or starting points.
- Understand the financial position of the school and how our actions contribute to securing excellence in education within our financial means.

This is a working document based on reflective practice and feedback from children and parents, created by the staff and governors at Nyewood CE Infant School. The purpose of this outline is to drive the key areas for improvement over the coming year.

The key priorities have been developed to link with Ofsted's Common Inspection Framework:

- The quality of education;
- Behaviour and attitudes;
- Personal development;
- Leadership and management;
- Early years education.

At Nyewood CE Infant School our vision is for all children to become happy, confident, independent learners who play an active role in God's world. We strive for educational excellence in a culture which grows children into well-rounded individuals with a love of learning. We measure the success of our school through children's happiness, attitudes and relationships alongside their overall achievement.

Key Priorities	Aims
<p>1. Engagement and Partnership - As a consequence of robust strategic planning, Nyewood CE Infant and Junior School have progressed their shared strategic plans, the academisation agenda and secured the joint future of the schools.</p>	<p>Year 1</p> <ul style="list-style-type: none"> A. Shared governance is in place across the Infant and Junior School through a working party made up of members from both governing boards. B. There is a clear, shared vision for the Infant and Junior School partnership. C. The GB are able to demonstrate a robust process and appropriate reasoning in the strategic decision making around shared working and academisation. D. A decision has been formally made around the academisation agenda and, as a consequence, there is a clear timeline for consultation, formal processes, due diligence. E. Academisation consultation with all stakeholders has been completed and taken into consideration when action planning for the future of the Infant and Junior Schools. F. Detailed due diligence has been undertaken by and of the Infant School in its application to join the MAT. <p>Year 2</p> <ul style="list-style-type: none"> A. Nyewood CE Infant School has formally joined the Bishop Luffa Learning Partnership. B. Nyewood Infant and Junior Schools play instrumental role in the Bishop Luffa Learning Partnership. C. Action planning is in place for the future of the Nyewood CE Infant Schools as part of the academy trust. There is a clear plan for the school structure, development and role in the trust moving forward. <p>Year 3</p> <ul style="list-style-type: none"> A. To be determined once the preceding actions have been completed and success criteria met. This may be adjusted depending on the outcome at each stage of the process.
<p>2. School Leadership - Leadership at all levels is a strength of the school. Curriculum leadership is strong; all subjects have a well-embedded curriculum intent, progression and there are high quality outcomes in all areas of learning, for all children.</p>	<p>Year 1</p> <ul style="list-style-type: none"> A. There is a secure and stable leadership structure, including senior and middle leaders, across the school. B. Leaders at all levels, know and understand their roles, responsibilities and strategic plans. C. All curriculum and key stage areas have a robust action plan which feeds into the overall school development priorities. D. All staff are trained in the therapeutic approach to behaviour management and there is a clear, robust policy in place which outlines this. E. School business management, alongside senior and middle leadership, ensures that finance is used effectively to improve curriculum in line with the school development priorities. F. There is a robust monitoring and evaluation process for all areas of leadership which reflects clear strengths, areas for development and impact from actions taken. G. There is a robust succession plan in place for leadership at all levels. Following a period of instability, the structure and succession planning ensures that areas of leadership will be consistently well-led in the present and future of the school. H. Underrepresented areas of the foundation curriculum have been identified and clear plans are in place for their development through strong leadership, robust CPD and clear curriculum progression. <p>Year 2</p> <ul style="list-style-type: none"> A. Leadership of all foundation curriculum areas is strong. Every middle leader, across the school, and in all areas of the curriculum are confidently able to articulate and demonstrate the strengths and needs of their curriculum area as well as the impact of their leadership. B. Professional development in foundation areas of the curriculum (focus to be determined following outcomes in Year 1) is high quality and clearly improves teachers' subject knowledge and the overall quality of education. C. The therapeutic approach is fully embedded and, as a consequence, pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. D. Monitoring shows that the progression in learning for each area of the curriculum is consistently followed, outcomes are at least expected and the quality of learning and progress in learning is strong from children's starting points. E. Pupil voice shows that children know and understand what they are learning and why in all curriculum areas. F. The school is a hub of excellence in the teaching of early reading' support is provided for other schools within the trust / locality / county, utilising the strength in leadership in Early Reading. G. Changes of school senior and middle leadership are well managed and, as a consequence, the high quality of education is maintained. <p>Year 3</p> <ul style="list-style-type: none"> A. Senior and middle leaders in the school provide support and capacity to other schools as a consequence of their strength in leadership and strong expertise. B. Governors have devised a secure succession plan for the senior leadership of the school. C. Highly effective and well-planned succession strategies mean that staff turnover does not impact the quality of provision and quality of leadership at any level. D. Monitoring shows that teaching and learning in all subjects is strong, progress is rapid and outcomes for all pupils are consistently high.

<p>3.</p>	<p>Quality of Education - Outcomes and attendance for all children are at least in line with national measures. Attainment for children in vulnerable groups has consistently improved; the gap between those children and their peers is below national measures and narrows year on year.</p>	<p>Year 1</p> <ul style="list-style-type: none"> A. Outcomes at the end of the EYFS are above national measures and show strong progress from starting points. B. Outcomes, in the core curriculum, at the end of KS1 are in line with national measures and show accelerated progress from children's starting points coming out of Year 1. C. Outcomes for all children in phonics at the end of Year 1 and retakes in Year 2 are at least in line with national measures. D. The school has undertaken the WS 'Everyone Achieves' project as a pilot school and, as a consequence, there are bespoke strategies in place for improving outcomes and attendance for children deemed disadvantaged. E. The gap in attainment, in all key measures, between children deemed disadvantaged and their peers has begun to narrow from 2022-23. F. The gap in attainment, in all key measures, between children deemed disadvantaged and their peers is at least in line with the national gap in attainment for EYFS, Year 1 phonics and end of KS1 outcomes. G. There has been an overall improvement in attendance of those children deemed disadvantaged and their peers by at least 1% from 2022-23. <p>Year 2</p> <ul style="list-style-type: none"> A. There is a clear and sustained improvement over time at the end of the EYFS; above national measures. B. Outcomes in phonics in Year 1 and core curriculum at the end of KS1 are above national measures. C. Core actions from the 'Everyone Achieves' project have been implemented with clear, measurable, impact on children deemed disadvantaged. D. The gap in attainment, in all key measures, between children deemed disadvantaged and their peers has narrowed to within 10%. E. The gap in attainment, in all key measures, between children deemed disadvantaged and their peers is lower than the national gap in attainment for EYFS, Year 1 phonics and end of KS1 outcomes. F. There has been an overall improvement in attendance of those children deemed disadvantaged and their peers by at least 1.5% from 2022-23. G. As a consequence of strong monitoring and challenge, governors have a secure understanding of the attainment and attendance profile of the school and the core actions and impact around this. <p>Year 3</p> <ul style="list-style-type: none"> A. Attendance for children deemed disadvantaged is broadly in line with children not deemed disadvantaged as a consequence of robust attendance strategies, challenge and support. B. All strategic partners are able to articulate the strength in education provision across the school and demonstrate the impact from actions taken, including senior leaders, governors and middle leaders. C. The strength in quality of education, particularly for children deemed disadvantaged, is externally validated. D. As a consequence of the internal strength of provision, Nyewood is a beacon of support for other schools and school leaders in the quality of education.
<p>4.</p>	<p>Financial Management - As a consequence of high-quality business management, strong senior leadership and robust governance monitoring and challenge, the financial stability of the school is restored. As a result, there is no longer an in-year deficit balance.</p>	<p>Year 1</p> <ul style="list-style-type: none"> A. The new business management structure is working well; all members of the financial management team are clear on the school priorities, actions and required outcomes. B. The school is operating with no in-year deficit and there is a clear plan for the reduction of the existing deficit budget. C. Reduction in deficit by the end of year 1 by a minimum of 20%. D. Governors have a robust plan in place for the reduction of the deficit budget over time. E. Governor monitoring shows strong challenge and support around the financial management of the school. As a result, there is clear evidence in GB minutes that governors are holding school leaders to account. F. Sound financial planning has meant that despite a reduction in overall spend, the provision in school remains good. G. Resources are deployed effectively by leaders at all levels with clear account taken of the school budget. <p>Year 2</p> <ul style="list-style-type: none"> A. Pending decisions around the designation of the school (linked to academisation decision making) there is a clear model for school business management in place which meets the needs of the school as well as being suitable for the long-term business management plans for the school and potential trust. B. Reduction in deficit by the end of year 2 by a minimum of 50% from starting points. <p>Year 3</p> <ul style="list-style-type: none"> A. As a consequence of strong financial management, high levels of governance monitoring, challenge and support and clear strategic leadership, the school is no longer in a deficit position. B. The financial stability of the school has been restored and the in-year balance shows the school is 'living within its means'.