

MIDDLE BARTON PRIMARY SCHOOL

School Improvement Plan 2021/2023



Three Year Vision

- A short narrative – where we are now, and where would we like to be by the end of the next three years
- Key priorities for the next three years, including the possible key priorities in year two and year three can be presented in the table below
- Priorities should be concise, but with a description/‘success criteria’ of what you are trying to achieve
- Going over 3 years allows to keep in mind some of the priorities you want to address, but know you can’t action in detail in the current year
- Each year would usually have **no more than 3** whole-school priorities, shown as green boxes below (subjects, faculties, phases etc may have other priorities which support the whole school priorities which are not listed in the SIP). Schools in need of rapid improvement (RI / Inadequate) may require a small additional number of priorities – or at least add sufficient other areas of focus in the ‘Other Priorities’ actions
- Some priorities will span more than one year (e.g. some of the green boxes below – and priority 3 is shown as spanning 3 years as an example)

	Year 1	Year 2	Year 3
Priority 1	Strengthen our curriculum offer so that it meets the particular needs of pupils at MB effectively developing their understanding and appreciation of the wider world.	Embed our curriculum offer so that it meets the particular needs of pupils at MB effectively developing their understanding and appreciation of the wider world.	
Priority 2	Develop subject leadership so that they are able to improve the teaching and learning of all subjects at Middle Barton school.	Strengthen subject leadership so that they are able to improve the teaching and learning of all subjects at Middle Barton school.	Embed subject leadership so that they are able to improve the teaching and learning of all subjects at Middle Barton school.
Priority 3	Ensure that work given to all pupils is challenging in the core subjects enabling higher attainment.	Ensure that work given to all pupils is challenging enabling higher attainment across the curriculum	

Key Priorities for the current year

- *Ensure that priorities are evidenced-based (on rigorous evaluation of the school)*
- *Ensure that the priority is described in terms of a success criteria: what do you want it to look like when you are successful*
- *This 'single side' is vital in communicating a compelling narrative to all staff*
- *The overall SLT lead has responsibility for action plan(s) supporting this priority*

Priority as overall success criteria	Evidence for making this a priority	Overall SLT Lead for action planning this priority:	Governing Body Committee / Link Governor with oversight
Strengthen our curriculum offer so that it meets the particular needs of pupils at MB effectively developing their understanding and appreciation of the wider world.	High percentage of pupils at MB are White British. Whilst our curriculum is broad and balanced our ambition is to ensure that it is representative of all groups of people.	KG	
Develop subject leadership so that they are able to improve the teaching and learning of all subjects at Middle Barton school.	Subjects leads new to leading subjects Lack of monitoring of non-core subjects lack of PD opportunities for staff due to Covid	KG	
Ensure that work given to all pupils is challenging in the core subjects enabling higher attainment.	Low percentage of children working at greater depth in core subjects. Previous lesson observations have identified low expectations in some classes. Children do not always use the skills learnt across the curriculum.	KG	

Other Priorities

In addition to the priorities listed above, we identify the other areas in which we aim to make significant progress this year. These will be reported to Governors as part of our wider drive for excellence. The lead staff will write specific action plans as appropriate

Area	Objective	Lead Staff	Governor Committee
<i>Leadership</i>	<i>AHT to develop the role of the TA in class to support a range of children and their abilities/needs For the Headteacher and AHT to develop themselves as the SLT in a new school/new roles</i>	AHT	Impact
<i>Outcomes</i>	100% of children to pass phonics screening	EM	
<i>Teaching and Learning</i>	ECT to develop pedagogical knowledge and curriculum knowledge To ensure that the gaps created by home learning are monitored and filled where possible To ensure the curriculum is monitored and adapted so there is coverage by the end of each Key Stage.(Due to size of intake changing annually- Year group splits vary year on year.) Pupils remember long term content across the curriculum.	EM/Head	
<i>Professional Learning</i>	To develop the use of research to improve teaching and learning To create a open culture of sharing expertise and support through professional conversations To identify areas for development and signpost staff to appropriate CPD opportunities	Head/AHT	
<i>Climate and Ethos</i>	To embed a sense of pride in the school and it's grounds To measure the impact nurture sessions have on children's learning To work in small teams- EYFS and KS1/Lower KS2/Upper KS2 To have a culture of openness to support self development	SLT	
<i>Community</i>	To embrace community into our school where possible	Headteacher	
<i>Parents</i>	For parents to be more informed about their child's education and how to support them	SLT	

Appendix 1: Whole School Attainment and Progress Targets for current year

Professional Predictions for Y6 Pupils at end of 21/22 Academic Year			
Subject	Working Towards %	Expected Standard %	Greater Depth Standard %
English Reading	29%	42%	29%
English Writing	38%	38%	24%
Mathematics	38%	38%	24%
RWM combined		29%	19%

Professional Predictions for Y2 Pupils at end of 21/22 Academic Year			
Subject	Working Towards %	Expected Standard %	Greater Depth Standard %
English Reading	29%	42%	29%
English Writing	42%	50%	8%
Mathematics	37%	54%	8%
RWM combined		42%	8%

Appendix 2: Working together in RLT – Strengths and Training Needs

Key Strengths of the school which could bring expertise/capacity/support to other schools in RLT
Outline in this table any key strengths in the school and if you have expertise and/or capacity to share with other schools in the Trust
Outdoor learning- dedicated forest school leader- all classes in the school take part in weekly Outdoor learning sessions linked to the curriculum
Mixed Reception/Year 1 provision

Areas where training / input / expertise would be valued from either other RLT schools or from beyond the Trust

Outline in this table any training needs which may be met from other schools in RLT or from other providers (which may be accessed by other RLT schools)

Assistant/Deputy Head network meetings

Appendix 3: Key points summary regarding implementation of Improvement plans

- Priorities chosen for the Improvement Plan must link to the school's SEF
- The priorities of the SIP should be clear, coherent and easily remembered by all staff
- Priorities must be supported by more detailed action plans with clear staff ownership and accountability – see model action plans for guidance
- Middle leaders must develop their own action plans to ensure action and impact on their priorities, which should support school priorities – these are reviewed under agreed regular timescales with SLT
- The focus must always remain on IMPACT (i.e. the success we want to achieve) rather than completion of a task for the sake of it
- Interim evaluations must be carried out under agreed regular timescales (with Headteacher / at SLT / with governors) to ensure items do not slip and where appropriate to allow the plan to flex – see model action plans for guidance