

MIDDLE BARTON PRIMARY SCHOOL

School Improvement Plan 2022/2025



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=  SIP - Success criteria	Year 2	Year 3
Priority 1 Curriculum	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	Subject Leaders to develop the use of assessment in non-core subjects to ensure there is consistency and high standards across the school	Subject leaders to ensure that there is a sustainable rich programme of opportunities within the curriculum to develop motivation and enthusiasm
Priority 2 CPD	Strengthen subject leadership so that they are able to improve the teaching and learning of all subjects at Middle Barton School.	Subject leaders will actively support all staff with effective CPD opportunities that positively impact on outcomes.	Provide career development opportunities for subject leads
Priority 3 Attainment	Ensure that work given to all pupils is challenging enabling higher attainment across the curriculum.	Improve the percentage of children achieving Expected and Greater depth at the end of each Key stage in Reading, Writing and Maths Improved the percentage of children achieving GLD in EYFS.	Continue to improve attainment in all year groups

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
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.	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/SB All subject leads	Each Governor is linked to a subject/s
Strengthen subject leadership so that they are able to improve the teaching and learning of all subjects at Middle Barton school.	Some subject leaders are new or inexperienced. Offers CPD opportunities for future leaders Lack of monitoring to improve Teaching and Learning	KG/SB	All Governors allocated to subjects
Ensure that work given to all pupils is challenging enabling higher attainment across the curriculum	Results in Maths and Reading in KS2 were below the national average. Below in GD in R, W and Maths. Results in Reading, Writing and Maths in KS1 were below national average. New curriculum- need to increase the expectation	KG/SB All subject leads	All Governors allocated to subjects

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>	To ensure that leaders are developing all staff including subject leads and HLTAs To ensure that monitoring is rigorous to improve the teaching and learning outcomes Governors holding subject leads to account	SLT HT/Governors	
<i>Outcomes</i>	100% of children to pass phonics screening Increased % of children achieving expected standard or above in Reading, Writing and Maths at the end of each Key Stage	EM HT/EM/SB	
<i>Teaching and Learning</i>	To ensure Teachers and HLTAs subject knowledge is of a high standard to ensure that all children are challenged To develop an understanding of the value of money; preparing them for their future To develop the Maths curriculum so it engages the children; leading to an increase in attainment and progress To develop the use of Outdoor Learning across a range of subjects	EM/Head	
<i>Professional Learning</i>	To develop the role of the HLTA To create more opportunities for collaboration on School Improvement with all stakeholders CPD for delivering PE lessons To continue to support ECT in their second year	Head/AHT	
<i>Climate and Ethos</i>	To embed the school values and vision and make sure that they are clearly understood by all stakeholders. To ensure there are well-being check ins regularly with all staff Sustaining the current climate and ethos	SLT	
<i>Community</i>	To embrace the 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 22/23 Academic Year

Year 6	Predictions for July 2023	Working Towards %	Expected Standard+ %	Greater Depth Standard %
	English Reading	19	81	33
	English Writing	38	62	29
	Mathematics	24	76	29
	RWM combined		62	29

Year 2	Predictions for July 2023	Working Towards %	Expected Standard+ %	Greater Depth Standard %
	English Reading	38	61	15
	English Writing	38	61	15
	Mathematics	23	77	31
	RWM combined		61	15

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

EYFS

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)

TA development

Subject leads

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