

Mickley Village Primary School Improvement Plan 2023/24

School context

Number of pupils on roll	41 + 8 Nursery	Number of pupils eligible for pupil premium	27 + 4 Nursery	Number of pupils with education, health and care (EHC) plan	2
Percentage of pupils with English as an additional language (EAL)	0	Overall absence Persistent absence Attendance all Attendance PPG	91.8%	Most recent Ofsted grade	Declining Good
Key Ofsted actions from last report	<p>Improve the quality of teaching and learning, and thereby pupils' progress, by ensuring that:</p> <ul style="list-style-type: none"> • In some subjects, the curriculum does not precisely identify what pupils need to know. Consequently, pupils do not develop their understanding of a subject over time in a logical way. Leaders should ensure that they precisely identify the key knowledge that they want pupils to learn and when across all subjects. • Curriculum leadership is in the early stages of development in some subjects. Consequently, some leaders do not have a strong overview of their subject and lack the expertise required to drive improvement. As the school expands, leaders, including governors, should ensure that subject leaders have the necessary knowledge and confidence to check the impact of the curriculum on pupils' learning. • In the early years, clear expectations and routines have not been effectively established. This results in children not developing their language, communication, and independence effectively relative to their stage of development. Leaders in the early years should ensure that routines support all pupils to engage in activities that develop their language, concentration, understanding and enjoyment in meaningful ways so that children are ready for the next stage in their education. 				
Key Priorities from Summer Review	<ul style="list-style-type: none"> • Focus on improving Early Reading • Increase the number of children achieving GLD at the end of EYFS. • Improve outcomes for all pupils in Reading Writing and Maths. • Provide all staff with opportunities to further develop their subject leadership. 				
Senior Leadership Team	Juliette Whitby Erika Thornhill Holly McGuire				

Key Priority 1	Focus on improving phonics and reading.				
Success Criteria	<p>To ensure reading outcomes in EYFS and KS1 match National Averages. Phonics data will Improve</p> <p>There will be more phonetically plausible books with fidelity to the scheme</p> <p>KS2 children will have age-appropriate reading books as the school grows</p> <p>A love of books will be visible across the school</p> <p>To increase the number of children who read for pleasure.</p>				
Actions	Lead Person	Performance milestones	Monitored by	Monitoring strategy	Resources
<ul style="list-style-type: none"> To provide excellent CPD and support for the Reading Lead To ensure that every classroom has high quality reading materials which the children can access. To ensure the learning environment is exciting and stimulating, reflecting and encouraging the importance of reading. To ensure that all children read daily. To focus on the bottom 20% of readers, targeting them and their family to ensure that they do not fall behind. To ensure that all books that are taken home are phonologically matched. Vocabulary will be extended across all subjects and visible in classrooms and through teaching observations. 	<p>English Lead</p> <p>Class Teachers</p> <p>All staff</p> <p>All staff</p> <p>All staff</p> <p>Class teachers</p> <p>Class teachers</p>	<p>The English Lead will have the opportunities to work with other Leads and the English hub. 09.11.23, 11.12.23, 15.12.23</p> <p>Books within the classroom will include good quality resources and wide genre ranges.</p> <p>Classrooms will clearly demonstrate the schools commitment to reading and phonics.</p> <p>Children will be heard read daily by an adult.</p> <p>All children including those who find reading a challenge will be heard daily by an adult in school.</p> <p>Staff will ensure that books are allocated appropriately.</p> <p>Teachers will extend children's vocabulary when working with groups. Vocabulary will be visible.</p>	<p>Governors</p> <p>English Lead/Head</p> <p>English Lead/Head</p> <p>English Lead/Head</p> <p>English Lead/Head</p> <p>English Lead/Head</p> <p>English Lead/Head</p>	<p>A variety of monitoring activities will be undertaken. These will include the following:</p> <p>Learning walks.</p> <p>Resources audit.</p> <p>Lesson visits.</p> <p>Reading progress and attainment data.</p> <p>Phonics assessments.</p> <p>Phonics outcomes.</p> <p>Pupil progress meeting discussions.</p> <p>Pupil discussion.</p>	<p>Attendance at CPD events.</p> <p>Additional resources for the classrooms.</p> <p>General resources from within the school.</p> <p>Time allocation.</p> <p>Time allocation.</p> <p>Time.</p> <p>Classroom displays.</p>

<ul style="list-style-type: none"> • New school library will be developed in the new building. • New books will be purchased to stock the library appropriately. 	<p>All staff</p> <p>Head</p>	<p>The library will be used as an appropriate learning and research room.</p> <p>Library will begin to offer a wider range of choice and genres.</p>	<p>English Lead/Head</p> <p>English Lead/Head</p>		<p>Timetable of Library usage.</p> <p>Additional books are purchased</p>
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Key Priority 2	Increase the number of children achieving GLD at the end of EYFS.				
Success Criteria	To ensure outcomes at the end of EYFS match National Averages. To close the gap between disadvantaged and all pupils.				
Actions	Lead Person	Performance milestones	Monitored by	Monitoring strategy	Resources
<ul style="list-style-type: none"> To ensure that all staffing arrangements are for the benefit of the children. 	Head	Staffing is stable and all staff are working collaboratively.	Head/Governor	Learning walk/Lesson visit and discussion with staff.	Time
<ul style="list-style-type: none"> To provide planning time across EYFS staff to maximise provision. 	RV/HE/LG	All EYFS planning reflects what is seen in the setting.	Head/Governor	PPA time used effectively so that it has impact on children.	PPA Time
<ul style="list-style-type: none"> To provide CPD for any EYFS staff who might require it. 	Head	Attendance at any CPD/Visits to other schools.	Head/Governor	Feedback from CPD/school visits.	Supply cover when staff are out.
<ul style="list-style-type: none"> To monitor progress and attainment in order to target early support where needed. 	EYFS staff	Children are making good progress from baseline starting points.	Head/Governor	Pupil progress meetings.	None
<ul style="list-style-type: none"> To monitor opportunities for early writing and language acquisition. 	EYFS staff	Pupils language development shows improvement.	Head/Governor	Learning walks/lesson visits and pupil discussions.	None
<ul style="list-style-type: none"> To ensure that resources are available to develop specific areas for learning that children find to be barriers. 	EYFS Staff	Children accessing a wide range of resources within the setting.	Head/Governor	Learning walk.	None
<ul style="list-style-type: none"> To ensure that continuous provision matches the plan and monitor the children accessing it. 	EYFS staff	Continuous provision meets the needs of all pupils including those with SEND.	Head/Governor	Learning Walk/Lesson visits.	None
<ul style="list-style-type: none"> To ensure that the learning environment in order to stimulate communication and develop Speech and Language and thinking and problem solving skills. 	EYFS staff	A variety of activities address the two identified areas.	Head/Governor	Learning walk/lesson visits.	None

Key Priority 3	Provide all staff with opportunities to further develop their subject leadership.				
Success Criteria	Staff will have a good understanding of how their subject is delivered across school. Staff will have a good understanding of standards in their subject across school. Staff will be aware of areas for development within their subject and will intervene effectively to maintain high standards.				
Actions	Lead Person	Performance milestones	Monitored by	Monitoring strategy	Resources
<ul style="list-style-type: none"> Every subject will have a named member of staff to lead that subject. Staff will have half termly release time to be able to complete specific activities related to the monitoring of their subject. CPD for subject leaders to review role of subject leads. Staff will have a folder containing; <ul style="list-style-type: none"> Long term plan across the whole school from EYFS-Year 6 Long term plan for each class Medium term plan for each class each half term Subject audit Subject action plan Evidence that monitoring has taken place to ensure what is being taught matches the long term plans Assessment information Pupil voice CPD requirements Work with coaching partners to ask questions about their subjects and therefore highlight areas where necessary. 	<p>Subject Leaders</p> <p>Head</p> <p>Head</p> <p>Subject Leaders</p> <p>Subject Leaders</p>	<p>All subjects are shared out according to interest and capacity.</p> <p>Release time is having a significant impact upon all Foundation Subjects.</p> <p>Staff meetings 19.04.23, 28.11.23, 05.11.23</p> <p>Staff Files will be collected and monitored and support offered to any staff member who may require it.</p> <p>Staff release for monitoring: Maths: 30.11.23 am Geography: 22.11.23 pm D&T: 28.11.23 pm Science: PE: 22.11.23 am</p>	<p>All of the subject Leadership Development will be monitored by the SLT/Head</p>	<p>Meetings with subject leads to ensure that all allocated time is being used for impact.</p>	<p>Any additional resources identified during their subjects audits and time to complete the work.</p>

<ul style="list-style-type: none"> • Staff will be able to articulate how their subject has been planned and developed to an external visitor. • Staff can adjust their long-term plans if required. 	Subject Leaders	Staff begin to feel more confident with their coaching partner who will be known to them.			
	Subject Leaders	<p>Staff begin to feel more confident with an outside Cluster/LA partner who will be unknown to them.</p> <p>10.01.23 Kim Neville (LA) shallow paddle: AD and RV</p> <p>25.01.23 Kim Neville (LA) shallow paddle: HM and AG</p> <p>Long term plans are a true reflection of what is taking place within the classrooms.</p>			

Key Priority 4	To continue to raise the improved standards in mathematics across the school by:				
	<ul style="list-style-type: none"> • Quality first teaching • Responses to marking • Consistency of approach and expectations 				
Success Criteria	Mathematics standards will improve in all year groups and more pupils will be in line with National Average by the end of the school year.				
Actions	Lead Person	Performance milestones	Monitored by	Monitoring strategy	Resources
<ul style="list-style-type: none"> • Teaching will be high quality. • Mathematical displays will be seen across the school to include mathematical vocabulary. • Maths Working Walls will be in all classes containing the current area being taught. 	Class teachers	Lesson visit feedback will ensure that high quality teaching is accessible to all children.	Maths Lead/ Governor	All of the activities will be monitored using the following methods/approaches:	Time for Monitoring Purchase of any additional resources that KS2 might require.
	Class teachers	Staff keep their vocabulary relevant and children understand the key words associated with any given topic.	Maths Lead/ Governor	Learning Walks Lesson Visits Book Scrutinies Monitoring of planning Pupil Discussions	
	Class teachers	Working walls are current and added to during the week.	Maths Lead/ Governor	Pupil Progress Meetings	

<ul style="list-style-type: none"> • Staff will all follow the White Rose Sequence of teaching. • Vocabulary will be emphasised through teaching in every lesson. • Incorporate maths and numbers into child led activities in line with the new EYFS requirements. • Flashback 4 will be used to assess learning and extend understanding. • Presentation in books will be of a high standard. • Pupils will be encouraged to explain their mathematical workings. 	Class teachers	Planning matches White Rose.	Maths Lead/ Governor		
	All staff	All staff automatically emphasise vocab during teaching sessions.	Maths Lead/ Governor		
	EYFS Staff	Child led activities are reflective of number.	Maths Lead/ Governor		
	All staff	Maths books have Flashback Four at the start of all lessons.	Maths Lead/ Governor		
	Class teachers	All books are organised and work is added neatly (no bits sticking out) and Learning objectives are progressive.	Maths Lead/ Governor		
	All Staff	Children can talk about their learning with confidence.	Maths Lead/ Governor		

Key Priority 5	<p>To ensure that all children from their starting points in September make at least expected progress in Writing</p> <ul style="list-style-type: none"> • Having a focus on quality writing and quality texts • Spending more time looking at vocabulary • Using books and text as a stimulus for writing • Vocabulary and word awareness will be a feature of planning • Handwriting will be a focus for improvement - Little Wandle focus for EYFS format Letterjoin for KS1 and 2 • A scheme will be decided upon and adhered to across the school 				
Success Criteria	<p>There will be an increase in the children making good progress in writing. Writing will be visible across the school. Writing will be clear and legible.</p>				
Actions	Lead Person	Performance milestones	Monitored by	Monitoring strategy	Resources

<ul style="list-style-type: none"> Teachers will continue to attend cluster moderation exercises. Writing displays will be seen across the school. Staff will use Literacy Tree Writing Roots for all Literacy work. Re – evaluate curriculum for effective vocabulary building and use of key words. Ensure vocabulary is extended and reinforced. Vocabulary will be built upon across year groups and key stages. Incorporate writing into child led activities in line with the new EYFS requirements. Introduce new handwriting scheme. 	<p>Class teachers</p> <p>Class teachers</p> <p>All staff</p> <p>All staff</p> <p>All staff</p> <p>EYFS Staff</p> <p>All Staff</p>	<p>Judgements will be consistent across the cluster.</p> <p>High quality writing opportunities are displayed around the school.</p> <p>Children are given more opportunities to write in lessons.</p> <p>Children’s writing ability will be reflected across the wider curriculum.</p> <p>Vocabulary books will allow the children to build up a bank of vocabulary to use in their work.</p> <p>Children will be monitored with regards to their access to the provided activities.</p> <p>Handwriting is reflective of the new scheme.</p>	<p>English Lead/Head</p> <p>English Lead/Head</p> <p>English Lead/Head English Lead/Head</p> <p>English Lead/Head</p> <p>English Lead/Head</p> <p>English Lead/Head</p>	<p>Cluster Moderation agreement</p> <p>Learning Walks</p> <p>Book scrutiny</p> <p>Book Scrutiny of wider curriculum books</p> <p>Book Scrutiny/Lesson visits/discussion with pupils</p> <p>Discussion with staff/lesson visits</p> <p>Book scrutinies</p>	<p>Staff meeting time used to attend cluster moderation.</p> <p>Release Time</p> <p>Release Time</p> <p>Release Time</p> <p>Release Time</p> <p>Staff meeting time</p> <p>Release Time</p>
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