



**CHRISTOPHER
NIEPER**
Education Trust

Mickley Village Primary and Nursery School



SCHOOL IMPROVEMENT PLAN

Mickley Village Primary and Nursery School

Academic Year 2025/2026



Key priorities for development

- *To enhance SEND provision across the school in all subject areas and all classes*
- *To further develop the curriculum in all areas through strong subject leadership to increase opportunities for Golden threads, coherence and fluency*
- *To increase the personal development of all children, including the understanding of protected characteristics and British Values*
- **To improve outcomes for EYFS through structures, routines, provision and planning**

Ofsted key issues (Date of inspection)

- *In some subjects, the key knowledge that pupils need to know and remember is not clearly identified. Teachers do not always ensure that pupils build their knowledge and skills over time. The school should review their curriculum to ensure that the key knowledge is precisely identified and taught in all subjects so that pupils are able to build and secure their knowledge over time.*
- *Teachers' use of assessment does not consistently identify gaps in pupils' knowledge. When this occurs, the curriculum is not adapted well enough to help pupils to catch up. The school must ensure that assessment is used consistently well by all teachers in all subjects so that any misconceptions or gaps in pupils' knowledge can be addressed.*
- *Some pupils do not have a developed understanding of the British values and of different faiths. This hinders their understanding of life in modern Britain. Leaders should ensure that pupils develop a deeper understanding of these aspects of the curriculum.*

Links to CNET Vision



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- *To ensure strong academic standards in all schools*
- *To ensure strong teaching and learning in all Trust schools*
- *To undertake a review of the curriculum and in the light of the outcome of the curriculum review, to ensure a progressive 3-18 curriculum is in place for the Trust*
- *To ensure a clear and effective Trust approach to supporting pupils with SEND, ensuring early identification and appropriate and timely support*

Issues likely to having an impact upon development

- *High area of social deprivation*
- *High SEND levels*
- *Potential staffing changes in EYFS due to temporary change for teacher from part to full time (to be discussed in September)*

S.I.P Priority 1	To enhance SEND provision in all subject areas and in all classrooms
Outcomes	<ul style="list-style-type: none">• Children with additional needs are identified promptly and appropriate IEP targets written by class teachers• IEP targets are reviewed each term and new targets set• Opportunities and enhanced provision for each subject area are identified on subject leader action plans• SEND on a page is completed



	<ul style="list-style-type: none"> • EYFS children with send have appropriate support and provision • Provision for intimate care will be planned • All relevant staff will be trained on appropriate SEND provision to increase understanding and adaptive strategies • Staff will have more confidence to plan for SEND needs in mixed age classes • Additional support will be sought from J Do and KRO • Opportunities and enhancements for SEND will be seen on subject leader action plans
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Key area and subsequent activities	Personnel	Resources	Mechanism for monitoring	Time scale
Staff will work with ISAT, J Do and KR to increase provision and opportunities for SEND children	All staff	Meeting time	Discussions observations	Start date September 2025 ongoing
IEP targets will be set and training given to staff for writing targets	J Do and teachers	Staff meeting	IEP targets will be available for children and reviews monitored by SENDCO	Three times a year
SEND on a page completed	GM	Staff meeting	Children will have pages available and monitored by KRo	Three times a year
EYFS area will be cleared and support and provision made available for SEND children	SSt GM JDo, LV	Release time Observation ISAT	Observation	Clearing July 2025 Provision ongoing
Intimate care will be provided in an appropriate area and a timely manner	JS TA's Class Teacher	Time Changing mat	Children will be changed at agreed times and remain clean and dry	Ongoing. Start July 2025



Subject leaders will complete their action plans and include opportunities for dedicated SEND support	Teachers	Subject leader day	Action plans will be completed. SEND opportunities will be identified	July 2025
Success Criteria <ul style="list-style-type: none"> • SEND provision will be appropriate for all children • Support will be provided for children • SEND will be identified as a golden thread 				
Mid-term review				
<i>Report here how far you have come in achieving targets following performance management reviews and subject leader action plan reviews mid year</i>				
Final review				
<i>Report here end of year review based upon your success criteria for each SIP priority, following a review with your SLT on the SIP and performance management final reviews from staff/subject leaders.</i>				

S.I.P Priority 2	To further develop the curriculum in all areas through strong subject leadership to increase opportunities for golden threads, coherence and fluency
Outcomes	<ul style="list-style-type: none"> • The curriculum will flow in a chronological and logical order • The curriculum will be strong with key areas of knowledge identified • The children will be able to identify key learning objectives and discuss their learning in relevant detail • The curriculum will be relevant to Mickley children, including SEND children • Subject leaders will know the areas of strength and areas for development within their subject across the school • Monitoring will be strong, varied in style and lead to increased understanding of what needs to happen next



Key area and subsequent activities	Personnel	Resources	Mechanism for monitoring	Time scale
English – Grammarsaurus will be introduced for KS2 changed theme due to cost . We will now use no nonsense Grammar which will be rolled out after half term	DH	Purchase of Grammarsaurus Purchased no nonsense grammar	Grammar results will be positive Visibility of impact in children's written work	September 2025 start
English – Reading books suitable for Year 6 will be purchased (Current books will be sorted for relevance to older readers)	DH SS	Books will be purchased VT to research funding	Children will be seen to be reading appropriate materials through monitoring and discussions with children	Start September 2025
English – Handwriting will be more fluent and a cursive style adopted through KS1 and 2. The approach will be consistent	DH to lead Teachers	Purchase of Letter-join	Handwriting will be consistent in style and neat in books, displays and all areas of writing. (monitoring) Learning walks Book scrutiny	July 2025
KS2 – the curriculum will be developed in English and maths to allow for a split class each morning	DH SS	Planning time	Discussions will be held at a weekly meeting as to progress and attainment of both groups of children	September 2025
Maths – the current routines will be reviewed, to develop alternative routines, which enable easier access to worksheets and reduce pupil movement during lesson time.	AG	A4 + books purchased Flashback books purchased	Discussions with class teachers Subject leader monitoring Lesson observations Learning walks	September 2025



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<p>Subject leadership – PE will be taught for one session per week by subject lead while classis covered by teachers who will teach their own subject to aid further knowledge of the progression of their subject across the school. The subjects will change on a termly basis to allow enhanced monitoring</p>	<p>Teachers</p>		<p>Subject leaders will report back on the consistency, skills, learning and understanding of the children they are teaching</p>	<p>Start September 2025</p>
<p>Subject leaders will develop their subjects further on a rotational basis through release time.</p>	<p>Teachers</p>	<p>Staff meeting time Leadership release time on rotational basis</p>	<p>Reports back to SS and at staff meetings Subject leaders deliver input and training at staff meetings Deeper development of action plans</p>	<p>Start September 2025</p>
<p>Success Criteria</p> <ul style="list-style-type: none"> • Subject leaders will have a clear understanding of the direction of travel, strengths and areas for development in their subjects • English standards will improve and consistency of approach will be achieved • Maths resources will be well prepared and accessible for all children • Subject leadership and knowledge will strengthen 				
<p>Mid-term review</p>				
<p>Final review</p>				



S.I.P Priority 3	To increase the personal development of all children, including the understanding of protected characteristics and British values
Outcomes	<ul style="list-style-type: none">• Children will have an increased understanding of protected characteristics and British values and their relevance to their own lives• Children will have a wider range of experiences and personal development opportunities

Key area and subsequent activities	Personnel	Resources	Mechanism for monitoring	Time scale
Delivery of assemblies themed around British Values and protected Characteristics	DH AG	Assembly time	Discussions Pupil interviews Pupil voice	July 2025 ongoing
Experiences provided for children will increase through visits, visitors and after school clubs	Teachers	Planning time	Children will visit places of interest relevant to their learning	September 2025



			Children will attend extra-curricular activities (registers)	
Success Criteria <ul style="list-style-type: none"> • Children will be able to talk about protected characteristics • Children will have a good understanding of British Values • Children will have a wider range of extra curricular experiences. 				
Mid-term review				
Final review				

S.I.P Priority 4	To improve the outcomes for EYFs through structures, routines, organisation and planning
Outcomes	<ul style="list-style-type: none"> • Routines will become well established and followed by all staff and children • Behaviour policies will be adhered to across EYFS • Areas of the classroom, both indoors and outdoors will be organised, tidy and relevant to all children including SEND • Needs of SEND children will be met within the provision • Intimate care will be respectful, routine and established • Registers will be completed in a timely manner and legalities complied with • Children will be well prepared to further their educational journey by the end of the year



	<ul style="list-style-type: none"> Levels of GLD will be at least in line with National
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Key area and subsequent activities	Personnel	Resources	Mechanism for monitoring	Time scale
Morning routines and training to start immediately 1 September with new cohort. Children to enter classroom, hang up bags and sit on carpet. SEND children to access continuous provision once greeted by Teacher.	Teacher TA's	Cloakroom	Observations	Start September 2025 ongoing
Countdown from 5 to 1 to be established immediately as the signal for listening in line with the behaviour policy	All staff		Observations	Start September 2025 ongoing
Areas of the classroom to remain as they have been set up. Areas to be relevant to the topic. Areas to remain uncluttered and relevant resources in both the inside and outside classroom areas	All staff		Training for children Planning observations	Start July 2025
Planning will highlight opportunities for inclusion of all children	Teacher	Planning PPA	Planning will be visible Planning will have opportunities for SEND children	September 2025
Focus group activities will be planned for to include all children	Teacher	Discussions and sharing with TA's	Observations Planning	September 2025



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All children will be seen to be engaged Areas not in use will be shut down and rotated All children will know how to use each area appropriately (observation)		Planning		
Planning for continuous provision will be relevant to the taught. Resources will be relevant Enhancements will be added weekly and planned for	Teacher	Discussions with TA's Planning PPA	Observations Planning will be visible in each area with enhancements, vocabulary and TA expectations highlighted	September 2025
Timetables will be established and adhered to	Teacher	Planning	Observations	September 2025
Training as to judge standards will be provided	Teacher EYFS network meetings	Training as to securing Judgements	Attendance at EYFS network meetings	October 2025
<p>Success Criteria</p> <ul style="list-style-type: none"> • Routines will be established, including behaviour and intimate care • Areas will be established and relevant • Classroom will be clear and clutter free • Activities will be relevant to learning and address the needs of all children • Teaching Assistants will engage in the planning and sharing of ideas 				
Mid-term review				
Final review				