

# MIDDLE BARTON PRIMARY SCHOOL

## School Improvement Plan 2024/2025



### Year Vision

- A short narrative – where we are now, and where would we like to be by the end of the year
- Priorities should be concise, but with a description/‘success criteria’ of what you are trying to achieve

	Year 2024-25	Action Plan
Priority 1	Increase % of children working at the expected level in writing in all year groups	☰ MB SIP Action plans 2024/25
Priority 2	Retention of knowledge in Science, History and Geography	
Priority 3	All stakeholders to understand and promote the school’s vision	

### 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
To see the % of children achieving the expected standard Writing compared to previous year 2023-24	Y1s- 26% not at expected standard at the end of the year Y2s- 40% not at the expected standard at the end of the year Y3s- 54% not at the expected standard at the end of the year Y4s- 43% not at the expected standard at the end of the year Y5s- 25% not at the expected standard at the end of the year Y6s- 14% not at the expected standard at the end of the year	<b>KS- (SB/SS-subject leads)</b>	<b>AU/RH</b>
Children to recall the knowledge taught in previous lesson for History, Geography and Science	The children aren't always able to recall information taught from previous years/topics when completing prior learning activities	<b>KG/SB</b>	<b>RH</b>
That all stakeholders are aware of the school vision and promote them	The current vision and values are not very child friendly and are not readily know to all stakeholders	<b>KG/SB</b>	<b>ALL</b>

## 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>	Ensure subject leaders are given time and training to monitor their subjects  Governors holding subject leads to account and follow up on any actions	SLT  HT/Governors	
<i>Outcomes</i>	80% or above- children passing phonics screening in Year 1 100% of children to pass phonics screening by end Year 2 End of KS2 results are above inline or above average	EM HT/SB	
<i>Professional Learning</i>	All subject leads are given the right CPD to ensure that they are able to lead their subject effectively. Ensure there is CPD opportunities for all support staff	KG/SB	
<i>Parents</i>	Increase parental engagement in home learning, in particular reading	SB	AU

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

### Professional Predictions for 24/25 Academic Year

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

<b>Key Strengths of the school which could bring expertise/capacity/support to other schools in RLT</b>
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
Curriculum - broad and balanced
Personal development- opportunities outside of the curriculum

<b>Areas where training / input / expertise would be valued from either other RLT schools or from beyond the Trust</b>
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)
SEND

## 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