

Strategic Vision and Implementation 2019-2022 (Reviewed 2021)



Strategic Objectives 2019-2022

PRIMARY FOCUS: COVID SAFETY

1. Academic Progress	2. Personal Development	3. Quality of Education	4. Financial Health	5. Healthy Hearts & Minds	6. Leadership and Governance
Increase academic progress and attainment in reading, writing and mathematics for all groups of learners	Provision of wider Curriculum opportunities for all that develop the 'MVP Characteristics of Learners' and inspire all pupils	Assessment systems are refined across all subjects and help pupils embed knowledge, check understanding and inform teaching	Maintain financial stability and solvency of the school	Develop and maintain a positive school culture that celebrates success & promotes compassion	Development of a clear vision and strategy for the school which is simple, clear & relevant to children, parents & staff
Identify, address and maintain accelerated progress for those who are at risk of underperformance.	Development of a diverse whole school curriculum with focus on ethnicity, culture, language, religion & family	School Learning Platforms and the ambitious use of technology is evident across a broad range of subjects in every year group	Ensure value for money and positive impact of pupil premium funds	Maintain a balanced staff workload through logical strategy & collaborative relationships across MVP & the CAT	Expand the age range of MVP to 3-11 years and develop high quality Nursery provision within the local community
Ensure accurate & relevant assessment information informs planning, support and intervention across all subjects	Develop resilient, perseverant individuals who understand their own & others strengths and needs	Continual development of an evolving whole school curriculum that provides progressive and systematic learning across all subjects & year groups	Respond to national funding changes responsibly	Encourage professional growth of all staff through support & opportunity	Develop Middle and Senior Leadership capacity and leadership development and potential of staff

Primary Focus: COVID-19 Safety

Maintain focus on ensuring minimal spread and impact of Covid-19 at MVP on education, staff and pupil absence and well-being

Key Performance Indicators

1. Academic Progress

A. Progress measures will be above 0 for reading, writing and mathematics

B. All learners will show improved progress scores of a score of at least 50 from baseline

C. Attainment will be at least in line with national comparators

D. Assessment, tracking and support systems are used by all teaching staff and monitored frequently by the SLT. Interventions and teaching approaches are adapted frequently in response to assessment for learning

2. Personal Development

A. Children participate in the full curriculum offer and families support children to do so. All children are given wide opportunity to try new things and develop talents

B. Children and staff understand, respect & appreciate the experiences, beliefs and differences between themselves and others. This is reinforced by the day to day routines and ethos of the school. Children are taught about issues relating to equality and diversity.

C. Bullying and discrimination are extremely rare

D. Children talk freely about their own and others strengths and talents and celebrate others achievements freely. Children are aware of their own needs and have the words they need to share these with others.

3. Quality of Education

A. Whole school assessment policy and procedures are embedded and utilised frequently. Staff and families understand the systems developed by the school and how they are used to ensure progress of learners

B. Children, staff and families use online learning platforms frequently to communicate between home and school

C. Online Platforms are used frequently by class teachers and support staff to capture children's work for assessment purposes and to inform parents.

D. Staff and school leaders channel focus, training and financial resources towards ensuring that equipment and technology enhances teaching and learning in school and at home

E. All staff understand and follow the MVP whole school curriculum

4. Financial Health

A. The school remains in a surplus budget position and plans strategically for future projects and developments

B. Pupil premium money reports and spending demonstrates clear impact on educational performance & social and emotional wellbeing of pupils

C. School Leaders and the School Business manager are aware of changes and spending requirements of National funding and adapt spending and policy as necessary

5. Healthy Hearts & Minds

A. Senior leaders demonstrate compassion and belief in children, staff and the community. They seek opportunity to celebrate and share success.

B. Staff report that they feel supported and know who they can turn to if they need support or are finding their workload or working environment unmanageable

C. There are clear systems in place to support the ongoing well being and health of children, staff and families

D. Staff feel able to make suggests to improve systems and support workload. Senior Leaders encourage this dialogue, listen and consider suggestions made

E. Children, staff and families say that they feel school is a safe place to be to learn and work

6. Leadership and Governance

A. A clear vision and strategy is communicated with all stakeholders that reflects the current position and situation of the school

B. Mill View Primary School Nursery Provision is open to children in the community

C. Staff at all career stages have opportunity to develop leadership skills and understanding

D. Staff have access to CPD opportunities and feel challenged and motivated to build and develop knowledge and practice

Key school improvement priorities 2021 – 2022

Academic Year 2021-2022	
Quality of Education	<p>Deliver High Quality Education</p> <ul style="list-style-type: none"> • Early identification of pupils who are making below expected progress, swift and meaningful intervention • Specific focus on Reading and Writing intervention, progress & attainment of PPG+ & SEN children across whole school. • Writing progress and attainment across all year groups • Embed revised systems & policy 2021-22 (Floppy Phonics, Power Maths Years 1, 5 & 6) • Subject leaders closely monitoring tracking of teacher subject knowledge, progress, outcomes & consistency ensuring adaptations to the whole school curriculum are consistently implemented. <p>Assessment & Tracking</p> <ul style="list-style-type: none"> • Refine, evaluate and adapt internal systems for early intervention, tracking and support to ensure progress of groups of learners including those who are disadvantaged and SEND. • Embedding of agreed assessment and monitoring systems in Maths and English. Implementation of wider curriculum assessment procedures led, adapted & reviewed by subject leaders <p>Curriculum modelling</p> <ul style="list-style-type: none"> • Subject Leader review of depth of coverage and links between curriculum areas. • Equality and diversity audit actions relating to current curriculum model used to inform future staff training, resources and curriculum adaptations <p>Digital learning</p> <ul style="list-style-type: none"> • Integration of digital learning platforms to further enhance assessment systems, teaching and learning approaches and engagement of children in families. • Strategic funding planning in place for purchase & ongoing maintenance of Digital resources
Behaviour and attitudes	<p>Teaching for positive Behaviour and Attitudes</p> <ul style="list-style-type: none"> ▪ Internet safety and responsible use sessions taught to all children, making use of external agencies such as the police, and are also made available for family education. ▪ Parental and staff Conscious Discipline Training over three points of the school year ▪ Curriculum review and adaptations made to allow unambiguous teaching and resources to highlight and teach awareness of forms of racism, discrimination and bullying. Parental training following school audit to take place in association with The Inclusion Lab. <p>Playtime</p> <ul style="list-style-type: none"> ▪ Happy Playtime project to create deeper play opportunities for all learners at break and lunchtimes. Development of playground environments to meet needs and interests of all learners. Staff training and resources allocated to support planned playtime developments. ▪ Further development of outdoor areas and alternative playtime activities to enhance opportunities for all, encourage physical activity and opportunity to develop imagination in play. Staff lead identified to manage provision <p>Commitment to education</p> <ul style="list-style-type: none"> ▪ Work with families where persistent absence has been identified making use of external agencies where appropriate. Continued monitoring and tracking of absence and children at risk of persistent absence and lateness. ▪ Increase percentage of children learning home and parental engagement to ensure all children make progress and achieve their potential. Parental support groups & knowledge groups developed for core subject basic skills.
Personal development	<p>Active Citizens</p> <ul style="list-style-type: none"> ▪ Development of bespoke MVP citizenship curriculum and award system linking to established MVP Pupil Parliament structure <p>Curriculum</p> <ul style="list-style-type: none"> ▪ Development of wider opportunities for learners to participate in The Arts, work with a range of professionals and develop the profile of the shared community gallery area ▪ Development of Curriculum wider opportunity team, establishment of role and creation of planning and assessment policy ▪ Mental and Physical well-being curriculum embedding phase - ensure opportunities are available to all children across a wide range of sports and games and the new Personal Development curriculum <p>Equality and Diversity</p> <ul style="list-style-type: none"> • Increase visibility and representation of diversity within learning and wider school environment. Increase visitors into school and visits to different contexts, for example local religious buildings. Participate fully in projects designed to promote understanding of diversity. • Diversity across the curriculum as a focus for all subject leaders.

<p style="text-align: center;">Effectiveness of leadership and management</p>	<ul style="list-style-type: none"> • Staff training schedule created to ensure promotion of equality is consistent across all year groups and environments. <p>Vision and Ethos</p> <ul style="list-style-type: none"> • Develop clear, shared vision and that reflects the children, staff and community of the school. Vision and ethos communicated with all stakeholders. • Develop TEAM relationships and further embedding of structures to establish the team at MVP across admin. SLT and the LBG in addition to a number of new staff members to ensure understanding of school aims, ethos, systems and procedures. • Strategic financial planning and management of staffing to safe guard future budget and retention / careers development of staff. <p>Communication strategy</p> <ul style="list-style-type: none"> • Evaluation and policy change considering learning platforms and communication links to parents following introduction of Seesaw, Microsoft Teams, Remote Parents evening following the period of home learning and change in Spring / Summer 2021 <p>Future growth of MVP</p> <ul style="list-style-type: none"> • Application and completion of all of statutory guidance and processes associated with opening and ongoing running of Nursery Provision to ensure Safeguarding, academic, Health and safety obligations are met. • Strategic planning of staffing, finances, timetables to ensure the appointment and retention of highly trained staff to run and set up the provision. This will include staff training and collaboration with Nursery colleagues in local settings to ensure best practice. • Management of Nursery Build and associated landscaping on school site. <p>Middle Leaders - Curriculum Assessment</p> <ul style="list-style-type: none"> • Assessment systems developed and implemented to ensure data collected across foundation subjects is accurate and meaningful. <p>SEND / PPG Whole school processes</p> <ul style="list-style-type: none"> • Further review of SENCO whole school review of systems and processes including Early identification, class transition, tracking of interventions and internal SEND processes <p>Equality and Diversity</p> <ul style="list-style-type: none"> • Governing board self-evaluation of recruitment and representation of diversity.
	<p style="text-align: center;">Early Years</p>