



Mill View Primary School



Strategic Improvement

Three-year key school improvement priorities

2022-2023

At Mill View

We believe that **Together Everyone Achieves More**
We are **ambitious** for all
We **listen** and **notice**
We believe in the **uniqueness** of each **individual**

School Characteristics

- Mill View Primary School is a smaller than average sized school where pupils are taught in single year group classes (229 on roll). In April 2022, the school lowered their age range and successfully opened a new class to 3 & 4 year old pupils
- Mill View is a founder member of Cheshire Academies Trust, currently a five school partnership in Cheshire. The school leadership teams are highly collaborative and actively engage in school to school support in order to share expertise and best practice
- It is an extremely popular school that has been heavily oversubscribed for a number of years
- Attendance at the school is high
- A Conscious Discipline trauma informed approach to behaviour management and relationships underpins the ethos and culture of the school and is key to managing & supporting children's behaviour, emotions and actions
- Pupils are predominately white British with the proportion of pupils identified to be eligible for free school meals and percentage of pupils in receipt of the pupil premium being significantly less than the national average
- The current proportion of pupils with SEND is above National Average at **15.5% (SEN support 12.1% and EHC plan 3.4%)**
- The school has a high number of PLAC children on roll, in comparison to other school across the Local Authority, Mill View has the highest number of PLAC children in any school setting across Cheshire West & Chester.
- The Vice Principal, middle leaders and subject leaders are knowledgeable of school standards and areas for development. They produce informed action plans for their subjects that directly link with whole school aims and ensure that high quality teaching across the curriculum is sustained through half termly monitoring and engaging in Termly and yearly evaluation. Staff are encouraged and enabled to follow leadership programmes and CPD opportunities, the Vice Principal has acquired the National Professional Qualification for Headship and all middle leaders have been awarded, or are currently studying for, the National Professional Qualifications in Middle and Senior Leadership.
- We run a highly successful out of school club which provides wrap around care for all pupils
- The school has a range of outdoor facilities including a vast Forest School area, Kitchen Garden & Sensory Garden. Staff are actively encouraged to lead innovative initiatives across whole school to further enrich the curriculum and to further enhance pupil and staff interests, experiences & opportunity.
- Five members of teaching staff have previously held SLE status and now hold SSL status, the staff have wide and varied experience in school to school support, they have worked across a number of schools to raise and maintain standards of education, practice in subject leadership and outcomes for children

Last Inspection Report section 5 Date June 2013 Overall school effectiveness (grade 1)

Progress since the last inspection

- Since the last inspection, there have been a number of changes regarding staffing, curriculum and approaches across whole school, this includes the appointment of two Principals. The current Principal has been in post from Summer Term 2019 and was made permanent in December 2019. The Principal prior to this was in post from September 2016.
- Since the last inspection the Governing body has changed considerably with a number of new Governors, including a new chair and Vice-chair of Governors, taking post from Summer Term 2019. These changes have provided a high level of support and expertise to ensure future success in standards & quality of education.
- The longer term data picture for the school has shown inconsistencies over time across R/W/M and phonics data, with a significant drop in progress and attainment measures, specifically in Reading progress in 2019. Since the appointment of the current Principal and Governing body, there are been a number of substantial and highly effective adaptations and reviews of whole school systems, strategies and approaches. Every system throughout school has undergone systematic review, to ensure that pupils, staff and community are in receipt of the very best education, support and use of resources. Curriculum, assessment and monitoring adaptations have led to pupils showing accelerated progress from starting points with high levels of attainment against previous National Averages in R/W/M and phonics.
- In the last inspection the school were given a development point to *Ensure pupils are provided with greater access to computers and other technologies in class to help them develop their learning further*, since the last inspection the school has completely overhauled and developed it's use of technology ensuring that new technologies are fully integrated into classrooms and investment has been made into laptops and iPads that are available to support Teaching and Learning at all times within the classroom. Staff and children have full access to devices and platforms that are embedded into daily sessions to enhance teaching and learning. They have also created a Computing Curriculum that ensures that children are taught skills and knowledge as required by the National Curriculum, while additional focus has been given to the skills and knowledge children will need to make best use of the learning platforms and technologies that the school utilise while also staying safe when working online. Time and thought has been given to the extra-curricular opportunities offered to children with Computing being a priority option, the school work in close partnership with a digital learning provider who works directly with Key Stage children throughout the academic year.

Overall school effectiveness

The school's own self-evaluation judges the overall effectiveness to be **Outstanding**

The school's own self-evaluation judges;

Quality of Education to be **Outstanding**

Behaviour and attitudes to be **Outstanding**

Personal development to be **Outstanding**

Leadership and management to be **Outstanding**

Early years to be **Outstanding**

Strategic Vision and Implementation 2022-2024



Strategic Objectives 2022 - 2024

1. Academic Progress	2. Personal Development	3. Quality of Education	4. Financial Health	5. Healthy Hearts & Minds	6. Leadership and Governance
Increased academic progress and attainment in reading, writing and mathematics for all groups of learners	Curriculum opportunities inspire, connect and enrich the learning and life experiences of all pupils	Child engaged - assessment systems ensure all pupils are supported to improve and achieve	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
Accelerated pupil progress for those at risk of underperformance.	A diverse curriculum model with focus on ethnicity, culture, language, religion & family is taught consistently across all year groups	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	Maintain a culture of vigilance that effectively supports children and staff's safety and mental well-being
Accurate & relevant assessment information informs planning, support and intervention across all subjects	Pupils demonstrate high emotional resilience and understand and support their own & others strengths and needs	All pupils access a broad and balanced school curriculum that provides progressive and rich learning experiences across all subjects	Respond to national funding changes and cost of living challenges responsibly and ethically	Encourage professional growth of all staff through support & opportunity	Develop Middle and Senior Leadership capacity and experiences of all staff

Strategic Vision and Implementation

Key Performance Indicators

1. Academic Progress

- A. Progress measures will be above 0 for reading, writing and mathematics
- B. SGP ranks will be above 50 in Reading and Mathematics
- C. Attainment will be above national comparators
- D. Assessment, tracking and support systems are used by all teaching staff. Interventions and teaching approaches are adapted frequently in response to assessment information

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



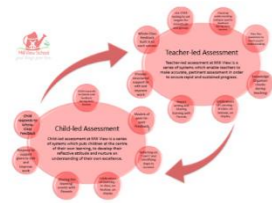


5. Healthy Hearts & Minds

- 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 suggestions 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. 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 demonstrates and reflects the vision & values of whole school
- 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

Three-year key school improvement priorities

	2022-2023	2023 - 2025
Quality of Education	<p>1. Evaluation and development of becoming and being Expert Teachers (John Hattie's 7 Cs) across whole school</p>  <p>2. Embedding and refinement of Synthetic phonic and Maths Mastery curriculums across whole school (Phase 2)</p> <p>3. Development of Compelling Curriculum & Expeditionary Learning at Mill View (Phase 2)</p>  <p>4. Define and further develop models of pupil-engaged assessment at MVP</p>  <p>5. Enhanced digital resources purchased and rolled out across KS2. Staff and pupils trained to ensure competent use.</p>	<p>Phase Two Enabling Expert Teachers Expeditionary Learning full Curriculum Audit -</p>
Behaviour and attitudes	<p>6. Conscious Discipline training for all staff and parents</p>  <p>7. Reduce incidents of persistent absence through engagement with external agencies where appropriate. Continued monitoring and tracking of absence and children at risk of persistent absence and lateness.</p> <p>8. Review and refinement of whole school positive Mental Health strategy and integrated approach to support models and targeted interventions.</p>	<p>Phase Two Mental Health Interventions and support</p>
Personal development	<p>9. Teaching for understanding - Equality & Diversity Ongoing review of all subject curriculums to ensure visibility and unambiguous teaching and resources to teach awareness of racism, discrimination and bullying;</p> <p>a) Ensure clear communication of the schools work with wider community in association with The Inclusion Lab (Phase 2)</p> <p>b) Apply for Equality and Diversity accreditation (Bronze)</p> <p>c) Completion of stage 2 Inclusion Lab training for all staff</p> <p>10. Active Citizens Development of MVP Active Citizen model to share across trust, EIP and Nationally and increase opportunities for school representation. Introduction of further pupil roles and opportunity to make change across whole school</p>  <p>11. Outdoor Environments - Audit, review and funding research for KS1&2 outdoor areas and play shelters. Implementation of phase 2 of outdoor play strategy.</p> <p>12. Community / family support - Continually refine strategies in place to support families with education / health and well-being in response to current local and national challenges</p>	<p>Phase Two Equality and Diversity Application and completion of Equality and Diversity accreditation (Silver)</p> <p>Enabling Environments Development of 'all weather' playground areas including canopy and shelter areas for KS2 children</p> <p>Phase Three Investigate costings and funding options for all weather games pitch within school grounds.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Effectiveness of leadership and management</p>	<p>13. Whole school model of Empowering Middle and Subject Leadership is embedded, consistent and supported across whole school by all staff</p> <p>14. Teaching & Learning research – Embed current and innovative research pedagogy into teaching practice across school</p> <p>15. Review of Little Wren Nursery policy & curriculum including the monitoring and evaluation of provision in association with external early-years consultants.</p> <p>16. LGB policy and curriculum review with focus on direct impact on pupils, specifically, monitoring of absence, overview of curriculum, self-evaluation of recruitment and representation of diversity.</p> <p>17. On-going strategic financial planning and review to secure whole school aims, staff training and career development opportunities for all</p> <p>18. Overview and review of SEND / Mental Health and Inclusion offer refined and evaluated across whole school</p>	<p>Continuity plan for future leadership in relation to appraisal and career aims of staff.</p> <p>Future growth of MVP Consideration of Nursery Age Range 2-11</p> <p>Action research – Undertake an action research project in school</p> <p>Secondment & consultancy – Leaders of all levels to conduct work in other settings, sharing and bringing back new practice</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Early Years</p>	<p>19. Embed, review and evaluation of revised EYFS framework – Continue to update practice within EYFS and measure evaluation of impact</p> <p>20. Review of synthetic phonics curriculum and implementation of Maths Mastery Number EYFS & KS1</p> <p>21. Continued leadership focus on Phonics and Early Reading to achieve a higher percentage of children entering Year 1 able to confidently use their phonic knowledge in Reading and Writing and achieving GLD at end of EYFS.</p> <p>22. Review transition processes and early engagement, support and training offer to new starter families</p> <p>23. Evaluation and renewed policy for SENCO / EYFS early intervention of need</p> <p>24. Curriculum progression and cohesion between FS1 & 2</p>	<p>Early Intervention of Need</p> <p>Home / school support offer review</p> <p>Nursery Curriculum</p>