



Mulbarton Primary School

School Improvement and Development

Plan



Academic year
2023-2024





The SIP explained

A high-quality SIP has the following benefits:

- It allows the whole school community to understand the school's vision
- It provides everyone with a clear understanding of the school's goals and how they will be achieved
- It contains timescales for implementation to ensure accountability
- It allows the school to determine how to effectively use resources to meet goals
- It helps the school to budget and determine spending priorities
- It clarifies the key priorities the school believes are the most important to address at this time

We constantly review everything we do based on assessments, observations, feedback and the needs of our pupils. These reviews help us to identify priorities and form the core of our SIP.

We believe it is important to allow everyone the chance to contribute ideas for school improvement. We ask parents, staff and pupils to share their ideas through questionnaires and via the school forum.

Staff members play a key role in determining our priorities and ensuring their success. Staff development forms a large part of our school improvement process, with staff encouraged to undertake training throughout the year, both internally and externally, and INSET days are planned to enhance teaching and learning.

Priorities are aligned to the Ofsted framework, which ensures we focus on the most important priorities for total school improvement.

Once the SIP is agreed, we review it on a termly basis to ensure we are meeting expectations and are on course to deliver our promises.

How the SIP process works

1. The SIP is created following:
 - Feedback from the school community.
 - Termly feedback from the governing board.
 - Priorities identified through a self-evaluation form (SEF).
 - Ongoing feedback from the LA highlighting current issues.
 - End of year data analysis.
2. The SIP is written by the headteacher and SLT and agreed by the governing board – it is based on priorities identified for school improvement and includes measurable outcomes.
3. The SIP is shared with staff members and the rest of the school community in September.
4. Subject leaders produce action plans based on the SIP and share them with their teams by the October half-term.



5. Appraisal processes for staff take place by the October half-term to address issues relevant to the SIP. There is an interim review in February, and a summative review at the end of the academic year.
6. Progress reviews are conducted termly, where all staff are asked to contribute the impact of their actions.
7. The end of year evaluation identifies further areas for development, and the SIP process begins again.



'Helping each other learn and grow.'



Our Vision

'We are a learning community aiming to provide an outstanding broad curriculum in a stimulating and safe environment. We want everyone in our school to be happy, resilient and loved, showing respect for each other and the world we live in. We value diversity and individuality and strive to ensure everyone achieves their full potential in a nurturing atmosphere of support and encouragement.'

Our aims

We aim to:

- provide an exciting, engaging, curriculum that exceeds the requirements of the National Curriculum.
- help our children become autonomous, resilient and reflective pupils who have a love of learning.
- set high expectations (challenge-led approach), and give equal opportunities, to allow all children to reach their full potential.
- support our children to develop knowledge, and acquire skills, which they can use and apply both within, and outside, of school.

The school's context

Demographics

We are a two-form entry primary school with a pupil count of 410. We are village school, situated just five miles from Norwich in South Norfolk. The school draws from a wide-ranging socio-economic background. Twelve percent of pupils are classed as

Pupil Premium. Seven percent of pupils on roll have EAL, with a total of 18 languages. 89 percent of the school are white British. Ten percent of pupils have SEND, which is below local and national averages.

Ofsted

We were judged as 'good' in all areas by Ofsted in 2021. We are currently working hard to reach 'outstanding'. Following the inspection, we renewed our focus on consistency of assessment across subjects.

Pupil outcomes

Our attainment scores rose significantly in 2022-2023. We have recently reversed a significant downward trend in Phonics, with 89 percent achieving the expected standard.

A significant improvement in writing and increase of 22% to 78% closing the gap to, and exceeding National KS2 outcomes 2023.

Outcomes continue to rise in percentages of children achieving the Greater Depth standard, where they are broadly in line with National outcomes in all areas other than writing.

'Helping each other learn and grow.'



Key stage 1 outcomes showed significant improvement on the previous year.

Staffing has been relatively stable. We have two new teachers for this academic year, one of whom is an ECT.

Significant changes

Staffing has been relatively stable. We have two new teachers for this academic year, one of whom is an ECT.



'Helping each other learn and grow.'



What is the Current Position?

Self-Evaluation Form	Grade	Brief Commentary
Overall Effectiveness	Good	MPS received an overall 'Good' grading in an Ofsted Section 5 inspection in February 2022. The school was graded as good in all five areas, and safeguarding was deemed effective.
Quality of Education	Good	Pupils benefit from a well-constructed curriculum. The curriculum has been mapped from Reception to Year 6, clearly setting out the knowledge and skills that pupils will develop. The school has recently introduced a rigorous phonic programme and the impact of this on pupils' reading is beginning to be seen.
Behaviour and Attitudes	Good	Ofsted described pupils as 'polite and kind' and noted that incidences of bullying do not happen often. They noted attendance was pleasing (in the context of the pandemic) and leaders are continuing to strive for improvements.
Personal Development	Good	Staff cater well for pupils' personal development (Ofsted 2022) The offer of extra-curricular opportunities is varied and engagement is good. The school PSHE curriculum develops confident and considerate citizens.
Leadership and Management	Good	Ofsted noted that leaders had good relationships with staff and parents. Safeguarding arrangements are effective.
Quality of Education in Early Years	Good	Pupils in Reception get a strong start. Children and parents are well supported, and the quality of teaching is good. The curriculum is clear and engaging with pupils having access to both class and outdoor learning environments. The percentage of pupils achieving GLD in summer 2023 was 78%



Our Highlights

EYFS	<ul style="list-style-type: none">• 79% of pupils achieved GLD (Good Level of Development) in 2023. This is an increase of 11%• All strands of the Early Learning Goals showed an increase in percentage of pupils achieving the expected standard• Considerable investment to develop the outdoor learning environment
KS1	<ul style="list-style-type: none">• Major investment in training and resources for Phonics (especially decodable readers)• 90% of pupils passed the Year 1 phonic screen – an improvement of 36% on the previous cohort• 89% of Year 2 re-take pupils passed the screen – an improvement of 25%• Increased percentages achieving the expected and greater depth standards reading, writing, maths and combined
KS2	<ul style="list-style-type: none">• A significant improvement in writing at KS2 to 78%• Reading, writing, Maths, SPAG, science and combined data all above National for working at the expected standard• Excellent personal development opportunities offered through wow days, school trips – including residentials and our Y6 prefect scheme



‘Helping each other learn and grow.’



Quality of Education

Priority improvement	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
To ensure writing attainment in all year groups is at least in line with National outcomes To ensure writing attainment in all year groups is at least in line with National outcomes	Quality CPD for teachers - Raising attainment in boys' writing	All teaching staff to attend – some will need to be paid additional hours.	K Savory Tracey Taylor Lauren Sergeant	All teachers	Twilight Oct 23	July 24
	Review of teaching texts to promote engagement	£300 – investment in suitable texts				
	To create opportunities to promote boys writing through targeted interventions such as Premier League Primary Stars	£480				
	Quality CPD for teachers - Raising attainment in boys' writing	All teaching staff to attend – some will need to be paid additional hours.	K Savory Tracey Taylor Lauren Sergeant	All teachers	Twilight Oct 23	July 24

'Helping each other learn and grow.'



Priority improvement	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
Impact and Next Steps						
Improve provision for pupils with SEND	Work towards Dyslexia Friendly Award improving awareness and strategies to support Dyslexic learners.	£795 (year 1)	R Jennings	All staff	Sept 23	July 25
	Audit of Learning environment to ensure classrooms cater for children with additional needs and support effective communication.	Adjustments identified - £1000	R Jennings	All teachers	Sept 23	Oct 23
	Quality CPD for all teachers and teaching assistants	Inset time	N Hall	All staff	Sept 23	
	Consistency of monitoring to ensure that agreed approach is being used	T and L time	SLT	All Staff	Sept 23	July 24
Embedding, sustaining, and developing recent phonic improvements	Appointment of a new phonic lead, to shadow this academic year and complete any necessary training	Training time with RJ/NH	R Jennings N Hall	V Shipp	Autumn 23	July 23
	QA to ensure consistency of teaching across EYFS and KS1	Monitoring training and release time	Subject leads	EYFS and KS1 staff	On going	
	Consistency of monitoring to ensure that agreed approach is being used	SLT time	E King	All teachers HLTAs		

‘Helping each other learn and grow.’



Priority improvement	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
Consistency of quality of education across all foundation subjects		Subject leader release time				
	Opportunities to attend VNET subject leader meetings	£2,400 (Credits analysis needed)	Teaching staff			
	Subject lead, SLT and external QA shared with teachers, and impact measured	T and L time Teacher release time	Subject leaders SLT	All teachers		
Impact and Next Steps						



‘Helping each other learn and grow.’



Behaviour and Attitudes

Priority improvements	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
Introduce and embed new rule system to school	Whole staff training – including site, catering and office staff	£100 – additional INSET	N Hall – Head teacher	All Staff	Sept 23	
	Steps Training for all teachers and teaching assistants	School Package (2-year plan) £749	K Savory	All teachers and teaching assistants	June 22	July 24
	Purchase signage for school and display	£100	M Body	N/A	Autumn Term 23	
Impact and Next Steps						
Effective monitoring and tracking of behaviour incidents	Standing agenda item at DSL meetings	SLT time	N Hall	DSLs	Sept 23	July 24
	Individual Behaviour Plans created where needed – monitored and reviewed		SLT with class teacher	Class/SEND TAs	Sept 23	July 24
	Analysis of date and impact of associated actions		K Savory	All Staff – CPOMS reporting	Sept 23	July 24

‘Helping each other learn and grow.’



Priority improvements	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
Impact and Next Steps						
Continue to embed best practice re: monitoring persistent absenteeism and lateness	Weekly tracking of lateness Timely intervention with Parents/Carers and impact measured	SLT time	K Savory	N Hall	Sept 23	July 24
	Half termly tracking of Persistent absentees – timely intervention with Parents/ Carers	SLT time	K Savory	N Hall	Sept 23	July 24
	Celebrate weekly class attendance in assembly	SLT time	K Savory	N Hall	Sept 23	July 24
Impact and Next Steps						



‘Helping each other learn and grow.’



Personal Development

Priority improvements	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
To develop awareness and support for children's mental health and wellbeing	Effective understanding of agencies to signpost for external support within Nurture.	RJ and DF training time.	RJ	DF	Sep 23	March 24
	To develop the role of mental health ambassadors and effective mental health support within Nurture.	RJ time.	RJ supported by the mental health team.	Mental Health Team and EB.	Sep 23	July 24
	Creating and celebrating opportunities for children to effect change within school.	RJ time.	RJ	All staff.	Sep 23	July 24
	Mini Minds – supporting pupils mental strategies for social relationships and life	£170	HB	DF	Sept 23	Ongoing
Impact and Next Steps						
To improve the diversity offer in our curriculum.	Audit of library books, class texts and other Supporting resources	Time	RJ EK	Subject leads		

'Helping each other learn and grow.'



Priority improvements	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
	Audit of diversity across the curriculum, analysis and remediation plan including identification of resources needed	Time	EK			
	Network with schools with a similar context to support best practice and develop school offer	Release time	EK			
Impact and Next Steps						

‘Helping each other learn and grow.’



Leadership and Management

Priority improvements	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
School restructure to ensure financial viability for coming years	Restructure documentation to be completed	SLT time	N Hall	TAs Playworkers	Sept 23	Dec 23
	Restructure to be approved by Governors		N Hall	Governors	Oct 23	
	Consultation with Staff and Unions	Meetings to be held	N Hall	TAs Unions Teaching Staff	Sept 23	
	Skills audits and interview process		N Hall K Savory R Jennings		Oct 23	Nov 23
	Final agreement and appointments made		FGB	TAs	Dec 23	
Impact and Next Steps						

‘Helping each other learn and grow.’



Priority improvements	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
Engagement with Parents as a stakeholder group	To consult with parents regarding school improvement	N/A				
	Increase opportunities for parents to attend events at school	£250 Minor resources				
	Development of new website to improve communication, and accessibility	£2000	N Hall			
Impact and Next Steps						
Monitoring of consistency of approach to assessment	Focus for all subject leaders to ensure agreed practice is in place across classes and year groups, and by Curriculum lead to ensure consistency across subjects	Time	E King	All subject leads		
	Focus for release time by all subject leaders					
	Staff training in what monitoring and evaluating looks like					
Impact and Next Steps						

‘Helping each other learn and grow.’



Priority improvements	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
To increase succession security and development opportunities for middle leaders	Support for those wishing to complete an NPQ (National Professional Qualification)	SLT time	N Hall	E King V Shipp E Brooks K Bird L Sergeant H Brigden	Oct 23	July 24
	Opportunities to engage with networking groups through cluster or VNET	See note above				
	Opportunity for personal study and development	Time	SLT	All teachers		
Impact and Next Steps						



‘Helping each other learn and grow.’



Early Years Education

Priority improvements	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
To increase opportunities for child-led writing	Increase quality writing opportunities across the base (The Message Centre, Writer's Workshop and writing toolkits)	Small, individual writing trugs containing a range of mark-making resources	EK	All Reception staff		
	Drawing club inputs used to inspire mark-making	'Drawing Club' training and resources	EK	MP		
	Celebrate children's independent writing	Display spaces	EK	All Reception staff		
Impact and Next Steps						
To increase children's vocabulary.	Audit current oracy levels	Auditing tool	EK			
	Vocabulary display	Display space	EK and MP	All Reception staff		

'Helping each other learn and grow.'



Priority improvements	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
	Drawing club inputs used to introduce ambitious vocabulary using signs	Drawing club training and resources	EK	MP		
Impact and Next Steps						
To improve quality interactions between staff and children during play.	Staff training	Quality interaction training	EK	All Reception staff		
	Research and implement strategies, for example SHREC – stages of a quality interaction	Management time used to research	EK			
	Clear modelling and chances for staff to observe each other	Observation form and feedback time	EK	All Reception staff		
Impact and Next Steps						

‘Helping each other learn and grow.’