



New Marston Primary School

School Improvement Plan 2019-20

This document links to RLT School Improvement Strategy [here](#). and our SEF [here](#).

Introduction

School Context: At New Marston, we aim to ensure that our students experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of procedural and semantic knowledge. This is in line with our School Vision, which is articulated thus:

Through a rich, challenging and creative curriculum, we prepare our children to contribute actively and positively to their wider world. We help them to aim higher, reach further and shine brighter.

Our curriculum **intent** ([here](#)) is designed to meet the unique needs of our demographic and context. We are a richly diverse and inclusive school, taking pupils from all parts of the world, with 49 first languages spoken and a large proportion of EAL pupils. We have 12% pupils registered as SEN and 19% receiving the pupil premium and we have a large proportion of parents in higher professional jobs, such as doctors and academics. Our curriculum is designed to meet all needs and fill gaps in cultural capital, which we believe to be a moral imperative. Being within Oxford City, we benefit from a rich cultural, historical and geographical context, which we draw from.

Our pre-2019 curriculum drew from a range of local opportunities and an impressive list of trips and residential to enhance the curriculum, however, we were unable to capitalise on these, as they were not fully woven into the curriculum. Neither did we have adequate coverage of Arts subjects. Our new curriculum has been designed to redress these imbalances.

Creation of our SIP:

Our SIP is created by links to our SEF and areas where we consider we need strengthening or reinforcing to be an outstanding school. Creation of the SIPlan has taken into account recent peer review findings, recent data points, analysis of questionnaires and **thus is the result of rigorous examination of school performance**

Key People involved in creating the SIPlan: School Leadership Team, School Governors and school teaching and support staff

Three Year Vision

See above: we have come from a low starting-point (2016) and intend to be outstanding in all areas asap

Key priorities for the next three years; see table below

	Priority 1	Priority 2	Priority 3
Year 1	Implementation and expert delivery of our new bespoke ambitious curriculum in order that our intention of high-quality education for all pupils is met.	Increase outcomes for all: GD and vulnerable learners through deeper implementation of our explicit vocabulary teaching, scaffolding and modelling (delivering lessons in line with our T and I policy)	Linking appraisal to school-led CPD with expectations for all staff to continue learning
Year 2	Analysis of the impact of year 1 and deepen implementation for year 2	Further improve GD writing, alongside GD in science, reading and maths	Continue and deepen
Year 3	Analysis of the impact to date and further enhancements to be made in implementation	Further improve GD attainment in all areas of the curriculum.	Development of the New Marston blogging for other colleagues and for wider publication
Year 4	Continue to tweak curriculum with higher expectations each year	Sustain and develop	
Year 5	Involve pupils more fully in curriculum design		

Key Priorities for the current year

- Ensuring that priorities are evidenced-based (on rigorous evaluation of the school)
- Ensuring that the priority is described in terms of a success criteria: what do we want it to look like when we are successful
- This 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
1. Implementation and expert delivery of our new bespoke ambitious curriculum in order that our intention of high-quality education for all pupils is met.	Our pre-2019 curriculum drew from a range of local opportunities and an impressive list of trips and residential to enhance the curriculum, however, we were unable to capitalise on these, as they were not fully woven into the curriculum. Neither did we have adequate coverage of Arts subjects. Our new curriculum has been designed to redress these imbalances.	AHT and Curriculum Lead DG with HT	Impact Committee and curriculum Governor Gill Standing
2. Improving outcomes for all learners, GD and vulnerable learners, through deeper implementation of our explicit vocabulary teaching and stronger links with parents	Having focused on PP outcomes and progress for the past 2 years, these are now above national, but our GD data is below our ambition for those pupils. We need to have higher expectations for our HPAs, but to aim for other pupils to fulfil their potential with higher expectations explicit in planning. Ambitious targets for all groups, including vulnerable learners (link to PP Plan). Closer working with parents	Headteacher (from 2019 taking the lead on GD outcomes) and AHT Inclusion Lead RV	Impact Governor and SEN Governor Clare Rountree, with RV as Teacher Governor
3. Linking appraisal to school led CPD with expectations for all staff to continue learning “To engage positively with continuing professional learning and development”	Our most effective CPD is whole-school and usually school-led, mainly by SLT. The intention is that teachers will stop relying on SLT input, but read and research more widely themselves, contributing to personal and whole-school learning.	AHT DG, AHT RV and HT	Impact Committee and Chair Nick Chatrath

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
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			Committee
Leadership	Develop the leadership capabilities of new middle leaders so they deliver effectively their area plans and establish strong alignment in their teams and as part of succession plans.	HT	Impact
Outcomes	Higher expectations to result in more children achieving GD in all subjects	HT	Impact
Teaching and Learning	More teaching to be outstanding to meet the needs of MA, PP, SEN learners	HT, DHT	
Professional Learning	Link to Priority 3 (see above)	HT, DG	Impact
Climate and Ethos	Forest School (new Leader trained) and Nurture Room to support High Needs	RV	Impact

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

GLD > 78% Phonics > 82%

KS1 > 75% KS2 > 75%

All other years – 85% for stable and non-SEN pupils

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

Key Strengths of the school which could bring expertise/capacity/support to other schools in RLT

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

1. Curriculum Leadership - Intent and Implementation (DG already leading this in RLT)
2. Safeguarding and Inclusion (RV already leading Safeguarding in RLT)
3. Vocabulary building and teaching explicit vocabulary (KS, our English Lead very strong on this and working with OUP as Case Study School)
4. RWI Leadership

Areas where training / input / expertise would be valued from either other RLT schools or from beyond the Trust

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)

Appendix 3: Key points summary regarding implementation of Improvement plans



- Priorities chosen for the Improvement Plan link to the school's SEF
- The priorities of the SIP are be clear, coherent and easily remembered by all staff
- Priorities are supported by more detailed action plans with clear staff ownership and accountability
- Priorities linked to Appraisal targets see [here](#).

