



## Millbrook Primary School

### Three Year Strategic Plan

#### To Improve Continuity and Progression in Writing Across the School

This priority aligns closely with the school's improvement priorities and the actions highlighted in the recent OFSTED inspection comments. The focus on enhancing writing skills directly addresses the identified weaknesses in English, where not enough pupils were achieving well. The need for cohesive planning, high expectations, and purposeful writing tasks is crucial in ensuring all pupils, including those with SEND, can access the curriculum effectively. The school's vision of "Believe and Achieve" supports this priority by fostering an environment where pupils are inspired to succeed in their writing.

Year	2024-2025	2025-2026	2026-2027
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Conduct a baseline assessment of writing skills across all year groups.</li> <li>- Develop a cohesive writing curriculum that includes clear objectives for each year group.</li> <li>- Provide professional development for teachers on effective writing instruction and assessment strategies.</li> </ul>	<ul style="list-style-type: none"> <li>- Implement the new writing curriculum with a focus on purposeful writing tasks.</li> <li>- Establish a system for regular moderation of writing assessments among teachers.</li> <li>- Introduce targeted interventions for pupils who are struggling with writing.</li> </ul>	<ul style="list-style-type: none"> <li>- Review and refine the writing curriculum based on assessment data and feedback from teachers.</li> <li>- Organise writing workshops and events to celebrate pupil achievements in writing.</li> <li>- Ensure ongoing professional development for teachers to keep up with best practises in writing instruction.</li> </ul>
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>- 100% of teachers will use the new curriculum and report increased confidence in teaching writing.</li> <li>- Baseline assessments will identify specific areas for improvement across year groups.</li> <li>- Initial pupil writing samples will show a 10% increase in age-appropriate skills.</li> </ul>	<ul style="list-style-type: none"> <li>- Pupil writing samples will demonstrate improved fluency and creativity, with a 15% increase in the number of pupils meeting age-related expectations.</li> <li>- Regular moderation will show consistency in assessment across year groups.</li> <li>- Interventions will lead to a measurable improvement in writing for targeted pupils.</li> </ul>	<ul style="list-style-type: none"> <li>- The writing curriculum will be fully embedded, with assessments showing a further 20% increase in pupils meeting age-related expectations.</li> <li>- Pupil feedback will indicate increased enjoyment and engagement in writing tasks.</li> <li>- Professional development will result in a 90% satisfaction rate among teachers regarding writing instruction.</li> </ul>

#### 2024-2025 Impact

During the first year, the focus will be on establishing a solid foundation for writing instruction. By conducting baseline assessments, the school will identify specific areas of need across year groups. The development of a cohesive writing curriculum will provide clear objectives and expectations, leading to increased teacher confidence in delivering writing lessons. Initial pupil writing samples will reflect a 10% increase in age-appropriate skills, setting the stage for further improvement.

#### 2025-2026 Impact

In the second year, the implementation of the new writing curriculum will take centre stage, with a focus on purposeful writing tasks. The establishment of a moderation system will ensure consistency in assessment, fostering collaboration among teachers. Targeted interventions for struggling pupils will yield measurable improvements, with a 15% increase in the number of pupils meeting age-related expectations. This year will also see a growing enthusiasm for writing among pupils as they engage with more meaningful tasks.

#### 2026-2027 Impact

By the third year, the writing curriculum will be fully embedded, and ongoing reviews will ensure it remains responsive to pupil needs. The expected outcome is a further 20% increase in pupils meeting age-related expectations, demonstrating the effectiveness of the curriculum and instructional strategies. Writing workshops and events will celebrate pupil achievements, reinforcing the school's vision of inspiring and respecting each other. Feedback from pupils will indicate a significant increase in enjoyment and engagement in writing, contributing to a positive school culture around literacy. This strategic plan aims to create a sustainable approach to writing instruction that not only improves pupil outcomes but also fosters a lifelong love of writing.



## Millbrook Primary School

### Three Year Strategic Plan

#### Increasing the Impact of Assessment for Learning in Reading

This strategic plan aligns with the school improvement priorities, particularly the focus on enhancing reading, which is identified as a key area for development in the recent OFSTED inspection. The plan aims to ensure that teachers are equipped with the necessary knowledge and skills to effectively apply assessment for learning, thereby identifying next steps for pupils and fostering a love for reading. This is crucial given the inspection comments highlighting inconsistencies in reading fluency and comprehension skills among pupils. By addressing these issues, the school can build on its vision of inspiring and supporting every pupil to achieve their full potential.

Year	Year 1 (2024-2025)	Year 2 (2025-2026)	Year 3 (2026-2027)
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Conduct training sessions for teachers on assessment for learning in reading.</li> <li>- Implement regular assessment cycles to monitor pupil progress.</li> <li>- Create a resource bank of reading materials that cater to diverse needs.</li> </ul>	<ul style="list-style-type: none"> <li>- Review and adjust assessment strategies based on data collected in Year 1.</li> <li>- Organise workshops for parents to support reading at home.</li> <li>- Introduce peer observation sessions for teachers to share best practises in reading instruction.</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate the impact of the assessment strategies on pupil outcomes.</li> <li>- Develop a reading intervention programme for pupils identified as needing additional support.</li> <li>- Celebrate reading achievements through school-wide events and initiatives.</li> </ul>
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>- All teachers demonstrate improved skills in using assessment for learning.</li> <li>- Pupil engagement in reading activities increases, as evidenced by participation rates.</li> <li>- A diverse range of reading materials is available and utilised in classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>- Assessment data shows measurable improvement in reading fluency and comprehension across all year groups.</li> <li>- Increased parental involvement in supporting reading at home, evidenced by feedback and attendance at workshops.</li> <li>- Teachers report enhanced collaboration and sharing of effective practises.</li> </ul>	<ul style="list-style-type: none"> <li>- Significant improvement in reading outcomes for pupils, particularly those with identified gaps.</li> <li>- Successful implementation of reading interventions, with positive feedback from pupils and parents.</li> <li>- Increased recognition and celebration of reading achievements within the school community.</li> </ul>

#### Year 1 Impact

In the first year, the focus will be on building teacher capacity in assessment for learning and establishing a robust framework for monitoring pupil progress in reading. By the end of this year, we expect to see an increase in teacher confidence and competence in assessing reading skills, leading to heightened pupil engagement in reading activities.

#### Year 2 Impact

In the second year, the adjustments made to the assessment strategies based on Year 1 data will lead to improved reading outcomes. The involvement of parents in supporting their children's reading at home will also foster a collaborative approach to learning. By the end of Year 2, we anticipate measurable improvements in pupils' reading fluency and comprehension, alongside enhanced teacher collaboration.

#### Year 3 Impact

By the end of Year 3, the implementation of targeted reading interventions will significantly address the needs of pupils who require additional support. The culmination of these efforts will lead to a marked increase in reading proficiency across the school, with a strong culture of celebrating reading achievements. The school will be positioned as a supportive learning environment where every pupil is inspired to read and achieve.



## Millbrook Primary School

### Three Year Strategic Plan

#### Focus on Rigorous Planning and Assessment to Develop Teaching and Learning

This priority aligns directly with the school improvement priorities of Mathematics and Leadership and Management. The inspection comments highlighted the need for rigorous planning and assessment to improve outcomes for pupils, particularly in English and Mathematics. By focusing on effective planning and the CPA (Concrete, Pictorial, Abstract) approach, the school can enhance pupils' mathematical understanding and fluency while addressing the identified gaps in knowledge, particularly for pupils with SEND. This strategic plan aims to embed high-quality teaching practises and assessment methods that will ultimately lead to improved academic outcomes for all pupils.

Year	2024-2025	2025-2026	2026-2027
<b>Actions</b>	<ul style="list-style-type: none"><li>- Implement CPA approach in all classes.</li><li>- Provide training for teachers on effective assessment strategies.</li><li>- Develop a school-wide assessment framework for Mathematics.</li></ul>	<ul style="list-style-type: none"><li>- Review and refine the CPA approach based on feedback.</li><li>- Conduct regular assessments to monitor pupil progress.</li><li>- Engage parents/carers in supporting Mathematics learning at home.</li></ul>	<ul style="list-style-type: none"><li>- Analyse assessment data to identify trends and gaps in learning.</li><li>- Implement targeted interventions for pupils needing additional support.</li><li>- Celebrate and share successes in Mathematics learning across the school community.</li></ul>
<b>Success Criteria</b>	<ul style="list-style-type: none"><li>- All teachers effectively use the CPA approach in their lessons.</li><li>- Teachers report increased confidence in assessment practises.</li><li>- A clear assessment framework is in place and utilised across the school.</li></ul>	<ul style="list-style-type: none"><li>- Positive feedback from teachers on the effectiveness of the CPA approach.</li><li>- Increased pupil engagement and improvement in assessment results.</li><li>- Parents/carers report feeling more involved in their child's Mathematics learning.</li></ul>	<ul style="list-style-type: none"><li>- Data analysis shows significant improvement in Mathematics outcomes for all pupils.</li><li>- Targeted interventions lead to measurable progress for identified pupils.</li><li>- A culture of celebrating Mathematics achievements is established within the school.</li></ul>

#### 2024-2025 Impact

In the first year, the successful implementation of the CPA approach will lead to a more structured and engaging Mathematics curriculum. Teachers will feel more confident in their assessment practises, resulting in a clearer understanding of pupil progress. This foundational year will set the stage for improved pupil outcomes in Mathematics.

#### 2025-2026 Impact

By the second year, the refinement of the CPA approach based on feedback will enhance its effectiveness. Regular assessments will provide valuable insights into pupil progress, allowing for timely interventions. Parental engagement will increase, positively influencing pupils' attitudes towards Mathematics and further supporting their learning.

#### 2026-2027 Impact

In the final year of this strategic plan, data analysis will demonstrate significant improvements in Mathematics outcomes across the school. Targeted interventions will address specific gaps in learning, particularly for pupils with SEND, ensuring that all pupils are well-prepared for their next stages of education. The school will foster a culture of celebrating success in Mathematics, reinforcing the importance of achievement and continuous improvement.



## Millbrook Primary School

### Three Year Strategic Plan

#### Effective Progression of Skills and Concepts in All Curriculum Subjects

This priority aligns closely with the school improvement priorities focused on ensuring effective implementation of the curriculum, particularly in foundation subjects, as highlighted in the OFSTED inspection comments. The need for formative assessment to identify and address gaps in learning is crucial, especially for pupils with SEND. The school's vision of fostering an environment where every pupil is inspired, respected, and successful is integral to this plan. By enhancing the curriculum delivery and ensuring that teachers have the necessary knowledge and skills, we can create a more inclusive and effective learning environment.

Year	Year 1 (2024-2025)	Year 2 (2025-2026)	Year 3 (2026-2027)
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Conduct a curriculum audit to identify gaps in foundation subjects.</li> <li>- Provide professional development for teachers on effective curriculum delivery and formative assessment techniques.</li> <li>- Establish a framework for subject leaders to monitor and support curriculum implementation.</li> </ul>	<ul style="list-style-type: none"> <li>- Implement regular subject leader meetings to share best practises and resources.</li> <li>- Conduct termly assessments to track pupil progress and identify gaps.</li> <li>- Adapt the curriculum based on assessment data to ensure it meets the needs of all pupils, including those with SEND.</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate the effectiveness of curriculum adaptations and teacher support.</li> <li>- Organise workshops for parents to engage them in the curriculum.</li> <li>- Develop a system for ongoing feedback from pupils regarding their learning experiences.</li> </ul>
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>- All foundation subjects have clear progression pathways identified.</li> <li>- 100% of teachers report increased confidence in delivering the curriculum.</li> <li>- Subject leaders are actively supporting teachers and monitoring implementation.</li> </ul>	<ul style="list-style-type: none"> <li>- Evidence of improved pupil outcomes in foundation subjects based on termly assessments.</li> <li>- Increased engagement from parents in curriculum-related activities.</li> <li>- Teachers are consistently using formative assessment to inform planning.</li> </ul>	<ul style="list-style-type: none"> <li>- Positive feedback from pupils indicating they feel their needs are met in the curriculum.</li> <li>- Demonstrable improvement in pupil knowledge and skills in foundation subjects.</li> <li>- Sustainable practises established for ongoing curriculum review and adaptation.</li> </ul>

#### Year 1 Impact

In the first year, we will focus on establishing a solid foundation for curriculum improvement. By conducting a comprehensive curriculum audit, we will identify specific gaps and areas for development in foundation subjects. Professional development will enhance teacher confidence and skills, ensuring they are well-equipped to implement the curriculum effectively. Subject leaders will play a crucial role in supporting their peers, leading to a more cohesive approach across the school.

#### Year 2 Impact

The second year will build on the foundations laid in Year 1. Regular meetings among subject leaders will foster collaboration and the sharing of best practises, leading to improved curriculum delivery. Termly assessments will provide valuable data to track pupil progress, allowing for timely interventions. The curriculum will be adapted based on this data, ensuring it is responsive to the needs of all pupils, particularly those with SEND.

#### Year 3 Impact

By the third year, we will evaluate the overall effectiveness of our curriculum adaptations and teacher support. Workshops for parents will enhance their involvement in the educational process, thereby strengthening the home-school partnership. Feedback from pupils will guide further improvements, ensuring that the curriculum remains relevant and engaging. Ultimately, we aim for a significant improvement in pupil outcomes across all subjects, demonstrating the success of our strategic plan.



## Millbrook Primary School

### Three Year Strategic Plan

#### To Increase Capacity to Lead Improvement in Teaching and Learning

This priority aligns closely with the school improvement priorities, particularly in the areas of Leadership and Management and Curriculum. The recent OFSTED inspection highlighted the need for increased leadership capacity to drive improvements in teaching and learning, with a focus on self-reflection and evaluation. By enhancing the capacity of leaders to coach and support teachers, the school can address the inconsistencies in curriculum implementation and assessment practises noted in the inspection report. This strategic plan aims to foster a culture of continuous professional development, ensuring that all staff are equipped with the necessary skills and knowledge to effectively support all pupils, including those with SEND.

Year	2024-2025	2025-2026	2026-2027
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Conduct a needs assessment for staff training.</li> <li>- Implement a coaching programme for teachers.</li> <li>- Establish peer observation and feedback cycles.</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate the effectiveness of coaching and peer observations.</li> <li>- Provide targeted training based on assessment results.</li> <li>- Develop a mentoring system for new staff.</li> </ul>	<ul style="list-style-type: none"> <li>- Review and refine the coaching and mentoring programmes.</li> <li>- Foster a collaborative culture through regular team meetings.</li> <li>- Share best practises across the federation.</li> </ul>
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>- 90% of staff report increased confidence in teaching practises.</li> <li>- Improvement in pupil outcomes in writing and mathematics.</li> <li>- Positive feedback from peer observations.</li> </ul>	<ul style="list-style-type: none"> <li>- Evidence of improved teaching practises as observed in lesson evaluations.</li> <li>- Increased staff retention and satisfaction rates.</li> <li>- Enhanced pupil engagement and participation in lessons.</li> </ul>	<ul style="list-style-type: none"> <li>- Consistent application of effective teaching strategies across all subjects.</li> <li>- All staff demonstrate improved knowledge and skills in curriculum delivery.</li> <li>- Positive shifts in pupil attainment and progress across the curriculum.</li> </ul>

#### 2024-2025 Impact

In the first year, the focus will be on identifying specific areas where staff need support and implementing a robust coaching programme. The success of this year will be measured through staff confidence surveys and improvements in pupil outcomes, particularly in writing and mathematics. The introduction of peer observations will also provide valuable insights into teaching practises and areas for development.

#### 2025-2026 Impact

By the second year, the evaluation of the coaching and peer observation programmes will lead to targeted training initiatives tailored to the needs identified in the previous year. This year will see a focus on mentoring new staff, fostering a supportive environment that enhances teaching quality. Success will be reflected in improved teaching practises, increased staff satisfaction, and greater pupil engagement.

#### 2026-2027 Impact

In the final year of this strategic plan, the emphasis will shift towards embedding a collaborative culture where best practises are shared across the federation. The review and refinement of coaching and mentoring programmes will ensure sustainability and continued improvement. By the end of this year, we expect to see consistent application of effective teaching strategies, leading to notable improvements in pupil attainment and progress across all subjects.



## Millbrook Primary School

### Three Year Strategic Plan

#### Promoting Diversity and Embedding School Values

This priority aligns closely with the school improvement priorities, particularly in the areas of personal development and leadership. The recent Ofsted inspection highlighted the importance of promoting diversity and developing strong learning behaviours, which are essential for creating a positive school culture. By embedding the school values of respect, resilience, and inspiration, we can foster an environment where pupils feel valued and empowered to take on leadership roles. This will also address the need for enhancing pupil engagement and ensuring that all pupils, including those with SEND, are supported in their learning journey.

Year	2024-2025	2025-2026	2026-2027
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Develop a diversity curriculum that reflects the backgrounds of all pupils.</li> <li>- Organise workshops and events celebrating different cultures and perspectives.</li> <li>- Establish pupil leadership roles focused on promoting diversity and inclusion.</li> </ul>	<ul style="list-style-type: none"> <li>- Review and refine the diversity curriculum based on feedback.</li> <li>- Implement a mentorship programme where older pupils support younger pupils in leadership roles.</li> <li>- Continue to celebrate diversity through annual events.</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate the impact of the diversity curriculum on pupil engagement and understanding.</li> <li>- Expand pupil leadership roles to include decision-making opportunities in school governance.</li> <li>- Organise community outreach programmes to engage families in diversity celebrations.</li> </ul>
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>- Increased pupil participation in diversity-related events.</li> <li>- Positive feedback from pupils and parents about the inclusivity of the curriculum.</li> <li>- Pupil leaders demonstrate understanding and advocacy for diversity.</li> </ul>	<ul style="list-style-type: none"> <li>- Enhanced collaboration between pupils of different backgrounds.</li> <li>- Measurable improvement in pupil leadership skills.</li> <li>- Continued engagement and participation in diversity events.</li> </ul>	<ul style="list-style-type: none"> <li>- Evidence of improved pupil attitudes towards diversity in surveys.</li> <li>- Increased involvement of families in school activities related to diversity.</li> <li>- Pupil leaders actively contribute to school improvement discussions.</li> </ul>

#### 2024-2025 Impact

In the first year, we will establish a strong foundation for promoting diversity and embedding school values. Pupils will engage in a newly developed diversity curriculum, leading to increased awareness and appreciation of different cultures. The introduction of pupil leadership roles will empower students to take ownership of their learning environment, fostering a sense of belonging and respect among peers.

#### 2025-2026 Impact

In the second year, we will refine our approach based on feedback and observations from the previous year. The mentorship programme will enhance peer relationships and support, while annual events will solidify our commitment to diversity. Pupil leadership skills will grow, with students actively participating in initiatives that promote inclusion and understanding within the school community.

#### 2026-2027 Impact

By the third year, we will evaluate the overall impact of our strategies, assessing how well the diversity curriculum has been integrated into everyday learning. The expansion of pupil leadership roles will encourage greater involvement in school governance, allowing pupils to influence decisions that affect their education. Community outreach programmes will strengthen relationships with families, further embedding the values of respect and inclusivity in the school culture.