

Muswell Hill Primary School 5-year Strategic Plan

	Year 1			Year 2			Year 3		
Term	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
	Priority 1: Develop and Improve the Quality of Teaching and Learning Priority 2: Enhance and develop MHPS's curriculum Priority 3: (integrated into the target and actions of priorities 1 & 2) Reflect on and utilise evidence-based & research-based Priority 4: Implement Muswell Hill's 5-year plan Develop children's leadership skills and connect their learning to the bigger world.			Priority 1: Develop and Improve the Quality of Teaching and Learning Priority 2: Enhance and develop MHPS's curriculum Priority 3: (integrated into the target and actions of priorities 1 & 2) Reflect on and utilise evidence-based & research-based Priority 4: Implement Muswell Hill's 5-year plan Develop children's leadership skills and connect their learning to the bigger world.					
Pillar 1: A timeless curriculum for our time	2:1 Induct and develop the leadership role of the 3 new phase leaders (restructure) 2:2 Appoint subject named leaders for each subject to reinforce commitment to MHPSs broad and balanced curriculum. 2:5 Improve the universal music provision (access to instruments without having to pay)	2:7 Improved dance and gymnastics expertise, provision and assessment 2:9 Improve and extend the curriculum and provision pre/post school – meet the needs of the community	2:4 To embed clear assessment criteria and outcomes across foundation subjects to ensure a progression of knowledge and skills is clear for all learners across the school.	Begin to utilise & reference 17 Sustainable Goals – 20/21	Collaborate with Tom Sherringham & HEP to look at Rosenshine's Principles – a framework for effective teaching and learning. Effective pedagogy research. Teachers CPD. 2:6 Improve the cooking experiences of the children within the DT curriculum	4:2 Establish a STEAM Engine – a space to teach Science, Technology, Engineering, Art and Design and Maths			4:3 Create an outdoor theatre/arts space 4:4 Build a sustainable building within the gardens – solar panels, weather station, recycled & sustainable materials
	2:8 Extend the creative arts provision – embed depth and breadth		3:3 MHPS to become a Rights Respecting School. Bronze Award.			Rights Respecting School Silver Award			Rights Respecting School Gold Award

	4:10 Create a school of critical thinkers, learners with leadership opportunities at every level - children, teachers and non-teaching staff alike.								
	Introduce staff and children to learning muscles, BLP concepts, focus on growth mindset		Direct teaching around 2 dispositions BLP	Direct teaching around 2 dispositions BLP					
		Join HEP research team with Christine Counsel and commence Curriculum Review. Y3 training and trialling materials and adapt for MHPS.	Y3 continue to implement units. Y4 use summer units. Y3-5 teachers CPD in preparation for Autumn 20	Embed Y3 and commence Y4 and Y5 curriculum adjustments. Review Y2 Humanities curriculum. Y5/6 transition curriculum plan implemented. Autumn 2: Establish BAME action group to review school curriculum and develop wider viewpoint – remove ‘whitewashing’ from the curriculum. Links across literacy and humanities curriculum and develop in school literature, book corners and reading room projects. Spring Term: Curriculum CPD time allocated to attend to curriculum content review from a BAME viewpoint					Implement a full cycle of reviewed curriculum Embed Y5/6 curriculum changes. Enhance Y3/4 curriculum plan changes.
Pillar 2: Everyone belongs here	3:1 Embed knowledge, practices, provision and support for developing resilience and positive mental health 3:2 Embed a supportive, mental health curriculum that develops and promotes emotionally literate children, staff and leaders, and happy children who can self-reflect and self-regulate 3:4 Talent and Excellence’ and ‘potential high attainers’ are identified, supported and developed. 3:5 Develop an understanding of an inclusive universal provision – knowing what you need and when you need it, to learn best.		3:7 Extend in school services and partnerships – easily accessible, non-stigmatising	5:3 Design a new website design 5:2 Design a new logo Purchase inclusion materials to support children’s self-regulation in class.	Complete website and launch	3:6 Provide same day intervention – no-one left behind - Keep up not catch up			
		3:11 Establish new Equality objectives in line with school 5-year plan and	3:9 Establish new Accessibility Plan in line with school 5-year plan and SEF from July 19. 3:8 Create an active approach to building relationships & developing resilience – children working across classes and year groups with opportunities for vertical groupings and activities built into the school day.						

		SEF from July 19. 3:3 MHPS to become a Rights Respecting School. 3:10 Establish new SEN objectives in line with school 5-year plan and SEF from July 19.							
Pillar 3: Taking learning outdoors		2:10 Develop an outdoor inter-disciplinary curriculum		4:1 Create an outstanding outdoor inter-disciplinary curriculum. 4:5 Develop an edible garden – purpose e.g. plot to plate, community links – intergenerational (elderly, special school, Soup Kitchen)					
		Forest school commences	Asbestos work completed	Forest school resumes	Pond work completed	Viewing platform completed and MASC Forest School becomes after school provision00	Rent out Forest school space		
Pillar 4: Sound structures		Review office staff roles – PM cycle established	5:4 Put out to tender for children’s lunches	4:8 Enhance and improve the administrative support and structures across the school to ensure sustainable and future proofed. (Premises, office, medical, extended provision and finances).					
	4:9 Partnerships – sharing and supporting best practice, learning with and from others – SEND, Mental Health, Teaching and Learning, local, national and global, building on the Network Learning Community partnerships with local schools e.g. exploring support of mental health workers in schools, working in partnership with parents and carers to deliver this ambitious 5-year plan								

Priorities for 2019/20

Priority 1: **Develop and Improve** the Quality of Teaching and Learning: Teaching and learning – refer above to data analysis, attainment and progress, quality of teaching driven, BAME & disadvantaged learners, higher learning potential/GDS

Achievement gap issues

- Increase attainment and progress in writing for all groups with a particular focus on boys writing reaching EXS and GDS, disadvantaged pupils getting to GDS, specifics for in-year groups and close the gender gap between boys and girls in literacy
- Increase the number of disadvantaged pupils achieving combined Greater Depth & High Score (R/W/M)
- Increase the attainment and progress in maths for groups attaining GDS with a particular focus on girls reaching GDS and disadvantaged pupils getting to GDS.
- Further raise the outcomes and progress of BAME children, more able disadvantaged pupils and SEN pupils to be in line with the more able non-disadvantaged and non-SEN within the School.

Priority 2: **Enhance and develop** MHPS's curriculum: Embed maths mastery, develop high quality texts and apply children's literacy skills across all areas of the curriculum, embed high quality teaching of reading for higher learning potential learners and those working at GDS (Reading Gladiators Y2/4/6), expand the creative arts curriculum through high quality practitioners, develop the learning of scientific concepts and skills, begin to review the history and geography curriculum to develop subject specific knowledge of all learners.

Priority 3: (integrated into the target and actions of priorities 1 & 2) **Reflect** on and utilise evidence-based & research-based pedagogy – theory and practice for practitioners and children alike (meta-cognition, growth mindset, cognitive load theory, inclusive practices). **Review** practices that impact on teaching and learning and reduces staff workload.

Priority 4: **Implement** Muswell Hill's 5-year plan starting with:

Collaborate and extend partnerships to impact on teaching and learning for all groups within the Muswell Hill community by working continuing to work within HEP and the NLC and SPP; with outside professionals and experts from within the maintained and independent sectors.

Develop children's leadership skills and connect their learning to the bigger world.

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Develop staff leadership practices, knowledge and skills for their leadership roles.

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Develop knowledge, practices and roles of the Inclusion Team.

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Embed knowledge, practices, provision and support for developing resilience and positive mental health for the schools community.

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Begin to explore and research how to create an outstanding outdoor inter-disciplinary curriculum.

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Enhance and improve the administrative support and structures across the school. (Premises, office, medical, extended provision and finances).

OBJECTIVES FOR 2020/21

Priority 1: **Develop and Improve** the Quality of Teaching and Learning: Teaching and learning – refer to data analysis, attainment and progress, quality of teaching driven, BAME & disadvantaged learners, higher learning potential/GDS

Achievement gap issues

- Increase attainment and progress in writing for all groups with a particular focus on boys writing reaching EXS and GDS, disadvantaged pupils getting to GDS, specifics for in-year groups and close the gender gap between boys and girls in literacy
- Continue to increase the number of disadvantaged pupils achieving combined Greater Depth & High Score (R/W/M)
- Increase the attainment and progress in maths for groups attaining GDS with a particular focus on girls reaching GDS and disadvantaged pupils getting to GDS.
- Further raise the outcomes and progress of BAME children, more able disadvantaged pupils and SEN pupils to be in line with the more able non-disadvantaged and non-SEN within the School.

Priority 2: **Enhance and develop** MHPS's curriculum: Embed maths mastery, develop high quality texts and apply children's literacy skills across all areas of the curriculum, embed high quality teaching of reading for higher learning potential learners and those working at GDS (Reading Gladiators Y2/4/6), continue to develop the learning of scientific concepts and skills, continue to review the history and geography curriculum to develop subject specific knowledge of all learners. Reappraise the history and wider curriculum to reflect greater diversity and representation of all races and cultures. Develop a blended learning policy and practice for remote and live teaching for 20/21.

Priority 3: (integrated into the target and actions of priorities 1 & 2) **Reflect** on and utilise evidence-based & research-based pedagogy – theory and practice for practitioners and children alike (meta-cognition, Roshenshine's Principles & inclusive practices). **Continue to review** practices that impact on teaching and learning and reduces staff workload – marking and feedback.

Priority 4: **Continue to implement** Muswell Hill's 5-year plan:

Continue to collaborate and extend partnerships to impact on teaching and learning for all groups within the Muswell Hill community by working continuing to work within HEP and the NLC and SPP; with outside professionals and experts from within the maintained and independent sectors.

Post Covid, continue to enhance children's leadership skills and connect their learning to the bigger world.

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Enhance staff leadership practices, knowledge and skills for their leadership roles.

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Embed knowledge, practices and roles of the Inclusion Team.

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Enhance knowledge, practices, provision and support for developing resilience and positive mental health for the schools community.

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Develop to explore and research how to create an outstanding outdoor inter-disciplinary curriculum based on sustainable and environmental goals.

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Enhance and improve the administrative support and structures across the school. (Premises, office, medical, school lunches and finances).

