














Priority area 1: leadership and management

Objectives:

-  To develop a programme for leaders which focuses on the leading of teaching and learning and which impacts on standards
-  To provide CPD opportunities for all leaders, including school to school support
-  To engage with the Future, Engage, Deliver programme with Transform
-  To monitor the impact of mobility on standards and progress
-  To review and update safeguarding practice and provision
-  To strengthen and utilise effective governance
-  To further develop governors’ monitoring and align it with school leaders’ termly monitoring

Impact:






-  Senior and middle leaders monitor and evaluate the curriculum effectively, leading to improved teaching
-  Senior and middle leaders provide effective support to other schools
-  Leadership structure is revised, revitalised and established for the future of the growing school
-  The school has a policy and practice to support mobile pupils
-  Safeguarding practice remains at least good
-  Governance remains at least good

Objective	Specific Actions	Timeline	Lead staff	Monitoring/Evaluation	Cost
To develop a programme for leaders which focuses on the leading of teaching and learning and which impacts on standards	<ul style="list-style-type: none"> • Engage with the Future, Engage, Deliver Programme run by Transform • Amanda, Joy, Lorna, Laura to lead • SLT to focus on it 	Autumn	Amanda, Joy, Lorna, Laura Sarah, Grace	<ul style="list-style-type: none"> • Governing body meetings • SLT meetings 	£0
To provide CPD opportunities for all leaders, including school to school support	<ul style="list-style-type: none"> • Middle leader training • NPQSL training for Joy and Lorna • Transform subject leader networks • Transform leadership training 	Autumn Spring Summer	Laura	<ul style="list-style-type: none"> • Governing body meetings • SLT meetings 	£0
To engage with the Future Engage, Deliver programme with	<ul style="list-style-type: none"> • Attend launch • Joy and Lorna to deliver coaching and 	Autumn Spring	SLT	<ul style="list-style-type: none"> • SLT • Transform briefings 	





Transform	become school champions • Work with Fiona Moore to develop	summer			
To monitor the impact of mobility on standards and progress	• Laura's and Sarah's appraisal target • Identify groups of pupils • Tracking progress from baselines • Plan, do, review • Review new entrants policy	As pupils arrive	Laura Sarah Class teachers	• Pupil progress meetings • Governing body meetings	
To review and update safeguarding practice and provision	• Review child protection policy • Audit practice • Review practice	Spring	Safeguarding team Amanda DSL	• Safeguarding meetings • Safeguarding governor	
To strengthen and utilise effective governance	• Recruit new governors from a wide ranging skill base • Develop governance section on the new school website	Autumn 2018 Summer 2019	CoG CoG HT & MH	• FGB Meetings	
To further develop governors' monitoring and align it with school leaders' termly monitoring	• Establish governor monitoring weeks each term to align with school monitoring processes • Ensure governors understand the monitoring plan and how to carry out monitoring activities • Consider re-establishing a governor report to parents annual event/meeting	Autumn 2018 FGB November 2018 Summer 2019	CoG CoG and Committee Chairs FGB	• FGB Meetings	

Priority area 2: Outcomes for learners

Objectives:

-  Raise standards of GLD particularly English and maths
-  Improve y1 phonics test results to national levels
-  Increase % of pupils achieving greater depth in each year group
-  Analyse data of vulnerable groups including pupil premium and Roma
-  Plan programmes of work for newly arrived pupils across year

Impact:

-  Standards at F2 and Y1 improve to nearer national figures
-  The percentage of pupils achieving greater depth in each year group increases to 10%
-  Vulnerable groups identified, assessed and appropriate interventions planned
-  Newly arrived pupils are quickly identified, supported and make good or better progress

Attainment targets 2018-2019





Key Stage	2019	Greater depth	2020	Greater depth
F1 GLD	35%		40%	
F2 GLD	71%		71%	
Y1 phonics	78%		80%	
Y2 reading	80%	25%	80%	25%
Y2 writing	75%	20%	75%	15%
Y2 maths	83%	22%	85%	25%
Y2 combined	75%	15%	75%	18%
Y6 reading	80%	35%	80%	25%
Y6 writing	72%	18%	80%	15%
Y6 maths	79%	38%	85%	25%
Y6 combined	69%	10%	70%	15%

Objective	Specific Actions	Timeline	Lead staff	Monitoring/Evaluation	Cost
Raise standards of GLD particularly English and maths	<ul style="list-style-type: none"> Set targets for attainment Identify vulnerable pupils Agree interventions Review phonics Embed maths mastery 	September	Grace Kiran Emma L	<ul style="list-style-type: none"> Pupil progress meetings Drop ins Work scrutiny Observations 	£0
Improve y1 phonics test results to national levels	<ul style="list-style-type: none"> Review phonics delivery in y1 Identify vulnerable pupils Deliver phonics support ABRA phonics programme 	September	Emma T	<ul style="list-style-type: none"> Pupil progress meetings SLT Drop ins Observations 	
Increase % of pupils achieving greater depth in each year group	<ul style="list-style-type: none"> Identification of children with potential to achieve greater depth Analysis of assessment data including learning ladders depth indicator Effective provision for high achieving children – challenge, intervention Tracking of prior high attaining children from key benchmarks Increase teacher confidence in assessment criteria for greater depth 	Half termly	All staff	Pupil progress meetings Data – SIMS / learning ladders	






Analyse data of vulnerable groups including pupil premium	<ul style="list-style-type: none"> • Identification of Mellers vulnerable groups by cohort and whole school • Target setting and tracking for these groups • Best practice to support learning – intervention and quality first teaching Admission and baseline of new entrants Sharing information about these groups in transition 	On going	Laura Patel Sarah Elliott	Pupil progress meetings Data – SIMS / learning ladders •	
Plan programmes of work for newly arrived pupils across year	Revise admission and induction process baseline of new entrants identification of appropriate intervention	On going	Sarah Elliott Aurelie Guinard	• Language levels Pupil progress meetings Data – SIMS / learning ladders	

Priority area 3: Quality of teaching, learning and assessment

Objectives:

-  To identify areas of weakness from school attainment and progress data eg Y4 and Y5 attainment dip
-  To monitor teaching across school for consistency, progression and continuity within year groups and across phases
-  To research and implement dialogic teaching as way of raising standards
-  To ensure challenge for more able pupils in lessons monitoring planning, teaching and work

Impact:





-  Areas for development from attainment and progress data are quickly identified and acted on
-  Monitoring programme established, involving leaders at all levels
-  The year's research theme, dialogic teaching, is established and part of all teaching team members' appraisal
-  Challenge for more able pupils accelerates progress of all pupils
-  To ensure that all teaching at Mellers is at least good, with 40% outstanding

Objective	Specific Actions	Timeline	Lead staff	Monitoring/Evaluation	Cost
To identify areas of weakness from school attainment and progress data	<ul style="list-style-type: none"> • Discussion from pupil progress meetings and analysis of data • Link school attainment to appraisal targets • Share whole school attainment with staff • Follow-up with individual staff • Monitoring to moderate judgements • Inter-school moderation of judgements 	Sept, 2018 Sept, 2018 Nov, 2018 Nov, 2018 Half-termly Termly	LP/SE SLT AD/LP LD/JP LD/JP/SP/GA All staff	<ul style="list-style-type: none"> • Weak areas of data are identified • Appraisal targets are directly linked to attainment • Staff are aware of areas of weakness • Staff feel more confident in assessment judgements 	
To monitor teaching across school	• Induction of new staff	Sept, 2018	AD	• Teaching is consistent across and	




for consistency, progression and continuity within year groups and across phases	<ul style="list-style-type: none"> • Regular Learning walks • Formal observations • Work scrutiny • Pupil progress meetings • 'Bright Spots' • Coaching for key staff when required 	Termly Termly Half-termly Half-termly Termly Ongoing	SLT SLT LD/JB/LP LP/SE SLT JB/LD/JK	<ul style="list-style-type: none"> • between year groups • New staff feel confident and familiar with routines and expectations • Rates of progress and attainment are consistent • Lesson observations show that teaching is consistently 'good' • Where teaching is not 'good', coaching is implemented 	
To research and implement dialogic teaching as a way of raising standards	<ul style="list-style-type: none"> • TRG to launch dialogic teaching as a research topic • Staff to have dialogic teaching as an appraisal target • Inset on dialogic teaching • Staff to identify research question • Use dialogic teaching as a focus for learning walks and lesson observation • Lesson study to evaluate impact of dialogic teaching • Research findings presented to other staff 	Sept, 2018 Sept, 2018 Oct, 2018 Oct, 2018 Ongoing Spring term, 2019 May, 2019	LP SLT GW All staff SLT All staff All staff	<ul style="list-style-type: none"> • Dialogic strategies evident in teaching • Staff feel confident with dialogic teaching strategies • Staff to identify impact on learning • Dialogic teaching to be embedded in everyday practice • Research is used to inform practice 	£750 Gill Weston INSET
To ensure challenge for more able pupils in lessons monitoring planning, teaching and work	<ul style="list-style-type: none"> • CPD to focus directly on more able children • Data predictions to include children that can be accelerated to greater depth • Monitoring to include 'greater depth' children (not just more able) • Planning to include explicit reference to challenging children • Lesson obs focus on more able children 	Ongoing Sept, 2018 Half-termly Ongoing Ongoing	LD/JB LP/SE LD/LP/JB All staff SLT	<ul style="list-style-type: none"> • Increased staff confidence to assess at greater depth • Evidence of children being challenged in books and in lesson observations • More pupils are assessed at greater depth 	

Priority area 4: personal development, behaviour and welfare

Objectives:

-  To ensure the ethos and culture remain central to school's work and continues as school expands and meets challenges of a more mobile population
-  To ensure that pupils' wellbeing and resilience are developed, particularly in relation to gangs, gun and knife crime
-  To relaunch the role and impact of family support
-  To reduce persistent absenteeism

Impact:

-  The Mellers Way continues to thrive as we expand
-  Pupils are more resilient and able to discuss matters of wellbeing and resilience, Success in Schools is established
-  Increased family engagement

Attendance targets for 2018 and 2019






	2019	2020	2021
Attendance	97%	97.5%	97.5%
Punctuality	99%	99.5%	99.5%
Persistent absentees (number of children with less than 90% attendance)	4	4	4

Objective	Specific Actions	Timeline	Lead staff	Monitoring/Evaluation	Cost
To ensure the ethos and culture remain central to school’s work and continues as school expands and meets challenges of a more mobile population	<ul style="list-style-type: none"> • SLT to participate FED (Future, Engage, Deliver) • Facilitate the induction programme for new staff to include coaching and mentoring • Develop leadership confidence in middle leaders • Revise admission and induction process to reflect changing and mobile pupil population (Roma, beginners to English) • Ensure the Mellers Way is at the core of CPD, pupil progress and relationships 	Ongoing	SLT	<ul style="list-style-type: none"> • Outcomes of FED project • Feedback from coaching and mentoring • Leadership is happening at all levels - evidenced by their monitoring and evaluation outcomes • New processes in place, working effectively 	
To ensure that pupils’ wellbeing and resilience are developed, particularly in relation to gangs, gun and knife crime	<ul style="list-style-type: none"> • To deliver Success in Schools as part of PSHE • Engage with outside support agencies • Early identification of pupils who would benefit from Place2Be 	Ongoing	Shailey Sokoli Marjolein Roerhorst	<ul style="list-style-type: none"> • Monitoring outcomes of PSHE • Child / parent feedback • Place2be reports and data 	£500 Tamba Roy INSET
To relaunch role and impact of parent support	<ul style="list-style-type: none"> • Seek opportunities to welcome parents into school -In school clubs and courses • Make links to external groups / other settings for and with parents • Parent support worker to be visible around school as a point of contact for parents • Re design and use the community room as a 	By the end of autumn term 2018	Senga Cannop	<ul style="list-style-type: none"> • Parents more engaged with school – monitored by attendance at events • Feedback from parents and staff • Appraisal of parent support worker 	






	<p>base for the role as parent support worker</p> <ul style="list-style-type: none"> • Establish best practice to communicate on arrangements, organisation and support for school events • Share information with parents, as directed by staff, i.e. visit parent meetings eg residentials, parent support meetings eg gate way app, F1/F2/Y6 admissions 				
To reduce persistent absenteeism	<ul style="list-style-type: none"> • Early identification of poor attenders, vulnerable to becoming persistent absentees • Monitoring of attendance data and actions from it • Maintaining attendance procedures for absence • Working with families to improve attendance • Sharing expectations about attendance with parents 	Ongoing	Laura Patel Senga Cannop Office team	<ul style="list-style-type: none"> • Data analysis • Meetings with Education Welfare Service • Head teacher report to Governors • Lower number of persistent absentees 	

Priority area 5: Early years' provision

Objectives:

-  To provide opportunities for play therapy in the early years
-  To embed the maths mastery approach to teaching maths
-  Increase the percentage of parents reading at home with their children
-  More children to reach the GLD or exceeding in writing
-  To improve the continuous provision opportunities in maths, reading and writing

Impact:

-  Data at the end of F1 and F2 shows that pupils make accelerated progress from their low starting points
-  Vulnerable pupils' needs addressed through play therapy
-  Maths mastery embedded
-  Parents' meetings and information sessions embed reading at home
-  More children are competent writers

Objective	Specific Actions	Timeline	Lead staff	Monitoring/Evaluation	Cost
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To provide opportunities for play therapy in the early years	<ul style="list-style-type: none"> • Romy is trained to deliver • Identify 4 pupils • Review impact • Analyse PSED data or Leuven scale for wellbeing and involvement 	September Ongoing	Romy and Marjolein Grace Wendy T	<ul style="list-style-type: none"> • Romy's observations and supervision with Marjolein • Review with Grace 	£0
To embed the maths mastery approach to teaching maths	<ul style="list-style-type: none"> • Ensure new staff are supported in delivering it through lesson observations and staff meetings • Continue to work with last year's research project cohort to share practice. 	September ongoing	Grace and Kiran	<ul style="list-style-type: none"> • Learning walks/drop ins • Work scrutiny • Lesson observations 	£0
Increase the percentage of parents reading at home with their children	<ul style="list-style-type: none"> • Target parents who are not reading at home and offer support. • Organise reading workshops to parents who need support and understanding of the importance of reading at home. 	November	Grace and Beth	<ul style="list-style-type: none"> • RED TED data • Reading data 	£0
More children to reach GLD or exceeding in writing	<ul style="list-style-type: none"> • Intervention groups • Engage parents in the teaching of phonics through reading cafes and open classrooms • Observe good practice of guided writing in other schools • Ensure that the physical development and fine motor skills embedded in F1. 	Ongoing	Kiran, Emma, Wendy, Romy	<ul style="list-style-type: none"> • Work scrutiny • Pupil progress meetings • Intervention records 	£0
To improve the continuous provision opportunities in maths, reading and writing	<ul style="list-style-type: none"> • Observe other setting's provision • Objective led planning linked to the lesson plans • Attend early excellence CPD 	Ongoing	Romy, Wendy, Emma, Kiran	<ul style="list-style-type: none"> • Continuous provision planning • Learning walks • Tapestry observations 	£0