



Mellers Primary School

School Development Plan



2019-2020

Priority area 1: quality of education

 To ensure that a robust curriculum is in place, which fully reflects the Mellers vision for our community

 To provide aspirational education so that all pupils with potential for greater depth are given the opportunity to achieve it

Attainment targets 2020-2021

Key Stage	2020	Greater depth	2021	Greater depth
F1 GLD	32%	0%	35%	0%
F2 GLD	65%	7%	65%	9%
Y1 phonics	78%		80%	
Y2 reading	82%	22%	82%	28%
Y2 writing	83%	22%	83%	27%
Y2 maths	83%	30%	83%	30%
Y2 combined	80%	18%	80%	18%
Y6 reading	83%	20%	83%	23%
Y6 writing	80%	20%	83%	23%
Y6 maths	83%	20%	83%	27%
Y6 combined	77%	7%	83%	10%

Objective	Specific Actions	Timeline	Lead staff	Impact	Monitoring/Evaluation	Cost
To establish a Mellers curriculum	<ul style="list-style-type: none"> 🛡 INSET and twilights 🛡 Teacher research groups focus on history – lesson study, leading to a written case study 🛡 Develop a long term, progressive curriculum, for history and science 🛡 Reading of ‘Rosenshine’s Principles in Action’ 🛡 Support for middle leaders to develop a curriculum vision for their subject 🛡 Subject leaders to begin their subject long term plan 	<p>20.9.19, 16.10.19 27.11.19 15.1.20 4.3.20</p> <p>July 20</p>	Lorna D, Laura, Amanda, Joy, Lauren	A curriculum reflecting the needs and strengths of the school will be established for history and science. Leaders will be clear on their curriculum intent. Research is used to influence decision making and practice.	<ul style="list-style-type: none"> 🛡 Work scrutiny, monitoring of planning 🛡 Governors’ committees 🛡 Appraisal 	No cost NST funded the INSET
To develop teachers’ pedagogical understanding	<ul style="list-style-type: none"> 🛡 Deepen understanding of how children learn – cognitive load and long term memory retrieval 🛡 Focused twilights, staff meetings and professional development on curriculum vision and design 🛡 Teacher research groups focus on teaching history - lesson study, leading to a written case study 🛡 Apply the model of indepth research into history subject knowledge to other curriculum areas 🛡 Rosenshine’s Principles in Action underpin teaching and learning 	<p>20.9.19, 16.10.19 27.11.19 15.1.20 4.3.20</p> <p>Summer term weekly staff meetings</p>	Laura, Lorna D, Joy	All staff have a robust understanding of the cognitive science of curricula.	<ul style="list-style-type: none"> 🛡 The curriculum 🛡 Lesson observation 🛡 Work scrutiny 🛡 Appraisal 	Purchase of books for each member of staff £10 x 20 = £200
To develop teachers’ subject knowledge	<ul style="list-style-type: none"> 🛡 Focused twilights, staff meetings and professional development on history and science subject knowledge 🛡 Teacher research groups focus on teaching history - lesson study, leading to a written case study 🛡 Rosenshine’s Principles in Action underpin the planning of teaching and learning 🛡 Purple mash training 	<p>16.10.19 27.11.19 15.1.20</p> <p>Summer term weekly staff meetings</p> <p>20.11.19</p>	Lorna D, Amanda , Lauren, Jo	All staff are confident that their subject knowledge is good and enables them to teach ‘the hinterland’ and ‘the core’ confidently	<ul style="list-style-type: none"> 🛡 Triangulation of evidence – data, children’s books and observations 🛡 Shared planning and evaluations 	£300 Purple Mash

To develop pupils' oracy skills	<ul style="list-style-type: none"> 🛡️ OU reading project 🛡️ Voice 21 project 🛡️ Cascade training from both projects to all staff at twilights 	<p>Oct 19</p> <p>Oct 19 and April 20</p>	Joy	Reading and oracy supports the Mellers' curriculum. Improved oracy skills and reading attainment across school	<ul style="list-style-type: none"> 🛡️ Reading data, lesson observations, feedback from pupils 	No cost
To ensure that all children identified as having English as an additional language make accelerated progress in English	<ul style="list-style-type: none"> 🛡️ Shared understanding of the language level assessments from baseline 🛡️ Accurate targetting and intervention of children 🛡️ Interventions used to allow new beginners to English to access the class provision 🛡️ Target intervention for pupils assessed at B – early acquisition and C – developing competence 🛡️ Develop bank of strategies for teacher to use in class for children with B and C assessment 🛡️ Develop a progression in maths vocabulary 	Pupil progress meetings – end of each term	Aurelie, Aly, Laura, Lorna	EAL children are accessing support at all levels of language acquisition, in order to access learning. The correct strategies and intervention are used to make accelerated progress.	<ul style="list-style-type: none"> 🛡️ Progress and attainment data 🛡️ EAL tracking 🛡️ Pupil progress meetings notes and monitoring 🛡️ Lesson observations 	No cost
To ensure that children either working at greater depth (exceeding in EYFS) or with potential for greater depth are confidently assessed	<ul style="list-style-type: none"> 🛡️ Identify children with potential for greater depth / exceeding 🛡️ Aspirational target setting in reading, writing and maths 🛡️ Deepen understanding of how children learn – cognitive load and long term memory retrieval 🛡️ Develop staff understanding of greater depth / exceeding learning behaviours and assessment criteria 🛡️ Planned provision for deeper understanding, fluency and knowledge retrieval – reading, maths, science and history 🛡️ Key stage meetings/moderation with maths and English lead 🛡️ Inter school moderation 	<p>16.10.19</p> <p>27.11.19</p> <p>15.1.20</p> <p>8.1.20</p> <p>22.1.20</p> <p>Spring term external moderation</p> <p>Termly internal moderation</p>	Laura, Lorna and Joy	Accurate assessments of children working at greater depth. Increased number of children reach higher results in reading, writing and maths.	<ul style="list-style-type: none"> 🛡️ Data 🛡️ Monitoring of children's work and planning 🛡️ Learning walks focused on provision 🛡️ Lesson observations 🛡️ Feedback from moderation 	No cost
To ensure that Mellers has a culture	<ul style="list-style-type: none"> 🛡️ Talent spotting staff meeting 	Jan 20	All teachers and TAs	Love of learning and progress are a secure part of the Mellers culture	<ul style="list-style-type: none"> 🛡️ Conversations with all pupils and able pupils 	No cost

in which it's cool to be clever	<ul style="list-style-type: none"> 🛡 Subject leaders and class teachers speak to parents and pupils about out of school opportunities 					
To further develop signposting for excellence	<ul style="list-style-type: none"> 🛡 Establish clubs at school for talented pupils 🛡 Further develop links with music, athletics, football, art groups, Carlton TV workshop 	Nov 20	Joe N Henry W Lila B Lorna D	Talented pupils are attending after school and out of school clubs	<ul style="list-style-type: none"> 🛡 Track numbers of pupils attending these clubs 	No cost
To increase and further develop a love of reading and varied reading diet	<ul style="list-style-type: none"> 🛡 Headteacher's pupil book club 🛡 Book club for boys 🛡 OU Reading for Pleasure project 🛡 Twilight for all staff 	Oct 19 Nov 19 Feb 20	Amanda Joy	An increased number of children are reading for pleasure	<ul style="list-style-type: none"> 🛡 data 	£200 book purchase
To increase the GLD in F2 and the number of children achieving exceeding at the end of the year	<ul style="list-style-type: none"> 🛡 Identify children with potential for greater depth / exceeding 🛡 Aspirational target setting in prime areas 🛡 Deepen understanding of how children learn – cognitive load and long term memory retrieval 🛡 Rosenshine's Principles in Action used as focus for teaching and learning in early years 🛡 Pupil progress meetings highlight pupils with potential in different areas 🛡 Team planning considers challenge for able pupils 🛡 Internal and external moderation 🛡 Ensure the boy/girl attainment gap closes and that boys' attainment improves to match girls' attainment 	16.10.19 27.11.19 15.1.20 8.1.20 22.1.20 Spring term external moderation Termly internal moderation	Lorna, Laura, Kiran, Emma, Wendy	Greater numbers of early years pupils are identified as having potential. Overall good level of development reaches target and is at/ above national. Boys' progress accelerates and impacts on progress	<ul style="list-style-type: none"> 🛡 Data 🛡 Monitoring of tapestry, children's work and planning 🛡 Learning walks focused on provision 🛡 Lesson observations 🛡 Feedback from moderation 🛡 Gender GLD data 	No cost
To ensure that disadvantaged pupils in early years and KS1 make good or better progress	<ul style="list-style-type: none"> 🛡 Identify disadvantaged pupils and audit current provision 🛡 Establish list of early years disadvantaged boys with actions to impact progress 🛡 Recruit a disadvantaged champion for early years 🛡 Structured conversations with parents 	Nov 19 Jan 20		Progress data for disadvantaged pupils, and disadvantaged boys, improves	<ul style="list-style-type: none"> 🛡 Data 🛡 Governing body committee meetings 🛡 DP reporting 	Potential staffing cost TBC

Priority area 2: behaviour and attitudes

🛡️ To ensure that the Mellers culture remains positive, happy and respectful

Attendance targets for 2020 and 2021

	2020	2021
Attendance	96%	96.5%
Punctuality	99%	99.5%
Persistent absentees (number of children with less than 90% attendance)	10%	8%

Objective	Specific Actions	Timeline	Lead staff	Impact	Monitoring/Evaluation	Cost
To ensure that the Mellers community remains free from discrimination and bullying	<ul style="list-style-type: none"> 🛡️ Pupil surveys 🛡️ Training for all staff with Kidscape 🛡️ Training for Y5 and Y6 with Kidscape 🛡️ Kidscape parents' workshop 🛡️ Anti-bullying week 	July 19 January 20	Amanda Shailey Marjolein	An improved understanding of bullying and a community free from discrimination and bullying.	🛡️ Staff and pupil surveys	£1098 Kidscape programme
To create a culture in which all community members feel that their emotional health and wellbeing is valued and a priority	<ul style="list-style-type: none"> 🛡️ Staff workload review 🛡️ Tamba Tuesdays and Wednesdays 🛡️ ACEs training from Paula Nagel 🛡️ Staff survey before and after 	Throughout the year Oct 19 July 19 and July 20	Amanda Laura Lorna Joy	Staff end of year surveys shows that there has been a significant shift in the areas that needed developing	🛡️ Staff survey	£2000 Tamba Roy programme for the year
To improve pupil attendance	<ul style="list-style-type: none"> 🛡️ Monitoring using SIMS for categories of absence, whole school percentage then individual cases 🛡️ Investigate patterns of absence, for persistent and falling attenders. 	Monthly throughout year	Laura Patel Senga Cannop Michelle Branley	Rates of persistent absenteeism reduce to below 15% Persistent absentees are identified quickly	<ul style="list-style-type: none"> 🛡️ Attendance data 🛡️ School attendance record keeping. 🛡️ Feedback to Head teacher 	Costs for termly rewards £100 per term

	<ul style="list-style-type: none"> 🛡 Inform parents of falling attendance and offer support / possible consequences before it becomes a greater concern. 🛡 Parent meetings to be held with persistent absentees to implement and monitor support / attendance 🛡 Referrals to and use of the Education Welfare Service for further support and legal advice. 🛡 Reward excellent attendance termly using treats, SIMS generated certificates, books, etc. for individuals and classes. 	<p>As needed from monitoring</p> <p>Weeks beginning 16.12.19, 30.3.20, 13.7.20</p>	Paulette Gdaniec	and their attendance is increased. The overall school attendance percentage is increased. The Education Welfare System is used effectively to address and prevent further absence. Good/ excellent attendance and punctuality are recognised and celebrated.	<ul style="list-style-type: none"> 🛡 Termly Head teacher report to Governors 🛡 Governor monitoring 	
--	--	--	------------------	--	--	--

Priority area 3: personal development

🛡 To ensure that every member of the Mellers community is aiming to be ‘the best that they can be’

Objective	Specific Actions	Timeline	Lead staff	Impact	Monitoring/Evaluation	Cost
To ensure that Mellers has a culture in which resilience, independence and confidence flourish	<ul style="list-style-type: none"> 🛡 ACEs training, Paula Nagel P2Be 🛡 Staff survey 🛡 Tamba Roy CPD 🛡 Follow up survey 	<p>Oct 19</p> <p>Half termly throughout the year</p>	Amanda Marjolein	School culture of emotion coaching established	<ul style="list-style-type: none"> 🛡 Feedback from pupils, parents, staff 	Tamba Roy as above
To underpin the Mellers curriculum with meaningful enrichment opportunities	<ul style="list-style-type: none"> 🛡 Identify £15,000 from the PP budget to support visits 🛡 Ensure that curriculum development work includes visits and opportunities for learning away from school that support the Trivium approach to learning 🛡 Establish a bank of approved visits to support the curriculum 	<p>Sep 19</p> <p>Oct 19</p> <p>Nov 19</p>	<p>Amanda</p> <p>Lorna D All staff</p>	All enrichment opportunities support the curriculum	<ul style="list-style-type: none"> 🛡 Work scrutiny 🛡 Pupil conversations 🛡 Gov monitoring 	£15,000
To embed the RSE policy into practice	<ul style="list-style-type: none"> 🛡 RSE day in June 	June 20	Kiran D	Statutory policy is embedded	<ul style="list-style-type: none"> 🛡 Feedback from parents 	No cost

	<ul style="list-style-type: none"> 🛡 Annual parents' workshop and information sessions 🛡 Invite parents in to take part in RSE lessons 🛡 Review RSE policy and approve final version 	<p>June 20</p> <p>July 20</p>			<ul style="list-style-type: none"> 🛡 Reports to gov's 	
To establish a wider range of after school clubs	<ul style="list-style-type: none"> 🛡 Half term sports club at Mellers 🛡 Increase the number of clubs offered at Mellers: dance, art, boxing, coding, football, basketball, multisports, athletics etc by encouraging more staff to deliver clubs 🛡 Ensure key disadvantaged pupils are participating in after school clubs 🛡 Invite former pupils in to deliver clubs 	<p>Oct, Feb,</p> <p>May</p>	<p>Nathan W</p> <p>Joe N</p>	<p>More pupils, and disadvantaged pupils, are taking up opportunities for after school clubs</p>	<ul style="list-style-type: none"> 🛡 Reports from club leaders 🛡 Monitor participation 🛡 Governors' reports 	<p>£500</p>

Priority area 4: leadership and management

🛡 To further develop leadership at all levels

Objective	Specific Actions	Timeline	Lead staff	Impact	Monitoring/Evaluation	Cost
To further develop Future Engage Deliver with Transform TSA	<ul style="list-style-type: none"> 🛡 SLT team to attend strategy days 🛡 Middle leaders to attend FED applied twilights 🛡 Lorna, Joy and Laura to train as FED champions and experts 🛡 Transform FED coaching twilights: open invitation to attend 🛡 Staff meeting time to further develop the FED principles 	<p>Sept 19</p> <p>Oct 19</p> <p>29.1.19</p>	<p>Lorna D,</p> <p>Laura, Joy,</p> <p>Amanda</p>	<p>A culture of leadership at all levels is established, FED language and culture are embedded.</p>	<ul style="list-style-type: none"> 🛡 Appraisal targets 🛡 Staff surveys 	<p>No cost (part of Transform membership)</p>
To develop subject leaders' knowledge and skills so that they are able to lead their subject area effectively	<ul style="list-style-type: none"> 🛡 Tom Sherrington curriculum INSET 🛡 Attendance at Transform and NST subject leader networks 🛡 Coaching by senior leaders 🛡 Facilitated middle leader sessions in school using FED principles and leadership research 🛡 FED coaching twilight sessions 	<p>Sept 20th</p> <p>Termly</p> <p>Sessions twice every half term</p> <p>Oct 19</p>	<p>Lorna D,</p> <p>Laura</p>	<p>Leaders have an understanding of their vision and impact. Subject leaders feel confident and have led their subject areas within the new curriculum, monitoring effectively</p>	<ul style="list-style-type: none"> 🛡 Lesson obs 🛡 Monitoring and work scrutiny 🛡 Meetings with teachers and TAs 🛡 Feedback from middle leaders 	<p>NST membership</p>

To ensure that safeguarding at Mellers continues to be excellent	<ul style="list-style-type: none"> 🛡️ Basic awareness training for all new staff 🛡️ Refresher training for all staff 🛡️ Safeguarding team constantly review and improve practice 🛡️ Send out KCSIE to everyone 	Sept 19	Amanda Safeguarding team	The Mellers culture of vigilance ensures that no child falls under the radar	<ul style="list-style-type: none"> 🛡️ Safeguarding team minutes 	No cost
To ensure that governors carry out robust monitoring across school to hold leaders to account and to support the school towards excellence	<ul style="list-style-type: none"> 🛡️ Governors' monitoring plan established 🛡️ Governor areas of responsibility re-established under new framework 🛡️ Strict focus on the 5 rocks of school improvement 🛡️ Governors monitoring plan reviewed 	Sept 19 Sept 20	Lesley Lyon Amanda	Governors have an accurate view of the school's performance and provide support and challenge	<ul style="list-style-type: none"> 🛡️ Feedback to full governing body 	£200 conference costs for Broadway Cinema meeting room
To further develop middle leadership and key stage leaders	<ul style="list-style-type: none"> 🛡️ Middle leaders to attend FED applied twilights 🛡️ Regular meetings with senior leaders 🛡️ Opportunities for key stage leads and middle leaders to attend leadership team meetings 🛡️ Facilitated middle leader sessions in school using FED principles and leadership research 🛡️ Develop the role of key stage one lead 	Oct 19 Jan 20 Sessions twice every half term	Laura, Lorna D, Joy, Krissie	Leaders have an understanding of their vision and impact. Middle leaders and key stage leaders are leading their teams confidently, so that planning, teaching, subject knowledge are secure.	<ul style="list-style-type: none"> 🛡️ Triangulation of evidence 🛡️ Impact data 🛡️ Feedback from middle leaders 	No cost
						Total
						£19,798

