



Mellers Primary School

School Development Plan



2020-21

Priority area 1: to ensure that a robust curriculum is in place, which fully reflects the Mellers aspirational vision for our community

Objective	Specific Actions	Timeline	Lead staff	Impact	Monitoring/Evaluation	Cost
To further develop high quality provision in art, DT and geography	<ul style="list-style-type: none"> • Staff training delivered virtually by subject leads and specialists • Subject leads to plan the recovery curriculum in their subject for the first half term • Consolidation of 'Rosenshine's Principles in Action' • Subject leaders to monitor impact of skills ladder on progress through school • Subject leads to support new members of staff in their curriculum area • Subject leads develop monitoring systems to ensure high quality provision throughout the school (use of Teams) • Ensure pupils have access to quality resources, especially books 	Sept '20 – July '21 Autumn term October '20 November '20, February '21 and June '21 September '20 Autumn '20 Autumn '20	Lorna Dermody Lila Bird Becky Bryan Martin McKeefry Lauren Albone Jo Kervick Joy Buttress	High quality lessons are delivered in all subjects throughout the school. Staff confidence and subject knowledge will improve in all areas of the curriculum. Subject leads know strengths and weaknesses in their areas of the curriculum.	<ul style="list-style-type: none"> • Work scrutiny, monitoring of planning • Governors' committees • Appraisal • Teams observations 	Delivered in-house apart from art CPD Covered in house £500 per subject = £1500

<p>To develop teachers' pedagogical understanding</p>	<ul style="list-style-type: none"> • Deepen understanding of how children learn: cognitive load and long term memory retrieval • Apply the model of in depth research into history subject knowledge to art, DT and geography • Rosenshine's Principles in Action underpin teaching and learning • Create a professional learning library of high quality sources of reading • Personalise professional development by accessing and applying research of interest and relevance to role • Develop professional curiosity and dialogue through shared research projects • Subject leads to embed oracy within their subject as a tool for learning • 	<p>Jan '21 onwards</p> <p>Spring Term '21</p>	<p>Lorna Dermody Joy Buttress Laura Patel</p>	<p>Curriculum change is underpinned by research</p> <p>Teachers' pedagogical understanding evident in lessons and leading to progress made by all pupils</p> <p>Oracy strategies embedded in curriculum work</p>	<ul style="list-style-type: none"> • The curriculum • Lesson observation • Work scrutiny • Appraisal 	<p>Costs of any art, DT, geography subscription, etc.</p> <p>CPD through NST (overall £5000) and Transform packages (overall £1760)</p>
<p>To develop subject leaders' knowledge and skills so that they are able to lead their subject area effectively</p>	<ul style="list-style-type: none"> • Attendance at Transform and NST subject leader networks • Engage with research texts to develop understanding of their subject • Coaching by senior leaders on how to monitor effectively • Facilitated middle leader sessions in school using FED principles and leadership research • FED / leadership coaching sessions 	<p>Termly</p> <p>Autumn 20</p> <p>November, February, June</p> <p>Staff meeting and twilight times – response to need/ outcome</p>	<p>Lorna Dermody Joy Buttress Laura Patel</p>	<p>Leaders have an understanding of how their vision is having impact on teaching.</p> <p>Leaders develop a deeper understanding of what it means to lead, beyond operational tasks</p> <p>Subject leaders feel confident when monitoring and know that they have led their subject areas within the new curriculum</p>	<ul style="list-style-type: none"> • Lesson obs • Monitoring and work scrutiny • Meetings with teachers and TAs • Feedback from middle leaders 	<p>CPD through NST (overall £5000) and Transform packages (overall £1760)</p>

<p>To further accelerate progress through implementation of “covid catch up” intervention</p>	<ul style="list-style-type: none"> • Baseline assessment and pupil surveys identify key pupils and groups of pupils • Gap analysis of curriculum coverage and data analysis for short and long term target setting • Use Mellers intervention checklist to identify strategy, staffing and timing • Monitor progress in termly pupil progress meetings and data analysis • Quality first teaching, with targeted planning to meet needs of cohort, classes and groups • Coaching and mentoring support for new colleagues • Purchase CGP books for home learning • Identify vulnerable learners for future lockdown or isolation – critical worker children, social care involvement, access to IT • Create remote learning package for Mellers for future lockdown/isolation; include on site, live lessons, recorded lessons, paper based work, feedback and communication 	<p>October '20</p> <p>October '20</p> <p>October '20, December '20, March '21, July '21</p> <p>Throughout year as needed</p> <p>October '20</p> <p>November '20</p>	<p>All staff</p>	<p>Learning ladders and SIMS data indicates gaps in curriculum and learning from lockdown. Target areas and groups are correctly identified and support is used effectively. Funding is applied appropriately impacting on progress. Key pupils make accelerated progress, meeting targets. Remote learning package of support meets the needs of all children and there is no loss of learning in future lockdown or isolation periods.</p>	<ul style="list-style-type: none"> • Data analysis and reports • Meetings with teachers • Reports to gov's • Coaching outcomes, teaching observations and drop ins • Curriculum audits and monitoring, including planning • Governor monitoring • Feedback from families on remote learning 	<p>CGP books £1,400</p>
<p>To ensure that children either working at greater depth (exceeding in EYFS) or with potential for greater depth are assessed confidently by teachers</p>	<ul style="list-style-type: none"> • Identify children with potential for greater depth/exceeding • Aspirational target setting in reading, writing and maths • Develop staff understanding of greater depth/ exceeding learning behaviours and assessment criteria (linked to curriculum development) • Planned provision for deeper understanding, fluency and knowledge retrieval: reading, maths, art, DT and geography (skills ladders) 	<p>October '20</p> <p>October '20</p> <p>November '20, February '21 and June '21</p>	<p>Lorna Dermody Joy Buttress Laura Patel</p>	<p>Learning ladders and EYFS tapestry information supports accurate teacher assessment for greater depth and exceeding. Teacher confidence in target setting, teaching and assessing greater depth and exceeding is increased. The number of pupils at greater depth or with</p>	<ul style="list-style-type: none"> • Data • Monitoring of children’s work and planning • Learning walks focused on provision • Lesson observations • Feedback from moderation 	<p>CPD through NST (overall £5000) and Transform packages (overall £1760)</p>

	<ul style="list-style-type: none"> • Key stage meetings/moderation with maths and English lead • Inter school moderation 	Termly network meetings March '21		potential for greater depth is increased.		
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 • Seek feedback from current and past pupils on outcomes from out of school providers 	November '20 March '21 June '21	Nathan Walters Joe Nottingham Lila Bird	Talented pupils access a range of quality clubs outside school. Networks with out of school providers are created to develop children's talents further. Reputation as a school with high aspirations and no glass ceilings is enhanced.	<ul style="list-style-type: none"> • Track numbers of pupils attending these clubs • Feedback from out of school providers • Feedback from families – current and leavers 	n/a
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 includes challenge for able pupils • Internal and external moderation • Ensure the boy/girl attainment gap closes and that boys' attainment improves to match girls' attainment 	September '20 February '21 October '20, December '20, March '21, July '21 March '21, June '21 Data returns October '20, December	Grace Atherton Kiran Dhanjal Freya Gambrill	Teaching staff are confident to spot individual pupils' potential and match learning to need. EYFS tapestry information supports accurate teacher assessment for exceeding. The number of pupils at exceeding or with potential for exceeding is increased.	<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 EYFS data from SIMS 	n/a

		'20, March '21, July '21				
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 Data analysis of gender and disadvantaged groups, overlap and comparison to peers Establish list of early years disadvantaged boys with actions to impact progress Identify a disadvantaged champion for early years Structured conversations with parents 	September '20 Data returns October '20, December '20, March '21, July '21 December '20 March '21 November '20	Joy Buttress Grace Atherton Krissie Dickens	Disadvantaged pupils make good or better progress Curriculum reflects needs of disadvantaged pupils	<ul style="list-style-type: none"> Data analysis Pupil progress meetings Governing body committee meetings Disadvantaged pupils reporting 	n/a
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 3 rocks of school improvement Governors communicate and review leadership at all levels through monitoring of curriculum Governors monitoring plan reviewed 	September '20 December '20 February '21	Lesley Lyon Amanda Dawson	Governors have an accurate view of the school's performance and provide support and challenge. Leadership at all levels is acknowledged and supported.	<ul style="list-style-type: none"> Feedback to full governing body Monitoring reports Governor blog 	n/a

Priority area 2: to further embed reading as a strength of Mellers practice

Objective	Specific Actions	Timeline	Lead staff	Impact	Monitoring/Evaluation	Cost
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<p>To increase and further develop a love of reading</p>	<ul style="list-style-type: none"> • Reading for pleasure timetabled three times a week in every class • Completion of OU Reading for Pleasure project • Continue Headteacher's KS2 and KS1 pupil book clubs • Book club for boys who are reluctant readers • Regular CPD and support for new teachers • Resourcing of books reflecting diversity • Further increase teacher knowledge of quality texts • Monitor vulnerable children to assess impact of project • Utilise oracy activities such as speech making and debating linked to reading (Voice 21 and Early Years' Talk and Play project) • Continue to update the reading spine 	<p>September – July</p> <p>December '20</p> <p>September – July</p> <p>September – July</p> <p>September – July</p> <p>September '20 - July '20</p> <p>September '20</p>	<p>Joy Buttress Change team Amanda Dawson, Hayley Gillen, Paula Newbold</p>	<p>Increase in children reading for pleasure which will impact on attainment</p> <p>Increased staff knowledge of children's literature and their children as readers</p>	<ul style="list-style-type: none"> • Reading data • Control group of pupils • Learning walks • Pupil interviews 	<p>£1000 for diversity books</p> <p>£1000 OU project</p>
<p>Continue to embed strategies from Letters and Sounds training</p>	<ul style="list-style-type: none"> • Catch up training for new members of staff with Janet Thompson • Monitor provision and effectiveness of teaching • Develop network within school community to ensure consistency of practice • Support teaching with phonetically decodeable books • Use oracy strategies to improve phonics teaching 	<p>October '20</p> <p>Nov '20, February '21, June '21</p> <p>October '20</p> <p>Spring '20</p>	<p>Joy Buttress Beth Whysall Kiran Dhanjal Krissie Dickens</p>	<p>Consistent high quality phonics lessons delivered throughout school</p> <p>Pupils make accelerated progress in phonics</p>	<ul style="list-style-type: none"> • Data • Phonics tests Y1, Y2 • Lesson observations 	<p>Letters and Sounds training = £1375 (based on last year's figure of 2 sessions for all staff)</p>
<p>Develop practice in guided reading</p>	<ul style="list-style-type: none"> • Ensure new staff know the principles and practice of guided reading • Monitor effectiveness of guided reading through observation 	<p>October '20</p> <p>Spring term '20</p>	<p>Joy Buttress</p>	<p>High quality engaging guided reading sessions are delivered throughout school</p>	<ul style="list-style-type: none"> • Data • Lesson observation • Pupil interviews 	<p>n/a</p>

	<ul style="list-style-type: none"> • CPD for all staff to ensure consistency and practice • Inclusion of guided reading texts on the reading spine • Utilise oracy skills in guided reading sessions 	<p>November '20 September '20 Spring term</p>		All children make rapid progress and develop a love for reading		
To ensure that all children identified as having English as an additional language make accelerated progress in reading and phonics	<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 • Implement and monitor strategies introduced from Letters and Sounds training • Use oracy strategies to structure talk 	<p>Data returns October '20, December '20, March '21, July '21</p> <p>September – July</p>	Aurelie Guinard	<p>High quality provision for pupils identified as having English as an additional language Strategies for children with English as additional language used in interventions and whole class teaching, impact on progress. Pupils use phonics effectively to support reading development</p>	<ul style="list-style-type: none"> • Progress and attainment data • EAL tracking • Pupil progress: meetings notes and monitoring • Lesson observations 	n/a
Identify vulnerable pupils post COVID	<ul style="list-style-type: none"> • Thorough and accurate baseline data on re-entry to school • Data analysis including national vulnerable groups • Teacher assessment and feedback on personal, social and emotional needs of children • Use learning ladders for curriculum coverage gap analysis • Monitor vulnerable pupil outcomes and progress in regular pupil progress meetings • Meet needs of children's needs through targeted curriculum and intervention 	<p>October '20 October '20 October '20 September '20 Data returns and meetings October '20, December</p>		<p>Correct children are identified, holistically, as vulnerable. They receive high quality, targeted support that accelerates learning outcomes and supports their well-being. Funding is applied where intervention is needed and is monitored for impact and value for money.</p>	<ul style="list-style-type: none"> • Progress and attainment data • Pupil progress meetings notes and monitoring • Head teacher reports to governors • Financial tracking 	n/a

	<ul style="list-style-type: none"> • Effective use of additional funding, meet costs of interventions • Plan for support for identified children in any closure / lockdown 	'20, March '21, July '21				
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Priority area 3: to ensure that every member of the Mellers community is aiming to be 'the best that they can be' within a culture which is positive, happy and respectful

Objective	Specific Actions	Timeline	Lead staff	Impact	Monitoring/Evaluation	Cost
To establish a clear structure for PSHE policy and practice	<ul style="list-style-type: none"> • PSHE lead to embed policy into practice, ensuring that the many different aspects of PSHE, ie health and wellbeing, relationships, economic wellbeing and being a responsible citizen, are included and reflect changes in the PSHE curriculum • Share policy with governing body • PSHE lead embeds RSE policy into practice with RSE day, surveys to parents, parents workshops • Learning mentor to focus on outdoor learning and Success in Schools • Develop a checklist of vocabulary for the Mellers' community to use • SLT to ensure that protocols for supporting individual staff members are clearly communicated throughout school • The 'triage' team which assesses concerns raised by teachers about individual pupils has a purposeful remit, with clearly identified 	<p>October '20 onwards</p> <p>June '21</p> <p>September '20 onwards Spring Term '21</p> <p>September '20 onwards</p> <p>October '20</p>	<p>Kiran Dhanjal</p> <p>Kiran Dhanjal</p> <p>Shailey Sokoli</p> <p>SLT</p> <p>Henry Wendy G Marjolein Shailey</p> <p>Kiran Dhanjal</p>	<p>PSHE lead is clear about her role and leads with confidence, ensuring that the many aspects of PSHE are covered well in school, in each class</p> <p>Learning mentor delivers effective outdoor learning throughout the year</p> <p>Staff and children share the same vocabulary</p> <p>Triage team quickly and efficiently identifies the correct support path for pupils about whom there are concerns</p>	<ul style="list-style-type: none"> • Lesson observations • Pupil and parent surveys • Feedback from staff • Governing body meetings • Children's work 	n/a

	<p>roles for support and a system that all staff know and understand</p> <ul style="list-style-type: none"> • PSHE lead to be the main contact for PSHE curriculum development, and to lead the staff wellbeing team • Develop practical ways of recording lessons across school • Share with staff, 'The five steps to well-being' to incorporate into the curriculum and highlight these areas on the MTP • Monitor PSHE and especially the use of Circle Time and First Aid for Feelings 	<p>September '20 onwards</p> <p>January '21</p> <p>April '21</p> <p>February '21</p>	<p>Kiran Dhanjal</p> <p>Kiran Dhanjal</p>	<p>PSHE curriculum is robust</p> <p>Staff understand the five steps to well-being</p> <p>Circle Time and First Aid for feelings effectively support children's emotional health and well being</p>		
To ensure that Mellers has a culture in which resilience, independence and confidence flourish	<ul style="list-style-type: none"> • Paula Nagel P2Be training • Staff survey • Tamba Roy focusing on managing anxiety, limiting beliefs etc • Follow up survey 	<p>Nov 20</p> <p>Dec 20</p> <p>Feb 21</p> <p>April 21</p> <p>June 21</p>	<p>Amanda Marjolein</p>	<p>School culture of emotion coaching established</p>	<ul style="list-style-type: none"> • Feedback from pupils, parents, staff 	
To support families through the challenges presented by COVID	<ul style="list-style-type: none"> • Parent and pupil survey to assess the impact of covid both in the community and individually • Ensure all communication is clear and concise • Offer counselling to parents • Place2Be sessions offered to pupils in need 	<p>Sept 20</p>	<p>Marjolein</p>	<p>Pupils and families' emotional needs are met</p>	<ul style="list-style-type: none"> • Governing body meetings • Survey results • Feedback from pupils and parents 	
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 	<p>Oct, Feb, 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 	

	<ul style="list-style-type: none"> • Invite former pupils in to deliver clubs 					
To develop the staff wellbeing team	<ul style="list-style-type: none"> • Staff wellbeing group continues • Regular well-being emails • Occasional support groups on relevant issues • Place2Think: formal and informal one to one support for members of staff • Input in staff briefings • SLT ensure that individual wellbeing needs are being met 	Fortnightly Termly Weekly	Kiran, Henry, Marjolein, Shailey	Members of staff feel listened to and supported, and their mental wellbeing improves. The stigma on mental health issues is lifted: it's ok not to be ok.	<ul style="list-style-type: none"> • Place 2 Be termly reports to governors • Staff feedback 	Tamba Roy programme £2000
To develop the pupil wellbeing team	<ul style="list-style-type: none"> • Half-termly meetings with the wellbeing team to discuss children's well-being • The staff wellbeing team plans for children's wellbeing 	October 20 October 20	Kiran, Henry, Marjolein, Romy, Senga, Lynette and Shailey	Staff and children's emotional health and well-being are considered a priority by everyone.	<ul style="list-style-type: none"> • Minutes from meetings • Well-being team's plan for the year 	
						Total
						£15,035