



Mellers Primary School

School Development Plan



2021-22

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 the skill and art of story telling	<ul style="list-style-type: none"> ✔ Engage with the Story Time Trial ✔ Y4 and 5 focus groups established ✔ Submit pupil data ✔ Establish story times 	Sept 21	Joy Buttress	<ul style="list-style-type: none"> ✔ Regular story times established ✔ Most effective story technique is established 	<ul style="list-style-type: none"> ✔ Teaching observation ✔ Pupil voice 	Nil
Spelling strategies and intervention	<ul style="list-style-type: none"> ✔ Spelling audit with Janet Thompson ✔ Develop spelling interventions ✔ Investigate assessment tool ✔ Strategies implemented across school ✔ KS2 teachers to observe phonics teaching ✔ Learning walk with Janet Thompson ✔ Develop strategies for pupils with dyslexia 	Sept 21 Oct 21 Oct 21 Nov 21 Oct 21 Mar 22	Joy Buttress Henry Ward TAs	<ul style="list-style-type: none"> ✔ Improved spelling has an impact on writing attainment 	<ul style="list-style-type: none"> ✔ Pupil progress notes ✔ Writing targets and outcomes ✔ Intervention data ✔ Appraisal ✔ Subject monitoring ✔ Teaching observation ✔ HT report to govts 	£700

To further develop performing arts	<ul style="list-style-type: none"> 🛡 Application for Artsmark Gold 🛡 Engage with Playhouse Partnership 🛡 Establish clubs at school for talented pupils · Further develop links with music, athletics, football, art groups, Carlton TV workshop 🛡 Monitor impact of Playhouse Partnership 	<p>May 22 Sept 21 Sept 21</p> <p>Jun 22</p>	<p>Nathan Walters Joe Nottingham Lila Bird Aurelie Guinard</p>	<ul style="list-style-type: none"> 🛡 Performing arts become embedded within the curriculum 🛡 Opportunities for children to communicate learning, their thoughts and feelings effectively. 🛡 High quality plays, choir, assemblies, etc. reflect high aspirations and expectations. 🛡 Talented pupils access a range of quality clubs outside school. 🛡 Reputation as a school is enhanced. 	<ul style="list-style-type: none"> 🛡 Curriculum monitoring 🛡 Track numbers of pupils attending these clubs · 🛡 Feedback from out of school providers 🛡 Feedback from families, current and leavers 	£2,000
To further develop oracy	<ul style="list-style-type: none"> 🛡 Further embed oracy activities through engagement with Voice 21 🛡 Utilise oracy activities such as speech making and debating linked to reading (Voice 21 and Early Years' Talk and Play project) 🛡 Hold debating festival 🛡 Share resources from Voice 21 	<p>Nov 21</p> <p>Jan 21</p> <p>Jul 22</p> <p>Ongoing</p>	<p>Lila Bird</p>	<ul style="list-style-type: none"> 🛡 Oracy firmly embedded in all areas of the curriculum 🛡 Children confidently expressing their views and opinions 	<ul style="list-style-type: none"> 🛡 Pupil voice 🛡 Debating festival 🛡 Learning walk 	£2000
To further improve the quality of writing for all pupils at Mellers	<ul style="list-style-type: none"> 🛡 Audit of writing throughout school 🛡 Network meetings 🛡 Moderation within school and with a wider moderation group of outstanding schools 🛡 Establish realistic and aspirational writing targets 🛡 Audit current writing interventions 🛡 Staff meetings to develop practice 	<p>Oct 21</p> <p>Termly spring and summer</p> <p>Oct 21</p> <p>Oct 21</p> <p>Spring</p>	<p>Joy Buttriss</p>	<ul style="list-style-type: none"> 🛡 Teaching good or better across school. 🛡 High quality outcomes in children's books. 🛡 Most pupils make accelerated progress, increasing the number of pupils achieving age-related expectations 	<ul style="list-style-type: none"> 🛡 Teaching observation 🛡 Coaching notes and outcomes 🛡 Observations 🛡 Coach, mentor 🛡 Work scrutiny 🛡 Planning audit 🛡 Pupil progress meetings 	Nil

					<ul style="list-style-type: none"> 🛡️ HT report to governors 🛡️ LL gap analysis 	
To update assessment leadership	<ul style="list-style-type: none"> 🛡️ Engagement with Nottingham Schools' Trust assessment network training 🛡️ Coaching for new assessment leads, with transition training 🛡️ Cascade key information to curriculum leader and subject leads 🛡️ Identify key strategies from NST curriculum that complement Mellers curriculum 🛡️ Support for subject leads with age-related expectations for their subject 🛡️ Subject leads to identify examples of age-related achievement for their subject, linked to skills ladder 🛡️ Identify gaps in provision and practice for further support 🛡️ Communication of data analysis / information to all audiences 🛡️ Streamline pupil progress meetings 	<p>Termly</p> <p>Fortnightly</p> <p>Fortnightly</p> <p>By autumn 2</p> <p>Half termly</p> <p>Half termly</p>	<p>Lorna Dermody</p> <p>Jo Kervick</p> <p>Martin McKeefry</p> <p>Laura Patel</p> <p>Krissie Martin</p> <p>Lauren Marks</p> <p>Grace Atherton</p>	<ul style="list-style-type: none"> 🛡️ Assessment leadership is smoothly transferred from deputy headteacher to two subject leaders. 🛡️ Roles and responsibilities are clearly defined and shared. 🛡️ Assessment leaders ensure other leaders are clear on what it is age related in each subject. Data is then accurate, moderated, reported and shared to different audiences effectively. 	<ul style="list-style-type: none"> 🛡️ Subject monitoring 🛡️ Assessment documents 🛡️ pupil progress meetings 🛡️ Data reports 🛡️ HT report to governors 	£4,000
Early Years Develop children's communication and	<ul style="list-style-type: none"> 🛡️ Embed the reading spine into the new curriculum 	<p>Oct 21</p> <p>July 22</p>	<p>Grace Atherton</p> <p>Wendy Towle</p>	<ul style="list-style-type: none"> 🛡️ Story time sessions are planned and resourced and provide 	<ul style="list-style-type: none"> 🛡️ Monitoring 🛡️ Learning walks 	Nil

language skills through storytelling and performance	<ul style="list-style-type: none"> 🛡️ Ensure that children are immersed in a range of text types and genres weekly 🛡️ Provide opportunities for re-enacting, storytelling and performance in continuous provision 🛡️ Plan a sequence of story time lessons which build up to children being able to retell familiar stories 		Freya Dean Kiran Dhanjal	<p>opportunities to retell and perform stories children enjoy.</p> <ul style="list-style-type: none"> 🛡️ Continuous provision will reflect the breadth of texts children are exposed to. 🛡️ Children's communication and language levels improve. 	<ul style="list-style-type: none"> 🛡️ Environment walks 🛡️ Lesson observations 🛡️ Planning audits 	
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Priority area 2: to incorporate the Nottingham City Focus Provision for deaf pupils and Nottingham Nursery School and Training Centre, aligning staff, children and the provisions into the Mellers Way, including the curriculum, behaviour and catch up provision

Objective	Specific Actions	Timeline	Lead staff	Impact	Monitoring/Evaluation	Cost
To improve and embed deaf awareness amongst Mellers team	<ul style="list-style-type: none"> 🛡️ Team building activities 🛡️ Deaf awareness training 🛡️ Shared planning meetings 🛡️ Appraisal targets include deaf awareness for everyone 🛡️ Induction for new staff 🛡️ BSL training 🛡️ Mellers teacher joining the Focus Provision 🛡️ Families and communication 🛡️ Office team do new Mellers admission forms for deaf pupils 🛡️ Structured conversations with families of deaf pupils 	<p>Sept 21</p> <p>Sept 21</p> <p>Oct 21</p> <p>Oct 21</p> <p>Sept 21</p> <p>Sept 21</p> <p>Sept 21</p> <p>Sep-Nov 21</p>	SLT Trent Bridge class	<ul style="list-style-type: none"> 🛡️ Deaf pupils feel confident and safe 🛡️ All pupils learn to sign 🛡️ Staff members learn to sign 🛡️ Teachers of the Deaf are fully integrated into the staff team 	<ul style="list-style-type: none"> 🛡️ Feedback from CPD 🛡️ Staff meeting outcomes 🛡️ Appraisal 🛡️ Induction meeting outcomes 🛡️ Monitoring of plans and timetables 	£800

To ensure that all new staff members know and understand The Mellers Way	<ul style="list-style-type: none"> ✔ Induction for new staff ✔ Team building at Bestwood Park ✔ Regular review of school policies and protocols ✔ Recap agreed actions throughout the year ✔ Review staff Code of Conduct 	<p>Oct 21</p> <p>Sept 21</p> <p>Sept 21</p> <p>Sept 21</p>	SLT	<ul style="list-style-type: none"> ✔ High aspirations for all and no glass ceilings means that staff members and pupils alike can learn, progress and achieve. ✔ Equal opportunities are fiercely promoted by all 	<ul style="list-style-type: none"> ✔ Staff and pupil feedback and surveys ✔ Govs pupil and curriculum committee 	See above £800 for team building
To prioritise the new build for the Focus Provision	<ul style="list-style-type: none"> ✔ Enhance temporary accommodation ✔ Build 'garden room' ✔ Liaise with builders re timelines, plans ✔ Expedite the construction of the permanent classrooms, linked to the KS2 building ✔ Opening of new classrooms 	<p>Sept 21</p> <p>Nov 21</p> <p>June 21</p>	Amanda Dawson Lou Burrows Jo Trais	<ul style="list-style-type: none"> ✔ Extension to the KS2 building is completed, providing a permanent base for provision. ✔ The space meets the needs of the learning community and space is utilised effectively. 	<ul style="list-style-type: none"> ✔ HT report to governors ✔ Chair of Govs and associate governor lobby the LA 	Nil
To federate with Nottingham Nursery School and Training Centre	<ul style="list-style-type: none"> ✔ Consultation with parents and stakeholders ✔ Shadow governing body established ✔ Due diligence exercise ✔ Timeline established ✔ Create shared vision and leadership principles 	<p>Nov 21</p> <p>Sept 21</p> <p>Nov 21</p> <p>Sept 21</p>	Amanda Dawson Laura Patel Identified governors / subcommittee	<ul style="list-style-type: none"> ✔ The link between Mellers and Nottingham Nursery is formalised. The process adheres to the Local Authority timeline, completing the process this academic year. ✔ Leadership vision successfully merges both settings' key principles. ✔ Roles and responsibilities are clear. 	Minutes from meetings, governing body, shadow governing body and committees	Nil
Catch up provision	<ul style="list-style-type: none"> ✔ Further develop interventions that are responsive to individual needs 	<p>Sept 21</p> <p>Sept 21</p>	Joy Buttress Lorna Dermody	<ul style="list-style-type: none"> ✔ Disadvantaged pupils make accelerated progress 	<ul style="list-style-type: none"> ✔ Intervention observation 	Additional staffing costs related to

	<ul style="list-style-type: none"> 🛡️ Use the intervention tracking document to measure the impact of interventions 🛡️ Plan for blended learning if appropriate 	Sept 21		<ul style="list-style-type: none"> 🛡️ Key groups make expected progress or better 🛡️ Boys' progress improves 	<ul style="list-style-type: none"> 🛡️ Monitoring of intervention tracking 🛡️ Pupil progress meetings 🛡️ Assessment data 	catch up funding
Behaviour and attitudes	<ul style="list-style-type: none"> 🛡️ Review behaviour policy with all staff 🛡️ Ensure behaviour policy reflects needs of deaf pupils 🛡️ Recap principles of FED 🛡️ Induction for all new staff 	Sept 21 Sept 21	Amanda Dawson SLT Fiona Moore	<ul style="list-style-type: none"> 🛡️ Behaviour policy is agreed by all and aligned to the needs of the deaf pupils 	<ul style="list-style-type: none"> 🛡️ Governing body minutes 🛡️ Pupil surveys 	Nil
Governance	<ul style="list-style-type: none"> 🛡️ Establish governors' monitoring plan 🛡️ Former teacher of the deaf to become an associate governor at Mellers 🛡️ Establish governors' working group for Nottingham Nursery federation 🛡️ Ensure that link governors are allocated to key school development priorities 	Sept 21 July 21 Oct 21 Sept 21	Lesley Lyon Governing Body	<ul style="list-style-type: none"> 🛡️ Governance is effective and aligned to the school development plan and school priorities 	<ul style="list-style-type: none"> 🛡️ Governing body meeting minutes 🛡️ Governing body development meetings 	Nil

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 and protocol for supervision	<ul style="list-style-type: none"> 🛡️ Staff meeting to establish groups and facilitators 🛡️ Timetable/ schedule 🛡️ Clear purpose and confidentiality 🛡️ Support and signposting 🛡️ Review and evaluation 	Sept 21 Oct 21 June 21	Henry Ward Kiran Dhanjal	<ul style="list-style-type: none"> 🛡️ Supervision for all staff members is established to support well-being. 🛡️ Staff members take the opportunity to raise the things that are on their mind however big or 	<ul style="list-style-type: none"> 🛡️ Staff survey measuring before and after attitudes 🛡️ Governing body minutes 🛡️ Appraisal target 	£650

				small. Confidentiality and kindness are valued and elevated.		
To refine safeguarding procedures	<ul style="list-style-type: none"> 🛡️ New software introduced: My Concern 🛡️ My Concern training for all staff 🛡️ Andrew Hall safeguarding training for all staff, safeguarding team, governors 🛡️ Induction for new staff 🛡️ Use my concern and review implementation in team meetings 🛡️ Use Andrew Hall newsletters for training/discussion points in safeguarding team meetings 🛡️ Streamline safeguarding team meetings for updates and next steps 🛡️ RAG rate cases 	<p>Sept 21</p> <p>Sept 21</p> <p>Sept 21</p> <p>Oct 21</p> <p>Sept 21</p> <p>Nov 21</p> <p>Oct 21</p>	Amanda Dawson Safeguarding team	<ul style="list-style-type: none"> 🛡️ Safeguarding maintains its high quality and rigour but the workload is managed more effectively. 🛡️ Meetings share key information but move from operational to developmental. 🛡️ Professional development is high quality, resulting in clearly written concerns, swift action and better outcomes for children and families. 	<ul style="list-style-type: none"> 🛡️ Safeguarding minutes and records 🛡️ My concern records 🛡️ Feedback from agencies and families 🛡️ Governor monitoring 🛡️ HT report to governors 	<p>£2,000</p> <p>£3,000</p>
To support families through the challenges presented by COVID and political climate	<ul style="list-style-type: none"> 🛡️ Offer counselling to parents 🛡️ Place2Be sessions offered to pupils in need 🛡️ Open communication, ear to the ground, noticing 🛡️ Communication with agencies/networks for further support 🛡️ Ensure Mellers is a safe space 🛡️ Teacher assessment and feedback on personal, social and emotional needs of children 	<p>Sept 21</p> <p>Sept 21</p> <p>Dec 21</p> <p>March 22</p> <p>July 22</p>	Amanda Dawson safeguarding team	<ul style="list-style-type: none"> 🛡️ The challenges faced by our community are recognised. Mellers is a safe place to seek advice and support with fear of judgement or retribution. 🛡️ Actions are taken to meet the needs of families beyond learning. 	<ul style="list-style-type: none"> 🛡️ Feedback from agencies and families 🛡️ HT report to governors 🛡️ Safeguarding records 	Nil
To further develop the staff wellbeing team	<ul style="list-style-type: none"> 🛡️ Opportunities for wellbeing, in and out of school 🛡️ Team building activities 🛡️ Supervision established 	<p>Sept 21</p> <p>Sept 21</p> <p>July 21</p>	Henry Ward Kiran Dhanjal	<ul style="list-style-type: none"> 🛡️ Members of staff feel listened to and supported, and their 	<ul style="list-style-type: none"> 🛡️ Feedback from staff members 🛡️ Evaluation from well-being team 	£1,000

	<ul style="list-style-type: none"> 🛡️ Team commitments from CPD 🛡️ Place2Think: formal and informal one to one support for members of staff 🛡️ Staff wellbeing team activities 🛡️ Maintained ethos of kindness 	<p>Oct 21</p> <p>Nov 21</p>	<p>Marjolein Roerhorst/ P2B lead</p>	<p>mental wellbeing improves.</p> <ul style="list-style-type: none"> 🛡️ The stigma on mental health issues is lifted: it's ok not to be ok. 	<ul style="list-style-type: none"> 🛡️ Place2 be reports 	
To further develop the pupil wellbeing team	<ul style="list-style-type: none"> 🛡️ Inclusive of deaf provision – child induction? 🛡️ Adapting to meet needs of deaf children? 🛡️ Place to be handover 🛡️ Outdoor learning and wild things 🛡️ Circle time 🛡️ Timely intervention – identify and target 🛡️ Embed 'The five steps to well-being' into the curriculum and highlight these areas on the MTP 	<p>July 21</p> <p>Sept 21</p> <p>Nov 21</p>	<p>Kiran Dhanjal, Henry Ward, Marjolein Roerhorst, Romy Waldrom, Lynett Bamford Billie Wilson</p>	<ul style="list-style-type: none"> 🛡️ Children's well-being is recognised as essential to being ready to learn. 🛡️ It is a priority to all. 🛡️ Adults swiftly respond to the well-being needs of children. Children feel safe and have strong relationships with adults to share when not ok 	<ul style="list-style-type: none"> 🛡️ Feedback from children and staff members 🛡️ Planning monitoring 	<p>Nil</p>
To complete 50 th anniversary celebrations	<ul style="list-style-type: none"> 🛡️ Link to learning / curriculum 🛡️ Opening time line and library 🛡️ Welcome deaf provision 🛡️ Reunion staff 🛡️ Reunion alumni 🛡️ Community events 	<p>Autumn 2021</p> <p>July 2022</p> <p>Spring 2022</p> <p>Spring 2022</p> <p>Summer 2022</p>	<p>Amanda Dawson Laura Patel Jo Travis Lorna Dermody</p>	<ul style="list-style-type: none"> 🛡️ The Mellers community has something positive to participate in and celebrate! 🛡️ Children learn modern history in local context and deepen sense of pride and belong. 	<ul style="list-style-type: none"> 🛡️ Feedback from community 🛡️ Attendance at events 	<p>£5,000</p>
						Total
						£