



Mellers Primary School

School Development Plan



2022-23

Priority area 1: to ensure that the now-embedded Mellers curriculum continues to impact accelerated progress and attainment for all our pupils

Objective	Specific Actions	Timeline	Lead staff	Impact	Monitoring/Evaluation	Cost
To embed quality phonics teaching through school	<ul style="list-style-type: none"> 🛡️ Ensure all staff are Little Wandle trained 🛡️ Purchase all Little Wandle resources 🛡️ Regularly monitor phonics lessons 🛡️ Regular meetings to ensure consistency amongst staff 🛡️ Ensure interventions are delivered regularly and effectively 🛡️ Include assessments in Pupil Progress meetings 🛡️ Involve parents and lead phonics meeting 🛡️ Plan implementation of phonics screening 🛡️ KS2 intervention delivered 	<p>July 22 July 22</p> <p>September '22 September '22 October '22 May '22</p> <p>September '22</p>	<p>Beth Whysall Kiran Dhanjal Joy Buttress</p>	<ul style="list-style-type: none"> 🛡️ 100% Year 1 pupils pass the phonics test 🛡️ Phonics teaching is consistent and clear 🛡️ All children are reading and writing using phonic strategies 	<ul style="list-style-type: none"> 🛡️ Pupil progress meetings 🛡️ KS meetings and reviews 🛡️ English and KS leads scrutiny 🛡️ End of year data 	£8010
To further improve the quality of mathematics teaching	<ul style="list-style-type: none"> 🛡️ Improve pupil fluency: times tables Rock Stars 🛡️ Closing the gaps from lockdown learning loss 🛡️ Introduce termly standardised digital testing throughout KS2 	<p>September '22</p> <p>Termly</p>	<p>Lorna Dermody Krissie Martin</p>	<ul style="list-style-type: none"> 🛡️ KS2 mathematics data improves to being in line with national 🛡️ Increased teacher confidence in maths 	<ul style="list-style-type: none"> 🛡️ Pupil progress meetings 🛡️ Analysis of PUMA data 	£1800

	<ul style="list-style-type: none"> 🛡️ Access CPD through staff meetings and network meetings 🛡️ Regular monitoring of maths lessons (lesson observation and work scrutiny) 🛡️ Support for teachers moving year groups 🛡️ Coaching for staff 🛡️ Analysis of assessments leading to interventions 		Lauren Marks		<ul style="list-style-type: none"> 🛡️ Maths leads scrutiny 	
To embed the use of effective spelling strategies throughout school	<ul style="list-style-type: none"> 🛡️ Deliver spelling interventions 🛡️ Little Wandle 'Rapid Catch Up' intervention delivered across KS2 🛡️ Investigate spelling assessment tool 🛡️ KS2 teachers to observe phonics teaching 🛡️ Learning walk with Jess Steele 🛡️ Develop strategies for pupils with dyslexia 	September '22 Termly	Joy Buttress Henry Ward TAs	<ul style="list-style-type: none"> 🛡️ Improved spelling has an impact on writing 🛡️ Spelling improves across school 🛡️ Increased teacher confidence to teach spelling 	<ul style="list-style-type: none"> 🛡️ Pupil progress notes 🛡️ Writing targets and outcomes 🛡️ Intervention data 🛡️ 	£500
To further develop performing arts	<ul style="list-style-type: none"> 🛡️ Application for Artsmark Gold 🛡️ Continue the Playhouse Partnership 🛡️ Work on the RSC project in Y5 🛡️ Ensure all school performances and concerts are planned in conjunction with FP staff to ensure BSL coverage 🛡️ Continue drama club delivered by Playhouse Staff 	September '22 December '22	Lila Bird Aurelie Guinard Matilda Watts Hannah Head Lou Burrows Ange Knowles Catrin Jones	<ul style="list-style-type: none"> 🛡️ High quality, inclusive plays, choir, assemblies, 🛡️ 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 	£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 🏆 Monitoring of lessons and work scrutiny 🏆 Staff meetings to develop practice 🏆 Engage with Royal Shakespeare Company performing arts project 🏆 Voice 21 oracy project strategies 	<p>September '22 Spring term</p> <p>Autumn term</p> <p>September '22</p>	Joy Buttress	<ul style="list-style-type: none"> 🏆 Progress and attainment in writing improve to being in line with national 🏆 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"> 🏆 Coaching notes and outcomes 🏆 Observations 🏆 Work scrutiny 🏆 Planning audit 🏆 Pupil progress meetings 🏆 HT report to governors 	£500
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Priority area 2: to ensure that leadership at Mellers continues to be visionary and meets the needs of all our community members

Objective	Specific Actions	Timeline	Lead staff	Impact	Monitoring/Evaluation	Cost
To ensure that newly appointed Heads of School and Deputy Heads are clear about their roles and responsibilities	<ul style="list-style-type: none"> 🏆 HoS and Exec Head work closely together, meeting weekly to establish areas of responsibility 🏆 Support KS leads and subject leads 🏆 Attend Governor meetings 🏆 Attend Head of School Network and other NST initiatives 🏆 Respond to needs of the staff and school 🏆 Establish roles and responsibilities 	September '22	Lorna Dermody Joy Buttress Amanda Dawson Lesley Lyon	<ul style="list-style-type: none"> 🏆 Federation leadership is focused and visionary 🏆 Mellers continues to be lead strongly and consistently 🏆 LD and JB are more confident in their role 	<ul style="list-style-type: none"> 🏆 SIA visits 🏆 Feedback from staff, governors, parents and children 	
To ensure that assessment leads are proactive and effective	<ul style="list-style-type: none"> 🏆 Working closely with HoS and DHT 🏆 Establish assessment timeline 🏆 Attend assessment network 🏆 Present data usefully 	September '22	Jo Kervick Martin McKeefry	<ul style="list-style-type: none"> 🏆 Pupils' progress and attainment is tracked consistently and appropriately 	<ul style="list-style-type: none"> 🏆 Pupil progress meetings 🏆 SIA visits 	

	<ul style="list-style-type: none"> 🛡️ Ensure standardised data is used effectively 🛡️ Analyse data to ensure children's needs are being met 		Lorna Dermody Joy Buttress	<ul style="list-style-type: none"> 🛡️ School leaders are aware of needs of children 🛡️ Increased confidence of assessment leads 	<ul style="list-style-type: none"> 🛡️ Pupil progress with governors 	
To further develop the FED approach to leadership	<ul style="list-style-type: none"> 🛡️ FED training and recap 🛡️ Termly FED staff meetings 🛡️ Leadership groups engage in FED research 🛡️ FED principles underpinning all work 	Sept & Nov Termly	Joy Buttress Lorna Dermody	<ul style="list-style-type: none"> 🛡️ Staff use the vocabulary of FED 🛡️ Improved relationships amongst staff 🛡️ Stronger team 	<ul style="list-style-type: none"> 🛡️ Survey completed at the beginning and end of year 🛡️ Observations of strong staff team 	£1000
To ensure that catch up provision is effective and has high impact	<ul style="list-style-type: none"> 🛡️ HoS line manage newly appointed tutor 🛡️ Tutor to attend training 🛡️ Further develop interventions that are responsive to individual needs 🛡️ Use the intervention tracking document to measure the impact of interventions 🛡️ Tutor to be involved in pupil progress meetings 	September '22 Termly Termly	Joy Buttress Lorna Dermody Dom Dixon	<ul style="list-style-type: none"> 🛡️ Disadvantaged pupils make accelerated progress 🛡️ Key groups make expected progress or better 	<ul style="list-style-type: none"> 🛡️ Intervention observation 🛡️ Monitoring of intervention tracking 🛡️ Pupil progress meetings 🛡️ Assessment data 	£16,340
To further strengthen the federation with Nottingham Nursery	<ul style="list-style-type: none"> 🛡️ Fortnightly meetings HoS and Exec Head 🛡️ Streamline safeguarding and leadership team meetings 🛡️ Continue work on FED 🛡️ Bring staff from both settings together for INSET 🛡️ HoS and Exec Head attend governing body meetings 🛡️ SENCO to work across both settings 	September '22 Spring Term Termly	Laura Patel Amanda Dawson Lorna Dermody Joy Buttress Henry Ward	<ul style="list-style-type: none"> 🛡️ Stronger federation 🛡️ Greater support for families 🛡️ Sharing good practice 🛡️ Strong support provided across settings 🛡️ Effective governing body 	<ul style="list-style-type: none"> 🛡️ Governor's minutes 🛡️ Minutes from safeguarding meetings 	£500
To ensure that the Federated Governing Body is effective and proactive	<ul style="list-style-type: none"> 🛡️ Establish governors' monitoring plan and impact statement for 21-22 🛡️ Ensure that link governors are allocated to key school development priorities 🛡️ Governor development meetings ensure 	September '22	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 	

To ensure that early years provision is effective	<ul style="list-style-type: none"> 🛡 Temporary early years lead line managed by HoS and DHT 🛡 Regular team meetings 🛡 Monthly meetings with early years temp lead 🛡 Early years lead to attend network meetings 🛡 Monitoring of provision 🛡 Working alongside Nottingham Nursery 🛡 Ensure a smooth transition from temporary to permanent early years lead 	Spring Term	Joy Buttriss Lorna Dermody Amanda Dawson	<ul style="list-style-type: none"> 🛡 Strong early years team 🛡 Children make good or better progress in FSU 	<ul style="list-style-type: none"> 🛡 Pupil progress meetings 🛡 Minutes from FSU meetings 	£200
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Priority area 3: to ensure that the culture and ethos at Mellers and across the federation are aspirational and supportive for all our community members

Objective	Specific Actions	Timeline	Lead staff	Impact	Monitoring/Evaluation	Cost
To establish a behaviour policy which fully reflects our philosophy and ethos, in which everyone feels safe and thrives	<ul style="list-style-type: none"> 🛡 Behaviour Support Service and school plan a programme of review and establishing new behaviour policy 🛡 Training programme: attachment; emotion coaching; restorative practice; coaching circles; relationship management 🛡 INSET day: enquiry, research, agree principles 🛡 New relationships management policy established 🛡 Lauren Marks to work on behaviour as part of NPQLBC qualification 🛡 Work with school council on behaviour 	<p>July 22</p> <p>Sept 22</p> <p>Oct 22</p> <p>Dec 22</p>	<p>Henry Ward Amanda Dawson</p> <p>Joy Buttriss Lorna Dermody Lauren Marks</p>	<ul style="list-style-type: none"> 🛡 Consistently applied approach to relationship management 🛡 Staff are more confident when dealing with challenging behaviour in a therapeutic way 🛡 Relationships are stronger 	<ul style="list-style-type: none"> 🛡 Staff survey 🛡 Pupil survey 🛡 Parent survey 	£2000
To embed staff supervision	<ul style="list-style-type: none"> 🛡 Recap of supervision aims and intent 🛡 Review of supervision groups 🛡 Allocate new staff to groups 	July 22	Henry Ward Amanda Dawson	<ul style="list-style-type: none"> 🛡 Supervision for all staff members is established 🛡 Staff members take the opportunity to raise the 	<ul style="list-style-type: none"> 🛡 Staff survey measuring before and after attitudes 	

	<ul style="list-style-type: none"> 🛡️ Termly review of effectiveness and impact of supervision groups 			things that are on their mind however big or small. Confidentiality and kindness are valued and elevated.	<ul style="list-style-type: none"> 🛡️ Governing body minutes 	
To refine safeguarding procedures	<ul style="list-style-type: none"> 🛡️ My Concern training for all new staff 🛡️ Termly safeguarding CPD for all staff 🛡️ 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 	Autumn term	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 	£1022
To ensure that families continue to be supported	<ul style="list-style-type: none"> 🛡️ Place 2 Be PIPT, parent counselling 🛡️ Family Support Worker and Place 2 Be continue to work closely 	September '22	Senga Cannop Fay Lee	<ul style="list-style-type: none"> 🛡️ Families feel well supported 	<ul style="list-style-type: none"> 🛡️ Feedback from agencies and families 🛡️ HT report to governors 🛡️ Safeguarding records 	
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 🛡️ Team commitments from CPD 	January '23	Kiran Dhanjal	<ul style="list-style-type: none"> 🛡️ Members of staff feel listened to and supported, and their mental wellbeing improves. 	<ul style="list-style-type: none"> 🛡️ Feedback from staff members 🛡️ Evaluation from well-being team 🛡️ Place2 be reports 	

	<ul style="list-style-type: none"> 🛡 Place2Think: formal and informal one to one support for members of staff 🛡 Staff wellbeing team activities 🛡 Renewed focus on kindness 🛡 Mental Health Day and Mental Health Week 			<ul style="list-style-type: none"> 🛡 The stigma on mental health issues is lifted: it's ok not to be ok. 		
To further develop the pupil wellbeing team	<ul style="list-style-type: none"> 🛡 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 🛡 School Council consultation 	January '23	Kiran Dhanjal Billie Wilson	<ul style="list-style-type: none"> 🛡 Children's well-being is recognised as essential to being ready to learn. 🛡 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 	£1000
To ensure that our families are able to access support for the challenging months ahead, including strengthening links with outside agencies	<ul style="list-style-type: none"> 🛡 Rename the Food Bank to Mellers Food Store 🛡 Restock the Food Store regularly 🛡 Senga, FSW, proactively signposting and supporting families in fuel poverty 🛡 Senga and Fay, P2Be, work closely together to co-ordinate support for families 🛡 DSLs ensure they are aware of where the support is and how to access it 🛡 Ensure all staff are alert to families experiencing fuel and other poverty 	September '22	Senga Cannop Safeguarding Team	<ul style="list-style-type: none"> 🛡 Families access food store 🛡 A greater awareness of families in need 🛡 Families supported by wider agency network 🛡 Links to other agencies strengthened 	<ul style="list-style-type: none"> 🛡 Observation of use of the food store 🛡 Feedback to governors 	
To ensure that attendance and punctuality improve	<ul style="list-style-type: none"> 🛡 Raise attendance percentage to 93% 🛡 Lower number of persistent absentees 🛡 Work with named EWO and the LA in addressing poor punctuality and attendance 🛡 Refine data analysis so can respond quickly to any absences 	Half termly monitoring November '22	Laura Patel Senga Cannop	<ul style="list-style-type: none"> 🛡 Children are in school more of the time and are punctual 🛡 Overall attendance and punctuality rise to be in line with national statistics 	<ul style="list-style-type: none"> 🛡 Half termly RAG rating analysis 🛡 Half termly data analysis 🛡 Letter to parents 🛡 Attendance policy 🛡 Reports to Governors 	

	<ul style="list-style-type: none"> 🛡️ Adjust policy in line with DfE and LA guidance, keeping update through network meetings and webinars. 🛡️ Personalise reward and recognition of positive attendance 🛡️ Share attendance practices with families 			<ul style="list-style-type: none"> 🛡️ Multi-agency working is effective and impacts on attendance rates 🛡️ Poor attendance and punctuality are consistently and promptly addressed 🛡️ Families recognise the importance of school and follow / support our policy and procedures 		
						Total
						£34,872