



Mellers Primary School

School Development Plan

2023-24



Priority area 1:

To further improve and refine the English curriculum, particularly writing and phonics

| Objective | Specific Actions | Timeline | Lead staff | Impact | Monitoring/Evaluation | Cost |
|---|--|--|------------|---|--|-------|
| Continue to raise attainment in phonics | <ul style="list-style-type: none"> 🛡 To embed our phonics programme (Little Wandle) and develop the role of phonics lead (Lila Bird) 🛡 Support new Year One teachers to effectively deliver the programme 🛡 Use Little Wandle assessments regularly to track progress 🛡 Effectively use intervention for children to stay on track and to catch up in Key Stage Two 🛡 Year One use screening test materials to check progress 🛡 To work alongside the English Hub to further improve our delivery of Little Wandle 🛡 Deliver phonics parents' meeting | <p>Ongoing</p> <p>Autumn 2023</p> <p>Autumn 2023</p> <p>Oct 23, Dec 23, Feb 24, Apr 24, May 24, Jul 24</p> <p>Nov 23, Feb 24, Mar 24</p> <p>Autumn 2023 Nov 23</p> | LB, JB, LD | <ul style="list-style-type: none"> 🛡 Raise attainment to 90% across Early Years and Key Stage One 🛡 Increased confidence for new teachers in delivering the programme 🛡 Pupils stay on track with the expected progress 🛡 Teaching Assistants to feel confident in delivering intervention 🛡 Children in Key Stage Two exit the Little Wandle scheme | <ul style="list-style-type: none"> 🛡 Half termly lesson observations with English Hub 🛡 Pupil progress data 🛡 Little Wandle assessment data | £2000 |

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|--|---|---|------------|---|---|-------|
| Continue to raise attainment in writing | <ul style="list-style-type: none"> 🛡️ Improve levels of accuracy and confidence in assessment and moderation 🛡️ Moderation day with Jess Steele 🛡️ All teachers to attend NST moderation training 🛡️ To consolidate the work from last year on the teaching sequence for writing 🛡️ To develop the classroom environment to support children's writing 🛡️ Use a survey to assess training needs 🛡️ To raise teacher expectations of children's writing 🛡️ To ensure all children make good or better progress in writing 🛡️ To nurture children's love for writing | <p>Oct 23</p> <p>Oct 23 Nov 23, Mar 24 Sept 23</p> <p>Oct 23</p> <p>Oct 23</p> <p>Dec 23, Apr 24, Jun 24 Nov 23</p> | JB, LD, JS | <ul style="list-style-type: none"> 🛡️ Raise attainment in writing levels in line with national average 🛡️ Increased teacher confidence in teaching and assessing writing 🛡️ Pupils will see themselves as writers | <ul style="list-style-type: none"> 🛡️ Lesson observations 🛡️ Work scrutiny 🛡️ Pupil voice 🛡️ Pupil progress meetings 🛡️ Survey results | £750 |
| Refine interventions to ensure they fully match need | <ul style="list-style-type: none"> 🛡️ Use NTS assessment papers to identify pupils and match to interventions using SHINE 🛡️ Assign interventions to Teaching Assistants to deliver across each key stage 🛡️ Monitor delivery of SHINE interventions 🛡️ Use assessment data to ensure the impact of interventions | <p>Sep 23, Mar 24, Jun 24 Sep 23</p> <p>Nov 23, Apr 24, Jun 24</p> | LD, JB, LP | <ul style="list-style-type: none"> 🛡️ Maintain levels at or above national average 🛡️ Maintain teacher confidence in assessing pupils accurately 🛡️ Maintain standards or delivery in interventions 🛡️ Pupils catch up to expected attainment | <ul style="list-style-type: none"> 🛡️ Observation 🛡️ Pupil progress data | £2000 |

Priority area 2:

To ensure that everyone's safety and wellbeing continue to be a priority

| Objective | Specific Actions | Timeline | Lead staff | Impact | Monitoring/Evaluation | Cost |
|-----------------------|---|--------------------------|------------|--|--|------|
| To embed the reviewed | <ul style="list-style-type: none"> 🛡️ Deliver staff meetings | Oct 23, Nov 23 Jan 24 | LM, JB, LD | <ul style="list-style-type: none"> 🛡️ Staff feel confident and consistent with the policy | <ul style="list-style-type: none"> 🛡️ Pupil voice | £500 |

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| Relationships and Behaviour policy | <ul style="list-style-type: none"> 🛡️ Survey staff to identify further training needs 🛡️ Introduce house points system to promote team work 🛡️ Finalise policy 🛡️ Measure impact on pupils 🛡️ Share policy with parents 🛡️ Deliver further training for Middy Supervisors 🛡️ Develop PSHE curriculum to educate all pupils in healthy relationships | <p>Jan 24</p> <p>Dec 23</p> <p>Feb 24</p> <p>Jan 24</p> <p>Nov 23</p> | | <ul style="list-style-type: none"> 🛡️ Greater cohesion between through school 🛡️ Improved attitudes towards behaviour 🛡️ Stronger relationships formed 🛡️ Parents understand the rationale behind the policy | <ul style="list-style-type: none"> 🛡️ Observation of behaviour 🛡️ Survey results 🛡️ My Concern behaviour records | |
| To undertake a whole school piece of work to address the inequality, prejudice and racist language that have begun to emerge with some older pupils | <ul style="list-style-type: none"> 🛡️ Staff survey to assess learning needs 🛡️ Work alongside Remedi to deliver training to staff, parents and children on anti-misogyny and domestic abuse 🛡️ Develop the PSHE curriculum to address all prejudice and increase staff confidence in identifying prejudice 🛡️ Develop scripts for staff to use when dealing with an incident involving prejudice | <p>Oct 23</p> <p>Nov 23</p> <p>Oct 23</p> <p>Jan 24</p> <p>Oct 23</p> | | <ul style="list-style-type: none"> 🛡️ Children to feel safe from prejudice 🛡️ Staff to feel confident resolving situations involving prejudice 🛡️ Children and staff to know how identify prejudice | <ul style="list-style-type: none"> 🛡️ Pupil voice 🛡️ Observation of behaviour 🛡️ Survey results 🛡️ My Concern behaviour records | £500 |
| To improve attendance | <ul style="list-style-type: none"> 🛡️ Training for attendance leads 🛡️ Monitor attendance regularly to identify persistent absentees 🛡️ Meet with parents/carers of persistent absentees to provide support 🛡️ Use the DfE and local guidance to ensure procedures are followed correctly 🛡️ Liaise with EWO for support and advice 🛡️ Raise awareness of the importance of attendance with regular updates to parents 🛡️ Use positive reinforcement to promote attendance with pupils | <p>Oct 23</p> <p>Weekly</p> <p>Half termly</p> <p>Ongoing</p> <p>Half termly</p> <p>Monthly</p> <p>Monthly</p> | LD, JB, SC | <ul style="list-style-type: none"> 🛡️ Attendance will be above 95% 🛡️ Number of persistent absentees reduced | <ul style="list-style-type: none"> 🛡️ Governor monitoring | |

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|---|--|---|--------------------|--|--|--|
| | <ul style="list-style-type: none"> Reduce unagreed term time holidays | | | | | |
| To further improve SEND support to match the exponential rise in pupils with significant SEND | <ul style="list-style-type: none"> Appoint SEND staff and establish rigorous training for them Review admissions policy Review SEND policy and practice Review rotas and timetables for SEND pupils Alert LA to SEND need, and begin work on R2i and potential bids Review SEND concern reporting protocol Further enhance sensory circuits | <p>July 23 Oct 23 Sep 23 Nov 23</p> <p>Oct 23</p> <p>Oct 23</p> | HW, WT, WG, LD, JB | <ul style="list-style-type: none"> SEND pupils identified before they start and support plans established early Agencies alerted quickly to provide support for SENCO and staff team Early years team support SENCO <p>All staff feel confident to support children with SEND</p> | <ul style="list-style-type: none"> SEND audit Governor monitoring SENCO monitoring SEND team | |

Priority area 3:

To develop the outdoor play and learning environment

| Objective | Specific Actions | Timeline | Lead staff | Impact | Monitoring/Evaluation | Cost |
|---|---|--|------------|--|---|---------|
| To create an allotment for the school community | <ul style="list-style-type: none"> source funding for the project Engage with local community groups Publicise the project to the school community Fundraise in school Work alongside Wildscapes to develop the allotment Plan the use of the allotment to ensure it is incorporated into everyday practice Maintain the allotment | <p>Autumn '23 November '23 September '23</p> <p>Autumn '23 January '24</p> <p>February '24</p> <p>Summer '24</p> | LD, LP, JB | <ul style="list-style-type: none"> Pupils will learn skills of growing produce for a sustainable future The grounds will be accessible to all pupils Greater community engagement Increase biodiversity in the environment | <ul style="list-style-type: none"> The allotment will grow produce Pupil voice Community voice | £12,500 |

