



Meadowbank Primary School

Flourish & Inspire
Lifelong Learners, Leaders of Change, Lasting Legacy

School Improvement Priorities 2020/2021

Effectiveness of Leadership & Management



To continue to develop the quality and capacity of leadership, at all levels, across school.

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Quality of Teaching, Learning & Assessment



To continue to improve the quality of teaching, learning & assessment in light of self evaluation.

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Outcomes For Pupils



'No Glass Ceiling'
To enable all children to make better than expected progress.

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Personal Development, Behaviour & Welfare



To enable children to be safe, healthy and happy in a aspirational learning environment.

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Early Years Foundation Stage



To provide outstanding provision in all areas of the Early Years Foundation Stage.

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Buildings & Grounds



To maximise the use of the school site to provide a safe and stimulating learning environment.

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School Self Evaluation July 2020 – Stakeholder Evaluation

Strengths

Foundation stage

- Evidence of Tales Toolkit being embraced by children across the phase which included some exceptional individual successes – evidenced during lockdown via class dojo.
- Balanceability programme – 47% of children were on track in moving and handling & at the end of programme, 100% achieved ELG
- NQT programme embedded & fully supportive
- Successful whole school reading evaluation
- All leaders developed skill progression maps
- Personalised programmes embedded to ensure progress for vulnerable groups & to close gaps in learning

Key stage One

- Governors Speed Dating with Subject leaders
- Concept mapping & Research Lead for year fed back to whole school team and ELT.
- Some collaborative children's teams set up – maths buddies, leadership team, science ambassadors etc.
- Subject & Phase leaders leading conversations on strengths & weaknesses
- Reading sequence – continuing to embed and monitor
- Reengaging & Reconnecting curriculum to support all children returning to school
- Implementation of Jigsaw program to empower vulnerable children
- Pastoral and Play therapy work
- Meadowbank Mile
- Yr1 to continue to embed lost opportunities from school partial closure – tales toolkit & balanceability

Lower Key stage Two

- Subject Leaders development of vocabulary, skills and knowledge grids
- Data above National at KS2
- Supporting children's wellbeing during lockdown & successful return of so 78% children to school in summer term.
- Communications with parents – development of class dojo, wide use of IT and new apps (SPAG, Epic, Bug club, Emile, TT Rock stars)
- CPD – TAs in LKS2 have written research based personalised programmes to close gaps in key areas across LKS2 during lockdown.

Upper Key Stage Two

- ELT induction for NQT programme
- Teaching of reading strategies developments
- Wider leaders becoming involved in ELT coaching
- Sequence of skills grids used for MTP
- Topics planned across year ensure progression of skills.
- Children's wellbeing high priority – WEE, Pastoral work, Play Therapy, SFC
- Outdoor learning
- Cultural capital of PPG children
- Industry in sport award.

Weaknesses

Foundation stage

- Further develop personalised programmes to challenge the most capable

Key stage One

- Curriculum teams set up at ELT Feb INSET – closure prevented progress
- Continue to embed children's collaborative teams
- Continue to develop impact of subject leadership – 'making it matter'. Via progression of knowledge & skills grid
- Coaching working party to continue to meet across ELT to align coaching practice into 2020/21
- NQT programme was strong but not fully completed due to Covid / RQT opportunities to be offered
- Boys achievement
- Time to implement new jigsaw programme
- Consistency in running the Meadowbank Mile

Lower Key stage Two

- Children's role in coaching
- Foundations subjects – embedding skills and knowledge grids
- Gender Gaps
- PPG Gaps

Upper Key Stage Two

- Skills & knowledge grids not fully embedded
- Boys still below girls across all areas in UKS2 (some specific gaps)
- Health, fitness, obesity levels

School Development Plan Planning Sept 2020

Stakeholder Group: Governors Strategic Group

Planning Date: 11.9.20

<p>Quality of teaching Learning and Assessment</p> <ul style="list-style-type: none"> • Leaders to articulate impact of developments clearly. • Continue to further develop school's coaching approach to developments. • Continue to provide quality NQT & RQT induction and support. • Further embed effective reading strategies. • Use reading as a tool to accelerate progress & close gaps in all subjects. • Continue to build upon effective vocabulary developments. • Evaluate and review timely strategies for closing gaps to support vulnerable children. • Embed knowledge sequence across the curriculum. • Use concept mapping to identify gaps and barriers and review impact of support. 	<p>Outcomes for Children</p> <ul style="list-style-type: none"> • Increase the number of boys achieving R,W & Maths at national expectations. • Increase the outcomes in maths at KS2. • Improve outcomes of lower attaining children in R,W & M. • Maintain KS2 reading upward trend. • Accelerate PP & gender gap outcomes to close gaps with peers. • Increase the number of children exceeding national expectations in KS1.
<p>Early Years Foundation Stage</p> <ul style="list-style-type: none"> • Increase progress in FS1 so children move to FS2 at a higher level. • Increase number of children who exceed GLD. • Boost Early language and communication. • Maintain GLD outcome at above national average. • Further links with local PVI settings so greater number of children join school at expected level or higher. • Diminish the gender difference. 	<p>Effective Leadership & Management</p> <ul style="list-style-type: none"> • Deliver and review effective Reconnect and Reengage curriculum. • Increase pace of impact of actions 'so what'. • Using EEF findings on targeting learning – monitor impact and effectiveness of spending. • Restructure reformed Admin Team in school. • Review recruitment policy with ELT to enable face-to-face recruitment. • Develop JPD streams – 1. Collaborative with ELT 2. MB outward looking. • Embed AGB 'show me' approach to monitoring. • Continue ELT collaborative research projects. • Embed SFC across school and engage children's voice and role within it. • Coaching – leaders at all levels. • Strengthen links and two way communications systems between AGB, ELT & Trustees. • Develop further curriculum teams to lead school development –research, evidenced based. • Develop a career pathway for MB which links to the forming ELT pathway.
<p>Personal Development, behaviour & Welfare</p> <ul style="list-style-type: none"> • Continue to challenge vulnerable learner's perceptions of themselves. • Review our Wellbeing offer to ensure effective during our Reconnect & Reengage period. • Review school's Positive Relationships policy to include SFC & early help approach. • Implement school's Relationships & Health Education curriculum. • Ensure impact of Reconnect and Reengage curriculum on progress of vulnerable children. 	<p>Buildings & Grounds</p> <ul style="list-style-type: none"> • Effective Covid-19 management • Ensure and enable effective outdoor learning to support Covid-19 management • Completion of LKS2/FS & disabled toilet project. • Induction and training of new Site Manager • Sourcing of new finding streams until ELT core team is able to do this. • Plan & budget for FS/KS2 environmental improvements for summer 2021

School Development Plan Planning Sept 2020

Stakeholder Group: Foundation Stage

Planning Date: 14.9.20

<p>Quality of teaching Learning and Assessment</p> <ul style="list-style-type: none"> • Develop RQT programmes • Implement next steps from whole school reading evaluation • Embed progression of skills map • Reconnect & Reengage curriculum 	<p>Outcomes for Children</p> <ul style="list-style-type: none"> • Further develop Tales Toolkit Programme and implement The Message Centre • Identify gaps for all children (especially the disadvantaged post lockdown) • Increase the percentage of pupil premium children that are higher attainers / strong mets to exceed ARE
<p>Early Years Foundation Stage</p> <ul style="list-style-type: none"> • Preparation for statutory guidance / baseline assessments • For FS to become PD champions • Accelerate percentage of children who exceed ELG in reading / writing • Increase percentage of children who enter FS2 at 4-60+ months • Identify & priorities children for governmental funding for language development in FS2 	<p>Effective Leadership & Management</p> <ul style="list-style-type: none"> • Continue to develop leaders' confidence to discuss subject with all stakeholders & external agencies.
<p>Personal Development, behaviour & Welfare</p> <ul style="list-style-type: none"> • Implement SFC across school • Increase the number of staff receiving SFC training • PD champion to tackle fitness and obesity in FS/LS1 • Strong focus on PSED within the Reconnect & Reengage Curriculum 	<p>Buildings & Grounds</p> <ul style="list-style-type: none"> • Make the perimeter of school safe with new fencing • Internal decoration of FS/KS1 • Investment for FS outdoor environment

School Development Plan Planning Sept 2020

Stakeholder Group: Key Stage One

Planning Date: 14.9.20

<p>Quality of teaching Learning and Assessment</p> <ul style="list-style-type: none"> • Implementation of skills and knowledge progression grids, to develop articulation of impact. • Continue coaching working party to meet across the ELT • NQT programme was strong but not completed due to Covid. RQT opportunities to be offered • Continue to all effectively follow the correct teaching sequence for reading 	<p>Outcomes for Children</p> <ul style="list-style-type: none"> • Boys achievement, monitor closely through our Reengage and Reconnect Curriculum • Monitor the rate of progress in all subjects. Those who are off track to be continually tracked.
<p>Early Years Foundation Stage</p> <ul style="list-style-type: none"> • Year 1 to continue to develop opportunities for EYFS children in Tales Toolkit & Balanceability 	<p>Effective Leadership & Management</p> <ul style="list-style-type: none"> • Continue Network Teams set up in the ELT INSET – Feb 20 • Implementation of Concept Mapping across ELT • Continue to embed buddies/subject leadership conversations with the focus upon impact
<p>Personal Development, behaviour & Welfare</p> <ul style="list-style-type: none"> • Continue to implement Jigsaw program to empower children to take ownership • Look at wellbeing with children, being able to recognise what they are feeling and how to regulate that. • Continue to do the Meadowbank Mile on a regular basis 	<p>Buildings & Grounds</p> <ul style="list-style-type: none"> •

School Development Plan Planning Sept 2020

Stakeholder Group: Lower Key Stage Two

Planning Date: 14.9.20

<p>Quality of teaching Learning and Assessment</p> <ul style="list-style-type: none"> • Continue to work with skills & knowledge grids to support leader articulation & embed use. • Maths multiplication check • Use concept mapping in all classes 	<p>Outcomes for Children</p> <ul style="list-style-type: none"> • Close gaps for vulnerable children • Assess & timely impact • Close gender gaps • Increase numbers at Greater Depth in Year 3 – close gap to national / accelerate progress
<p>Early Years Foundation Stage</p> <ul style="list-style-type: none"> • 	<p>Effective Leadership & Management</p> <ul style="list-style-type: none"> • Deliver our Reengage and Reconnect curriculum in all subjects – broad & balanced offer • SFC in all areas of school life – train additional team of coaches until all staff are trained. Review Relationship Approach as part of SFC work. • Lead on projects with networks across the Trust.
<p>Personal Development, behaviour & Welfare</p> <ul style="list-style-type: none"> • Induction of new children in Meadow Room. • Meadowbank Mile – improve health & fitness to impact on obesity • Wellbeing embedded in all areas of the curriculum 	<p>Buildings & Grounds</p> <ul style="list-style-type: none"> • Continue to develop outdoor classroom • The dream... each class would like a door leading outdoors in their classroom. • Meadow Room would like a fence.

School Development Plan Planning Sept 2020

Stakeholder Group: Upper Key Stage Two

Planning Date: 14.9.20

<p>Quality of teaching Learning and Assessment</p> <ul style="list-style-type: none"> • Embed the use of concept mapping as a means to access children learning and direct teaching • Continue coaching approach & research based learning for JPD of adult learners • Embed constant teaching of reading across school • Ensure timely feedback & opportunities in order to accelerate progress and deepen understanding • Embed use of skills and knowledge grids to show progress 	<p>Outcomes for Children</p> <ul style="list-style-type: none"> • Close the gap between boys & PPG children across all subject areas. • Continue to develop the alignment of reading and writing • Improve the outcomes for lower attaining children (develop independence and use of scaffolds) • Increase rate of KS2 Progress to 0 or above • Accelerate progress in gender & PPG
<p>Early Years Foundation Stage</p> <ul style="list-style-type: none"> • 	<p>Effective Leadership & Management</p> <ul style="list-style-type: none"> • Develop links with ELT – continue projects that were started before lockdown • Leaders to be involved in wider research • Coaching of children to develop JPD • SFC to be fully embedded and guided by trained SFC coaches
<p>Personal Development, behaviour & Welfare</p> <ul style="list-style-type: none"> • Improve health & fitness of children (participate in physical activity, knowledge of healthy choices) reduce % of overweight children to meet or exceed Stockport Average. • Ensure the teaching of RSE is fully embedded within PSHE curriculum (Jigsaw) • Develop children’s awareness and understanding of positive and negative feelings within themselves and others. • Children to be involved in developing new school expectations linked to SFC. 	<p>Buildings & Grounds</p> <ul style="list-style-type: none"> • Equipment in Ks2 outdoor areas to be developed. • UKS2 toilets • Develop outdoor areas for all children • Update corridors to reflect current learning following redecoration