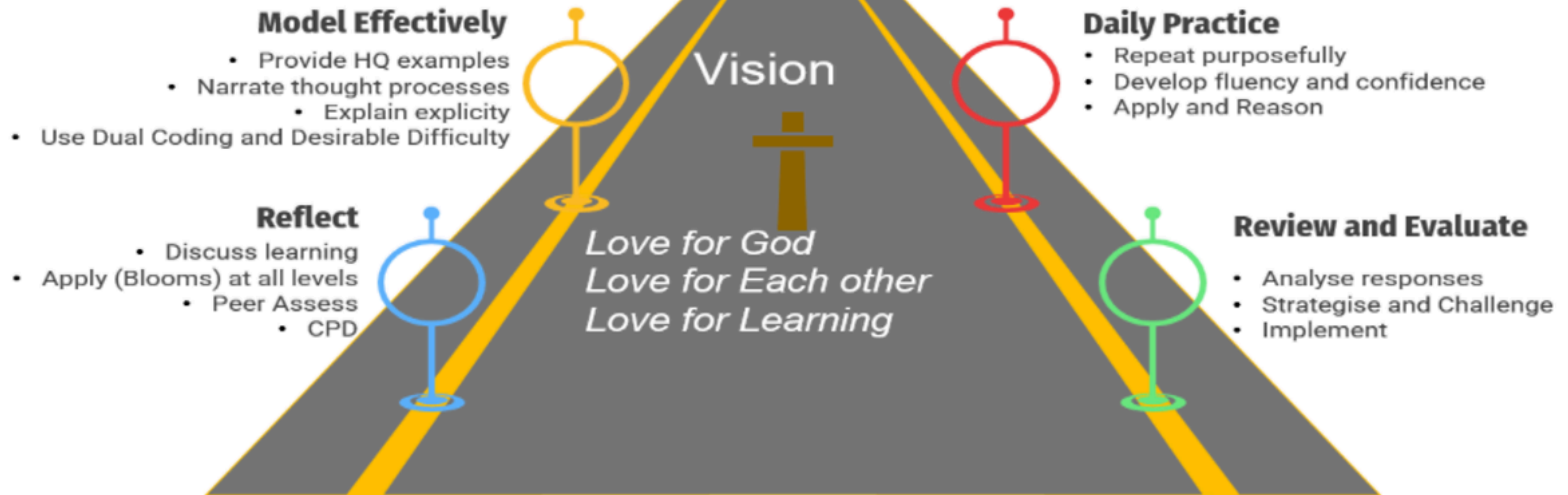


School Development Plan: Manor Park First School



Teaching and Learning Roadmap



Plan Progressively – building on prior knowledge ~ small steps ~ sequencing ~ addressing misconceptions

Assess Accurately – effective questions ~ timely feedback ~ summative support ~ moderate for consistency

Retrieve Regularly – low stakes/high impact ~ recap and question frequently ~ recall and synthesise



Leadership and Governance Priorities

1.1 Enhance the Precision and Impact of Monitoring and Evaluation: Continue to refine systems that provide even more detailed and timely data to governors and leaders, particularly around the curriculum, data and teaching quality, to ensure actions remain sharply focused and impactful and linked to the current school priorities.

1.2 Further Develop Leadership Capacity and Distributed Leadership: Build on the current strengths of middle leaders by providing additional training and leadership opportunities, including formal coaching teams, to deepen subject ownership and foster a culture of high challenge and low threat across all areas.



Curriculum and Teaching Priorities

Manor Park First School has a well-designed, sequenced and progressive curriculum in place which will this year be even further refined and embedded. In particular we will focus on:

- **2.1 Maths Priorities:**

- 2.1.1 enhance and embed whole-school approaches in Mathematics to improve reasoning and problem solving
- 2.1.2 refine the sequence of teaching of times tables fluency across the school
- 2.1.3 introduce more systematically planned targeted interventions for pupils working below year expectations. (Numberstacks)
- 2.1.4 enhance parental engagement (Maths Seeds)

- **2.2 English Priorities:**

- 2.2 English Writing
- 2.2. Introduce a whole school handwriting scheme

- **2.3 English Oracy**

- 2.3.1 enhance teaching of oracy across the school through a consistent whole school approach

- **2.4 Wider Curriculum**

- 2.4.1 refine the use of Knowledge Organisers



Developing Teaching Priorities

- **3.1 Sustain AFL Strategies and Self/Peer Assessment:** Continue to fully integrate assessment for learning strategies and self/peer assessment within writing to secure consistently high-quality teaching. This will enhance pupils' ability to articulate their next steps, foster greater independence, and improve writing outcomes across year groups even further.
- **3.2 Refine AFL and Feedback Mechanisms Across the Curriculum:** Extend and further standardise the use of AFL and feedback processes in all subjects to ensure adaptations continue to consistently meet the needs of all pupils, particularly those with additional needs. This will improve knowledge retention and application further.
- **3.3 Enhance the professional coaching cycle:** Refine the professional coaching cycle so that we continue to enhance our improvement culture towards a more peer led high challenge low treat culture.



Achievement Priorities

- Achieve above national standard in all areas.
- Further accelerate Maths progress – see Curriculum development point.
- Address gender disparities in writing. (individual classes)
- Continue to focus on PPG attendance and engagement, supported by initiatives like the Happy Mind Café - see Attendance development point.



Behaviour Priorities

- **5.1 Sustain Full Staff Consistency:** Continue to sustain the behaviour policy to ensure that 100% of pupils feel well supported and that all staff consistently apply behaviour expectations across all settings. This will help secure sustained improvements and sustain exemplary practice.
- **5.2 Enhance Pupil Leadership and Mental Health Advocacy:** Further develop pupil ownership of behaviour and wellbeing by expanding the roles of the School Council and introducing Mental Health Ambassadors linked to the new PHSE and mental health programme, My Happy Mind. This will deepen pupils' understanding and responsibility for their own and others' wellbeing and behaviours.
- **5.3 Expand Targeted SEMH Provision:** Incorporate additional targeted interventions such as small, focused forest school sessions for pupils with specific SEMH needs to provide a more holistic and tailored approach to support. This will strengthen our provision and foster resilience and positive attitudes among vulnerable pupils



Attendance Priorities

- **6.1 Sustain Attendance Procedures:** Sustain the Wessex MAT attendance procedures and toolkit fully across all year groups, ensuring all staff maintain consistent application and proactive engagement with families to further reduce absence and persistent absenteeism, aiming to exceed national attendance averages.
- **6.2 Enhance Support for Vulnerable Families:** Further develop targeted support for Pupil Premium and EAL families, particularly focusing on educating parents about the impact of unauthorised holidays on attendance. The establishment of a weekly parent support group through the new Happy MIND Café will be pivotal in raising awareness of attendance.



Personal Development and Well-being Priorities

- **7.1 Strengthen Family Engagement and Integration:** We will introduce more frequent and varied coffee mornings and informal parent engagement sessions to foster stronger connections with families and ensure they feel more integrated into the school community. Through opening our Happy Mind Café for parents. Additionally, we will develop a comprehensive provision map of enrichment opportunities to improve communication and accessibility for all families.
- **7.2 Enhance Mental Health and Wellbeing Education:** Building on our existing PHSE provision, we will implement the new “My Happy Mind” programme and develop a team of Mental Health Ambassadors to deepen pupils’ understanding of mental health, emotional wellbeing, and strategies for self-care and peer support.
- **7.3 Empower Pupil Leadership in Personal Development:** We aim to increase the proactive involvement of pupil groups such as the School Council, Chaplaincy Team, and Eco Club in shaping the school’s direction and personal development initiatives. This will further develop pupils’ leadership skills, agency, and sense of responsibility within our school community.



Inclusion Priorities

- **8.1 Sustain the tiered approach** through carefully monitoring, tracking, evaluation and adjusting adaption and provision so that all children continue to make good or better progress.
- **8.2 Enhance in house additional provision** (AP) for our most complex children.
- **8.3 Continuously strengthen staff capacity and accountability** to adapt and deliver inclusive provision effectively through coaching, training, and clear leadership for all staff members.



Early Years Priorities

- **9.1 Sustain Adult Interactions and Questioning:** Sustain and further refine the quality of adult-child interactions within continuous provision by tailoring questioning techniques to challenge children's thinking further, promoting deeper engagement and higher-order language development in line with the whole-school oracy approach.
- **9.2 Sustain the strong Language Provision:** Build on our strong foundation in language development by integrating even more targeted strategies that align with our school-wide oracy initiatives, ensuring all children, especially those with SEND and EAL, continue to have consistent opportunities to develop and apply rich vocabulary across all areas of learning.
- **9.3 Share Outstanding Practice Across the MAT:** Formalise mechanisms to share our effective EYFS practises and expertise within the Multi-Academy Trust (MAT), supporting other schools in developing high-quality early years provision and reinforcing our leadership role in early years education.