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# Manchester Communication Primary Academy

Development Plan

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2022-23

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The school's self evaluation is conducted under the headings from the Ofsted framework, the development plan however is strongly influenced by the EEF's Moving Forwards, Making a difference planning guide for schools for 2022-23. The headings from this document are used, and the evidence-informed recommendations are built into the plan. This document should be read alongside the school's self-evaluation, which gives more detailed insight into the rationale for the identification for the actions below.

**Points to note:**

The areas for development are not hierarchical.

The development plan will be reviewed at the middle and end of the year.

The key action points for the second half of the year are not yet planned, to enable leaders to respond to the mid-point review.

This development plan is the whole school plan, it is not under-pinned by several layers of development and action plans as such documents create workload and don't always lead to action and development.

High quality teaching	Targeted academic support	Wider strategies
<ul style="list-style-type: none"> <li>• Ensure all staff model and uphold consistent and high expectations in written and verbal work.</li> <li>• Review and improve the impact of verbal feedback.</li> <li>• Develop pupils' ability to draw and articulate links between areas of learning.</li> <li>• Increase PE practice time &amp; continue to raise the profile of sport &amp; exercise in school.</li> <li>• Ensure all staff are phonics experts, not just those in lower school</li> <li>• Re-launch TT rockstars and MNP</li> <li>• Further develop the role of the Protected Characteristics in the curriculum, so that they are equally represented and embedded.</li> <li>• Enhance careers education, so that children's ambitions are tracked and linked to lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement effective scaffolding, to enable all children to achieve excellence through teacher support.</li> <li>• Further develop foundation subject assessment and subsequent supportive action.</li> <li>• Implement and continually review the WELCOMM screening and programme</li> <li>• Develop all staff's ability to identify and implement opportunities for development and retrieval of skills, knowledge and vocabulary in all aspects of the provision, including outdoors.</li> <li>• Further improve the in-class support for children with SEND so that their provision time is always purposeful.</li> <li>• Ensure high quality interventions are timely and impactful</li> <li>• Support children who have not yet started in MCPA's EYFS through a weekly session which follows the 2-3 curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Improve the attendance of children with SEND</li> <li>• Improve the attendance of children in EYFS</li> <li>• Increase use of pupil voice and leadership</li> <li>• Ensure staff use of G2BG and emotional check-in is 100% consistent and sustained</li> <li>• Develop free time – nurture, alternative &amp; structured play, including pupil leadership roles.</li> <li>• Improve the use of behaviour data to identify and address trends in incidents.</li> <li>• Develop and sustain consistent red card responses by SLT.</li> <li>• Improve the role of staff voice in informing the school's development</li> <li>• Ensure that compulsory ESA is consistently high quality, promotes talent and provides a range of opportunities.</li> </ul>

<ul style="list-style-type: none"> <li>Develop new subject leaders, so that they become equipped to fulfill their roles quickly</li> <li>Implement and review the new approach to instructional coaching for all T&amp;L staff - driving performance improvement, including TA specific training.</li> </ul>	<p>progression model for CLL and supports parents with activities to do at home.</p> <ul style="list-style-type: none"> <li>Monitor and intervene more readily when children on the safeguarding radar fall behind academically.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to offer a range of trips and visits whilst reducing their financial burden on the school.</li> <li>Increase the role of parents and community in the school through events which create a sense of togetherness and belonging.</li> </ul>
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**Key development actions:**

To support the school's wider development, whilst continuing to work to the Nurture School's Award (Ian Williams), the school will work to achieve and sustain the following awards this year. These award teams are formed of subject leaders, aspect leaders and lead TAs, and are collectively responsible for the award achievement. They will meet at least half-termly. The leader of each team is given in bold.

SMSC quality mark	Healthy Schools award	Inclusion quality mark	Online safety award	Anti bullying award
<a href="https://www.smscqualitymark.org.uk/">https://www.smscqualitymark.org.uk/</a>	<a href="https://www.manchesterhealthyschools.nhs.uk/">https://www.manchesterhealthyschools.nhs.uk/</a>	<a href="https://iqmaward.com/">https://iqmaward.com/</a>	<a href="https://360safe.org.uk/accreditation/online-safety-mark/">https://360safe.org.uk/accreditation/online-safety-mark/</a>	<a href="https://anti-bullyingalliance.org.uk/">https://anti-bullyingalliance.org.uk/</a>
<b>Sharon Brown</b>	<b>Ella Bergin-Williams</b>	<b>Serena James</b>	<b>Jordan Bagguley</b>	<b>Soreta Taylor</b>
Charlie Thomas	Ali Turner	Leila Noble	Sharon Coulston	Sam Reid
Hayley Carty	Alan Mulvany	Assiya Ashmed	Lorraine Carlin	Letitia Murphy
Elliot Hahn	Hiba El-Boghdadly	Daisy Leather	Kim Torkamani	Jon Coupe
		Marta Martinez		

High quality teaching

Action	Rationale	Lead	Key actions in Part 1 of the year	Mid-year review	Key actions in Part 2 of the year	Success measure
Ensure all staff model and uphold consistent and high expectations in written and verbal work.	Sometimes staff expectations, including standard of written work, presentation and modeling vary.	<b>Nazia Bashir</b> SLT Coaches	Establish expectations with staff on inset. Uphold through regular book looks and learning walks, with timely and personal feedback. Coaching focus in HT2.			Children's and staff's presentation, handwriting and effort on boards and in books is consistently to a high standard.
Review and improve the impact of verbal feedback.	Implementation of high quality verbal feedback is not always consistent between teachers and subjects.	<b>Nazia Bashir</b> SLT Coaches	Review the marking policy with a staff focus group. Provide training to new staff. Conduct regular marking book checks with timely and personal feedback. Coaching focus in HT3			Frequent high quality verbal feedback ensures that children achieve well, with improved outcomes in KS1 and KS2 SATs.
Develop pupils' ability to draw and articulate links between areas of learning.	Children have had disrupted educational experiences and so find drawing links to prior learning more challenging.	<b>Jon Coupe</b> SLT Coaches CLT	Ensure that the use of KOs and quizzes is consistent across year groups through check-ins with staff and learning walks. Curriculum leader regular pupil voice groups. Reminded and train teachers & TAs to refer to and activate prior knowledge at the start of topics and lessons.			Pupil voice groups show that children are able to articulate what they have learnt before and how it helped them with what they are learning now. They are able to draw links across years and curriculum areas.
Increase PE practice time & continue to raise the profile of sport & exercise in school.	Harpurhey has one of the highest mortality and obesity rates in the UK. PE did not have sufficient curriculum time prior to Sept 23.	<b>Ella Bergin-Williams</b> Billy Mort TAs Gio	Implement and review the new approach to rotated lunchtimes. Devise and teach drills in PE lessons which transfer to the rotation.			Sessions are high quality with all pupils engaging. Resulting in pupils accessing an additional 50 minutes per week of deliberate practice of PE skills.

			Ensure sufficient and quality equipment is set up in advance, to facilitate. Ensure that staff leading the session are clear on what they are doing.			
Ensure all staff are phonics experts, not just those in lower school	Staff who regularly deliver phonics are excellent at it. But all staff need to be able to draw on this as an area of expertise.	<b>Hayley Carty</b>	Provide phonics training to all staff on inset Circulate useful phonics resources to all staff Facilitate staff peer observations of phonics sessions Provide additional training and coaching on phonics			All staff are confident in teaching phonics. Staff who do not regularly teach phonics sessions are able to reference its teaching when supporting children higher up school. Fresh start intervention package has high impact.
Re-launch TT rockstars and Maths No Problem, including an explicit vocabulary focus and making effective use of tutors and academic mentor (if appointed)..	Maths subject leadership had limited impact in 2021-22	<b>Alex Reed</b> Academic mentor Jacky Griffiths Alan Mulvany	Provide maths training and delivery models to all year groups. Map vocabulary for word of the week. Reinstate 3 trays for daily interventions. Establish 2 class streaming model for mastery. Re-launch TT rockstars competitions Develop timetable and routines for the academic mentor & tutor Monitor and support implementation			Maths is high profile in school, children engage with the subject with enthusiasm, in and out of lessons. Teaching is high quality and pupils experience a curriculum which has a well-struck balance of breadth and depth. Maths outcomes are improved in KS1 and KS2 SATs
Further develop the role of the Protected Characteristics in the curriculum, so that they are equally represented and embedded.	Although the protected characteristics are high profile, mapped and embedded in the curriculum. The school's approach to teaching about	<b>Alex Reed</b> SLT IQM award team	Engage external support - Rob Partington - for LGBTQI+ strategy. Plan and implement, reviewing implementation through pupil, parent and staff voice at key points.			There is an improved balance in the protected characteristics, with LGBTQI+ people being better represented and external organisations supporting this. This will lead to a greater sense of acceptance by pupils of all beliefs

	LGBTQI+ needs refinement and development.		Update online curriculum mapping and documentation Fulfill the requirements for the Inclusion Quality Mark			and backgrounds, which will be seen in pupil voice and incident records.
Enhance careers education, so that children's ambitions are tracked and linked to lessons.	Establishing what children want to be when they are older will enable staff to embed careers into teaching.	<b>Alan Mulvany</b> CLT Teachers & TAs	First day back survey - what do you want to be when you are older? Collate the results and display in classrooms so that teachers and TAs can refer to them in teaching. Ensure that texts used have a wide range of jobs/careers on show. Invite external partners in to talk about their jobs when it is relevant to the curriculum. Plan a careers event for KS2 to raise the profile of a range of jobs. Develop evidence of how our provision meets the relevant criteria of the gatsby benchmarks.		Build careers into collaborart	The profile of careers education in the school is raised. Children are aware of a range of jobs and how they could access them. They have high aspirations beyond the typical 'footballer and youtuber', which are informed by the curriculum.
Develop new subject leaders, so that they become equipped to fulfill their roles quickly	There are new leaders in Geography, History, Reading, Maths, Art and MFL - not all are new to leading a subject.	<b>Nazia Bashir</b> Alex Reed Ian Williams Leila Noble	Provide a framework for subject speed-dating which ensures teachers and subject leaders benefit from it. Ensure that subject leaders are clear on the rationale and intent of their curriculum. Support subject leaders with subject sampling and regular pupil voice.			Teachers feel well supported by all subject leaders. Subject leaders know their subjects well and can articulate the intent for the curriculum, how it is implemented and what the impact is. Subject leaders are particularly aware of their responsibilities for SEND and have high ambition for learners with SEND.

			Create a system to collate curriculum pupil voice - analyse this from a top level to draw trends. Support subject leaders using internal data to understand the impact on all groups.			
Implement and review the new approach to instructional coaching for all T&L staff - driving performance improvement, including TA specific training.	School-wide systems and curricula are in place. Staff need to be supported to best implement them and maximise outcomes in the classroom.	<b>Alex Reed</b> Coaches Staff focus group	Provide an overview to staff of coaching and how it will work. Provide initial and follow-up training to coaches. Create a coaches' guide which reminds them of the steps and process. Support coaches in developing their practice through regular meetings. Support any staff who are not keen to engage with coaching.			The quality and consistency of teaching across school is high. All staff feel well supported and can identify the progress which they have made over the year. Pupil outcomes are improved as a result.

### Targeted Academic Support

Action	Rationale	Lead	Key actions in Part 1 of the year	Mid-year review	Key actions in Part 2 of the year	Success measure
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Implement effective scaffolding, to enable all children to achieve excellence through teacher support.	Review of the EEF's guidance with the director of Manchester Communication Research School highlighted scaffolding as a high leverage strategy which could be improved, in turn improving outcomes across school.	<b>Nazia Bashir &amp; Ian Williams</b> SLT Research school	Audit current provision across school. Develop a training plan/programme with MCRS. Implement and review the training, with staff voice and impact in class. Coaching focus in half term 2.			Staff are confident in scaffolding, not just for pupils with SEND or who are less able, but also for those who are aiming for greater depth. They apply this well in lesson and pupil outcomes improve as a result.
Further develop foundation subject assessment and subsequent supportive action for children who are not on track.	2021-22 saw the introduction of a new approach to foundation assessment which needs refinement, so that it directly informs teaching and supports improved outcomes.	<b>Alan Mulvany</b> CLT	Review current approach to tracking with staff focus group. Revise and re-launch tracking system. Conduct regular checks of assessment folders to ensure that they are consistently used. Support CLT in ensuring that tracking data is used to inform teaching			Foundation subject assessment is robust, accurate and does not unduly add to staff workload. It is used to inform teaching and interventions so that pupils' outcomes are improved.
Implement and continually review the WELLCOMM screening and programme	WELLCOMM is a new programme to MCPA from June 2022 and will support children's development of language.	<b>Hayley Carty &amp; Kim Torkamani</b> EYFS team Alan Mulvany	Conduct screening of all children in reception and nursery. Develop screening tracking system in Insight. Support the implementation of interventions/groups based on screening.			WELLCOMM is successfully implemented and leads to improved outcomes for children in the EYFS in CLL.
Develop all EYFS staff's ability to identify and implement opportunities for development and retrieval of skills, knowledge and vocabulary in all aspects of the	A 2022 review found that not all staff were effective in the EYFS in planning for and implementing consistently high quality interactions in provision which deepened children's understanding. Staffing changes have partly rectified this.	<b>Hayley Carty</b> Elliot Hahn EYFS team	Ensure that EYFS policy, including planning is consistently in place in reception and nursery. Provide training for staff on effective provision set up with provocations and modelling. Ensure that provision is planned for with learning intentions linked to current and prior learning.			The provision is EYFS is always purposeful both indoors and outdoors. Children engage with it well and learn by accessing it, both independently and when supported by an adult.



provision, including outdoors.			Up skill staff in supporting learning in provision through training and coaching.			
Further improve the in-class support for children with SEND in the EYFS so that their provision time is always purposeful.	A 2022 review found that some children with more profound SEND, especially in nursery, were not consistently well engaged in the provision and were not supported to use it to learn and remember more.	<b>Leila Noble</b> Hayley Carty EYFS team	Support the EYFS team in the early identification of children with SEND. Secure RH funding for all eligible children. Ensure ILPs and communication charts are in place for children with SEND, so that staff have a bank of strategies from which to draw. Work with feeder nurseries to better identify and address SEND			Children with SEND in EYFS are identified as early as possible and given excellent support to enable them to do excel in an appropriate setting.
Ensure high quality interventions are timely and impactful	Over the years of covid disruption, interventions were sometimes lost to staffing shortages. Their impact relies on being consistent and high quality.	<b>Lauren Davies</b> Lead TAs Inclusion team	Establish intervention folders Ensure that staff are clear on the expectations for interventions and tracking. Regularly check intervention folders Conduct QA of interventions and provide timely and personal feedback			Children who access interventions are well supported to make accelerated progress due to their quality and timing.
Support children who have not yet started in MCPA's EYFS through a weekly session which follows the 2-3 curriculum progression model for CLL and supports parents with activities to do at home.	Children enter MCPA's nursery with lower than average starting points. On average nearly half of the cohort do not attend an EYFS setting at the age of 2.	<b>Kate Zebedee</b> Hayley Carty Family team	Establish a cohort of 2-year olds to attend. Develop a plan for the sessions which includes a communication focus. Set-up the baby library for parents to borrow books. Establish a section of the website - things to do with your 2 year old which support learning (free activity ideas etc). Invite children's centre team to support and register parents.			Children who attend nursery in 2023-24 and do not attend an EYFS setting, have access to a weekly session which helps their children to develop and forms links with the school.
Monitor and intervene more readily when children on the safeguarding radar fall	There is an established system for monitoring of all pupils' achievement and providing intervention where this falls	<b>Lorraine Carlin</b> <b>Jess Moreno</b>	With Alan Mulvany - set up the safeguarding/vulnerable group in insight as an intervention group.			Vulnerable children have safeguarding and family staff in their corner (alongside their

behind academically and/or with their wellbeing.	behind. But the DSL is currently reliant on the teachers to inform her. This change means the DSL will be checking directly on the children's progress in the assessment system and asking teachers what support is in place.	Letitia Murphy Alan Mulvany SLT	Regularly monitor the group's academic achievement in pastoral huddle meetings. Where children's attainment falls below expected, speak to AHTs and class teachers (and SENDCo as appropriate) to see what support is in place. Use the wellbeing screening tracker to identify trends in wellbeing and mood, and provide targeted support as needed.			teachers), ensuring that they receive the very best possible support. In turn, they achieve well.
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### Wider Strategies

Action	Rationale	Lead	Key actions in Part 1 of the year	Mid-year review	Key actions in Part 2 of the year	Success measure
Improve the attendance of children with SEND	SEND attendance was lower than non-SEND attendance in 2021-22	<b>Sophie Cullen</b> Leila Noble	Invite all SEND children with low attendance in 2021-22 to an attendance review with SC and LN. Include attendance in all annual reviews of EHCPs. Address any concerns around scheduled medical appointments etc, and explore how these could be moved out of school time. Continually review the use of part time timetables to ensure that they are minimal and necessary.			SEND attendance in 2022-23 is improved. The gap between SEND and non-SEND attendance is reduced significantly.
Improve the attendance of children in EYFS	EYFS attendance was lower than the rest of school and PA higher in 2021-22. Although not statutory school age, good habits must be formed.	<b>Sophie Cullen</b> Hayley Carty	Invite all Rec/Y1 children with low attendance in 2021-22 to an attendance review with SC and HC. Write to nursery parents to explain attendance expectations. Ensure that non-attendance home visits are routinely conducted.			The attendance of children in EYFS is improved in 2022-23 and the PA reduced.

			Continue to take a proactive approach to non attendance in EYFS.			
Increase use of pupil voice and leadership	Pupil leadership roles are established but not fully exploited.	School Council - Ellot Hahn  CQ champions - Soreta Taylor  Urban Crew - Belinda Riley  Play leaders - Ella Bergin-W	Meet weekly with the groups. Establish a display/notice board for each group, which the children help to update. Re-establish school council suggestion boxes.  Establish a pupil leadership section of the website and update regularly.  CQ champs plan and support assemblies and make award badges.			Children tell us in pupil voice that they enjoy the range of responsibilities on offer and feel a sense of ownership and belonging.  Pupil leadership is high profile across school.
Ensure staff use of G2BG, emotional check-in and well being screening is 100% consistent and sustained	Systems are all in place and have clear impact when their implementation is consistent, but this is not always the case.	<b>Ian Williams</b> SLT	Re-state expectations in inset Include expectations in new staff induction Follow up with regular learning walks, with personal and timely feedback. HT1 coaching focus			Routines are consistently implemented across school, so that transition is easier and children know what to expect.
Develop free time – nurture, alternative & structured play with the new playtime models.	Implementation of alternative play was highly successful in 2021-22 in creating calmer playtimes. This will need to be reviewed with the changing cohort and new break timings	<b>Ian Williams</b> SLT Lead TAs	Re-visit lists of children needing support. Provide training and guidance for staff. Re-establish common systems and routines, and follow-up to ensure consistent implementation. Take pupil voice on the provision and shape to their responses.			Children who engage with alternative play are well supported and have few incidents. They do not feel that it is a punishment. Staff are well supported to deliver the provision with a nurturing tone.
Improve the use of behaviour data to identify and address trends in incidents.	Frequent and astute analysis of pastoral data will give greater basis for responsive and preventative action; as	<b>Ian Williams</b> GMAT data lead	Devise a regular behaviour report with the data lead, which takes data from CPOMS and presents incidents by year, location, type and key group.			Emergent trends in red and yellow cards are quickly addressed so that they do not escalate.

	well as supporting staff development.		Conduct regular behaviour analysis (bi-weekly in HT meeting), so that trends can be quickly identified and addressed.			
Develop and sustain consistent red card responses by SLT.	With the changes to the SLT structure, it is important that all red cards are responded to in the same way, regardless of who picks it up; and that systems are in place to ensure that none are missed between colleagues.	<b>Ian Williams</b> SLT	Develop a protocol for ensuring that all red cards are picked up on the day of incident by a member of SLT. Provide guidance on the type of red card and the follow-up action to consider (within the context of the circumstances). Oversee this process to ensure that it is consistently applied.			All red cards have same day follow-up by a member of SLT.
Improve the role of staff voice in informing the school's development	GMAT has bought into 'Tes Pulse' which is to be launched in 2022-23 and used to collect staff views little and often.	<b>Jeanette Wong</b> SLT	Explore, plan out and roll-out TES pulse system. Present the TES pulse data to SMT and the staff wellbeing governor half termly. With SMT, devise actions to address any issues with wellbeing and workload.			Staff report that they feel well supported and that leaders are considerate of their wellbeing and workload. They are free from bullying.
Ensure that compulsory ESA is consistently high quality, promotes talent and provides a range of opportunities.	To meet the DFE's requirement for hours in the week, ESA is now included in the learning hours and is compulsory. It therefore needs to be as high quality as any other lesson.	<b>Hayley Carty &amp; Alan Mulvany</b> Lead TAs SLT	Establish ESA as per the HT's plan. Conduct regular monitoring of ESA, to ensure that it is high quality. Support teams to establish calm and smooth transitions to/from ESA groups. Conduct pupil voice on ESA and review the offer with this in mind.			ESA adds value to the school, children are able to develop talents and contribute to the school community. Children feedback that they enjoy and benefit from this time.
Continue to offer a range of trips and visits whilst reducing their financial burden on the school.	Experiences and trips are an important part of our school's offer, but they come with financial burden which can be reduced with careful planning, negotiation and advance booking.	<b>Jeanette Wong</b> Admin team	Review the trips calendar at the start of the year and identify areas where savings can be made without compromising experience (eg alternative transportation). Co-ordinate trips so that they are booked as far as possible in advance, so that transport is cheaper.			All trips are able to go ahead within the restrictions of the budget. Parents, who will be impacted by the cost of living crisis, feel that their children are still able to access a range of

			Work with finance to set up trip cost centres and trial contributions.			opportunities and cost pressure is not passed-on.
Increase the role of parents and community in the school through events which create a sense of togetherness and belonging.	Although there are several regular parent sessions, parents tell us they would like more events such as discos and fairs which could also link to the community and create a greater sense of belonging.	<b>Jeanette Wong</b> Lorraine Carlin Jess Moreno Admin team GMAT family team	Work with the safeguarding lead and family worker to revive the parent action group. Calendar, plan and deliver a series of community/parent/school events such as discos and fairs. Take parent feedback from each event and collate this.			Parents and community members feel a sense of belonging to the school through joint ventures.

**Coaching focus plan:**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Behaviour, routines, systems & expectations	Modelling and scaffolding - focus on this in provision in EYFS	Verbal feedback and AfL - focus on this in provision in EYFS	Determined by need	Determined by need	Determined by need