

# Mayfield Primary School Development Plan 2017-18

## **Our vision**

Mayfield is a place where

- Everyone is welcome
- Our diversity enriches us all
- We will do our best for ourselves and for each other

**Our mission** is to provide an environment in which all children can excel and are excited, independent learners that motivate and help one another

**Our drivers for the curriculum are** celebrating diversity, enquiry & challenge, developing the use of the outdoors and readers on a mission

**Our aim** is to move from being securely good to outstanding by our own and Ofsted measures

**The School Development Plan** outlines the framework, with detailed and specific targets, about how we intend to achieve this aim and is overseen by the leadership team and the committees of the Governing Body.

## Key Performance Indicators (KPI) including targets for 2018

<b>Early Years</b>	2015	2016	2017	Target for 2018
% achieving GLD	65	63	69	75
% exceeding GLD	0	0	2	10
% achieving ELG in reading	75	74	84	85
% achieving ELG in writing	85	72	79	79
% achieving ELG in number	87	83	83	85

<b>Year 1 Phonics</b>	2015	2016	2017	Target for 2018
% achieving benchmark	87	72	91	82

<b>End of Key Stage 1</b>	2015	2016	2017	Target for 2018 % achieving/exceeding
% EYE reading achieving/exceeding	66	82	76	78/28
% EYE writing achieving/exceeding	58	63	67	78/20
% EYE maths achieving/exceeding	71	73	71	74/24
R,W,M	56	58	51	70/14

<b>End of Key Stage 2</b>	2015	2016	2017	Target for 2018 % achieving/exceeding	Progress targets
% EYE reading achieving/exceeding	79	64	70/26	75/35	70/11
% EYE writing achieving/exceeding	91	74	70/14	80/20	76/7
% EYE maths achieving/exceeding	82	60	74/40	77/35	80/15
% EYE GPS achieving/exceeding	86	68	72/30	83/27	--
R,W,M	77	49	58/8	73/20	--

\*unable to target L3/KSI to better than expected

<b>Year Groups</b>	<b>Y1 targets</b>		<b>Y3 targets</b>		<b>Y4 targets</b>		<b>Y5 targets</b>	
	secure /exceeding	Exceeding	Secure/Exceeding	Exceeding	Secure/Exceeding	Exceeding	Secure/Exceeding	Exceeding
	%	%	%	%	%	%	%	%
Reading	79	25	75	37	85	46	69	33
Writing	70	9	65	26	76	36	57	10
Maths	81	17	68	26	86	36	72	17
GPS	--	--	66	14	73	39	53	7

Combined R,W,M	68	7	61	21	76	20	55	5
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Priority	Objective
1. Improving outcomes for children	<ul style="list-style-type: none"> <li>to increase percentage of children at developing to secure by 5% - 10%</li> <li>raise attainment of children working outside of EYE</li> <li>improve writing outcomes for all year groups</li> <li>improve progress to be in the top 40% nationally for reading, writing and maths taking into account outliers</li> <li>improve outcomes for disadvantaged children, particularly in maths</li> </ul>
2. Improve Leadership and management	<ul style="list-style-type: none"> <li>Sharpen leaders' and governors' self-evaluation and strategic planning.</li> <li>Ensure leaders continue to work as a team and that the well-being of all staff is maintained through the transition period (MAT, Head Teacher appointment)</li> </ul>
3. Improving Quality of Teaching, learning and assessment	<ul style="list-style-type: none"> <li>More refined use of CM to identify gaps in individuals learning</li> <li>Continue to effectively deploy TAs and intervention staff</li> <li>Teachers recognise the significance of the impact of classroom practise on children's progress</li> <li>Increase quality of engagement of parents/carers</li> </ul>
4. Improve Personal Development, Behaviour and welfare	<ul style="list-style-type: none"> <li>Review the schools approach to e-safety</li> </ul>
5. Improve effectiveness of the Early years	<ul style="list-style-type: none"> <li>Ensuring that planned activities for learning in the early years, especially outside, are challenging enough to help children to make rapid progress towards the early learning goals.</li> <li>Improve provision and opportunities for language development</li> </ul>

Looking forward: cross-curricular planning

<b>Priority 1: Improving outcomes for children</b>		<b>Priority lead: Team Leaders, English, Maths and EYFS leaders</b> <b>Governor committee: P&amp;A</b>		
<b>Objectives:</b> <ul style="list-style-type: none"> <li>to increase percentage of children at developing to secure by 5% - 10%</li> <li>raise attainment of children working outside of EYE</li> <li>improve writing outcomes for all year groups</li> <li>improve progress to be in the top 40% nationally for reading, writing and maths taking into account outliers</li> <li>improve outcomes for disadvantaged children, particularly in maths</li> </ul>		<b>Impact:</b>		
<b>Tasks/Actions</b>	<b>Success criteria</b>	<b>Monitoring</b>	<b>CPD/Resources/Timescale</b>	<b>Progress to date</b>
I.1 Class teachers refer to CM to identify children's next small steps in learning in reading, writing and maths.	Teachers are able to identify next small steps for a child and prioritise the order in which to address them.	TL, SL (Maths and English) Pupil progress meetings will draw information together and identify next steps.	<ul style="list-style-type: none"> <li>Team leader time</li> <li>Subject leader time</li> <li>Personalised CPD to develop use of CM.</li> </ul>	
I.2 Teachers feedback targets children's gaps in RTM, planning with differentiation and homework.	Planning and marking will reflect teachers' understanding of individual children's next steps.	Lesson observations TL to report back to P&A on how teachers are identifying /addressing gaps in children's learning	<ul style="list-style-type: none"> <li>CPD on teachers feedback</li> </ul>	
I.3 Teachers planning to include targets from EHCPs and LPs	Planning will show learning objectives tailored to children's specific targets.	SENCO to produce report for P&A	<ul style="list-style-type: none"> <li>SENCO providing support to write LPs</li> </ul>	
I.4 Trial Singapore Maths books for children working below EYEs	Children make increased progress. TAs feel more confident to support children more accurately. Children are able to begin to work independently on some tasks.	SENCO and Maths lead	<ul style="list-style-type: none"> <li>Identify baseline and gather entry and exit data.</li> <li>TA questionnaire to monitor changes in confidence levels when using books</li> <li>CPD for TAs to use maths books</li> </ul>	
I.5 Embed T4W across the school	Evidence of weekly extended writing in every child's book. Progress in length of pieces of writing over the year.	English subject Lead DH	<ul style="list-style-type: none"> <li>lesson chats</li> <li>books scrutinies</li> <li>CPD T4W Spring term (PP children's books)</li> </ul>	

1.6 Set explicit group targets for the achievement of disadvantaged pupils and pupils who have special educational needs and/or disabilities.	Targets are identified and set. Targets are shared with P&A	Governors	<ul style="list-style-type: none"> <li>Autumn</li> <li>Review with teachers – Autumn, Spring, Summer</li> </ul>	
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<b>Priority 2: Improving leadership and management</b>			<b>Priority lead:</b> <b>Governor committee:</b> Personnel	
<b>Objectives:</b> <ul style="list-style-type: none"> <li>Sharpen leaders' and governors' self-evaluation and strategic planning.</li> <li>Ensure leaders continue to work as a team and that the well-being of all staff is maintained through the transition period (MAT, Head Teacher appointment)</li> </ul>			<b>Impact:</b>	
Tasks/Actions	Success criteria	Monitoring	CPD/Resources/Timescale	Progress to date
2.1 Ensure that self-evaluation is balanced in summarising what is working well and what the weaknesses are and that there is a clear rationale for the development priorities.	SEF demonstrates that SLT have a clear understanding of next steps.	Governors	<ul style="list-style-type: none"> <li>Spring term</li> </ul>	
2.2 Ensure that success criteria for each action in the school strategic plan are measurable so that progress towards them can be judged accurately.	Systems to measures progress are in place and understood by all stakeholders.	Governors	<ul style="list-style-type: none"> <li>Spring term</li> </ul>	
2.3 Continue to offer groups outside of school with both children and carers to support children's learning. (Disadvantaged children focus)	Groups for children or children/parents are well attended. Increased interactions with hard to reach parents.	DH	<ul style="list-style-type: none"> <li>Leadership team to plan and run outside reading club</li> <li>Identify person to run 'stay and play' club for EYFS.</li> </ul>	
2.4 Middle leaders (phase and subject leaders) to be able to analyse and determine key points from their monitoring and feed back to teachers in order to move	Middle leaders are able to articulate key points. Discussions have been held with teachers and middle leaders are able to analyse progress towards improvement.		<ul style="list-style-type: none"> <li>Whole year, SLT to monitor and AH / DH to follow-up with individual leaders</li> </ul>	

practise on.				
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Tasks/Actions	Success criteria	Monitoring	CPD/Resources/Timescale	Progress to date
2.5 Set up a staff well-being group (not led by LT) to ensure staff comments and concerns are taken into account during the transition period.	MAT – following questionnaires and consultation for the MAT feedback is given on actions and progress. HT appointment – staff are kept fully informed on progress towards an appointment.	Governors	<ul style="list-style-type: none"> <li>• Opportunities for discussions</li> </ul>	
2.6 Work with external agencies to help facilitate the change process. LT to work with Karin to analyse personality types and to support effective working of the LT.	Model provided by Edinburgh used to discuss change process.  LT have a better understanding of each other's strengths.	SLT	<ul style="list-style-type: none"> <li>• Edinburgh - CPD time (Nov 2017)</li> <li>• Myers Briggs work with LT</li> </ul>	

<b>Priority 3: Improving Quality of Teaching, learning and assessment</b>		<b>Priority lead:</b> SLT <b>Governor committee:</b> Personnel		
<b>Objectives:</b>				
<ul style="list-style-type: none"> <li>• More refined use of CM to identify gaps in individuals learning</li> <li>• Continue to effectively deploy TAs and intervention staff</li> <li>• Teachers recognise the significance of the impact of classroom practise on children's progress</li> <li>• Increase quality of engagement of parents/carers</li> </ul>				
<b>Tasks/Actions</b>	<b>Success criteria</b>	<b>Monitoring</b>	<b>CPD/Resources/Timescale</b>	<b>Progress to date</b>
3.1 review and update assessment statements for reading , writing and maths on Classroom monitor	Updated statements are in place	JH, FL, DH	Supply cover for subject leaders	
3.2 Regular training updates engaged with to ensure DH can support teachers to utilise CM to its potential	DH plans time to engage with own PD with CM.	HT	Regular sessions timetabled	
3.3 Teachers have an improved understanding of the capabilities of CM. Identify a member of each team to work alongside DH in preparation for CM training sessions	Teachers able to use this understanding to discuss children's progress, attainment and next steps in pupil progress meetings	HT DH	CPD Tailored CM sessions for ind development focused on disadvantaged children Session for teachers to present information about disadvantaged children to	
3.4 Use CM to support parent and child consultations	Teachers are able to use CM during consultations to discuss children's learning and identify specific data for parents/carers to be given		CPD modelling use of CM in parent consultation Chapter in 'Learning Without Limits' (all staff to read)	
3.5 Hold pilot parent/child/teacher consultations in Summer one	Consultation is centred on child's voice. Children voice 'What is it I need to do to succeed in year six with the professionalism of the teacher and the support of the family.'	SLT	Supply cover for year five teachers	



Tasks/Actions	Success criteria	Monitoring	CPD/Resources/Timescale	Progress to date
3.6 Investigating effectiveness of EDTA project (effective deployment of teaching assistant – Institute of education) through current and ongoing research documents	Increased understanding of deployment of TAs and intervention staff. CPD planned for summer term to implement improved practise	AH, SENCO, Inclusion Manager	CPD summer term	
3.7 Use current research to improve outcomes for children	Teachers understand the impact of teacher feedback and metacognition on children's learning	SLT	<ul style="list-style-type: none"> <li>• LT meeting to discuss</li> <li>• Team meeting to discuss</li> <li>• CPD to discuss</li> </ul>	

<b>Priority 4: Improve Personal Development, Behaviour and welfare</b>		<b>Priority lead:</b> <b>Governor committee: P&amp;PW</b>		
<b>Objectives:</b> <ul style="list-style-type: none"> <li>Review the schools approach to e-safety</li> </ul>				
<b>Tasks/Actions</b>	<b>Success criteria</b>	<b>Monitoring</b>	<b>CPD/Resources/Timescale</b>	<b>Progress to date</b>
4.1 Research and implement latest recommendations for e-safety in the curriculum	Staff are up to date with developments with regard to social media and e-safety.	Subject leader for computing AH	Spring term	
4.2 Update staff acceptable use policy, share with staff and monitor concerns/comments. Add to Pindigo (electronic reading system)	Policy shared with staff and staff have electronically signed that they have read it.	HT	Autumn term	<u>7.11.17</u> Policy has been shared with teachers. TAs meeting arranged 8.12.17
4.3 School to become familiar with and act upon GDPR (general data protection regulations)	School is confident in implementing the new regulations.	HT	Spring term	<u>15.11.17</u> Webinar training session booked 4.12.17
4.4 Engage with parents re e-safety	Opportunities for parents to engage (eg screenagers showing).	HT	Spring term	

<b>Priority 5: Improve the effectiveness of the Early Years</b>		<b>Priority leads:</b> <b>Governor committee: P&amp;PW</b>		
<b>Objectives:</b>				
<ul style="list-style-type: none"> <li>Ensuring that planned activities for learning in the early years, especially outside, are challenging</li> <li>Improve provision and opportunities for language development</li> </ul>				
<b>Tasks/Actions</b>	<b>Success criteria</b>	<b>Monitoring</b>	<b>CPD/Resources/Timescale</b>	<b>Progress to date</b>
Identify an early years external consultant to work with FS TL Plan a series of meetings and a training day with EY team Formulate an action plan.	FS team have a clear understanding of how to challenge children (especially outside) enough to help children to make rapid progress towards the early learning goals. EY team can demonstrate their sustained shared thinking.	AH	Funding for external consultant Funding for resources Supply cover for TL TL to visit another setting and be supported by Lecturer in Inclusive Pedagogy	
Participate in CB4 early language development project with disadvantaged children (if project goes live identify baseline and exit criteria)	Secure funding	DH	Awaiting outcome from funding application	<ul style="list-style-type: none"> <li>Dec 2017 – project approved</li> </ul>
Use Mayfield offer more creatively to target language development in EY and enable parents to support their children. Monitor % increased attainment compared to rest of cohort at end of year and of cohort from previous year	Club will be in place twice a week Baseline children attending club using language and communication strand of the EYFS profile. Data shows improved attainment and progress for this group	DH	Staff member to run club Resources for club Analysis of data	