

# Mayfield Primary School Development Plan

## 2018-19



### **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 overarching aims for the next three years are:**

- To introduce and embed the 'spirals of enquiry' approach to teaching and learning, thereby improving outcomes for all our children including our identified groups eg PP, SEN and LAC children.
- Continue to promote and develop our broad and balanced curriculum by supporting teachers to use the outdoor spaces each week for at least half a day.
- For children to build a personal learning journal each year, which reflects them as a learner across the curriculum and allows them through 1:1 conversations with their teachers to recognise their strengths and articulate their next steps.

**The School Development Plan** outlines the framework with our nine aims for this academic year. The aims state the personnel responsible for co-ordinating tasks and those responsible for overseeing, monitoring and recording the progress towards these aims. The document is overseen by the leadership team and the committees of the Governing Body.

## Key Performance Indicators (KPI) including targets for 2019

<b>Early Years</b>	2015	2016	2017	2018	Target for 2019
% achieving GLD	65	63	69	75	75
% exceeding GLD	0	0	0	0	5
% achieving ELG in reading	75	74	84	88	88
% achieving ELG in writing	85	72	79	77	77
% achieving ELG in number	87	83	83	86	86

<b>Year 1 Phonics</b>	2015	2016	2017	2018	Target for 2019
% achieving benchmark	87	72	91	81	83

<b>End of Key Stage 1</b>	2015	2016	2017	2018	Target for 2019 % achieving/exceeding
% EYE reading achieving/exceeding	66	82	76	63	82
% EYE writing achieving/exceeding	58	63	67	49	74
% EYE maths achieving/exceeding	71	73	71	67	75
% EYE GPS achieving/exceeding	--	--			
R,W,M	56	58	61	46	65

<b>End of Key Stage 2</b>	2015	2016	2017	2018	Target for 2019 % achieving/exceeding
% EYE reading achieving/exceeding	79	64	70	82	(63 end of Y5) 67
% EYE writing achieving/exceeding	91	74	70	82	(63 end of Y5) 67
% EYE maths achieving/exceeding	82	60	74	83	(65 end of Y5) 72
% EYE GPS achieving/exceeding	86	68	72	87	(65 end of Y5) 78
R,W,M	77	49	58	72	(58 end of Y5) 62

<b>KS2 Progress targets for 2019</b>	% Expected/better	% Better than expected*
Reading	68	7
Writing	68	27
Maths	68	14

\*unable to target L3/KS1 to better than expected

## Year Group Targets

Y1 children	secure /exceeding		Exceeding	
	No. of ch.	%	No. of ch.	%
Reading	48	81	15	25
Writing	48	81	9	15
Maths	52	88	8	14
RWM	45	76	8	14
Phonics screening	50	83		

Y3 children	secure /exceeding		Exceeding	
	No. of ch.	%	No. of ch.	%
Reading	38	72	20	38
Writing	32	60	12	23
Maths	41	73	10	19
RWM	30	57	6	11

Y4 children	secure /exceeding		Exceeding	
	No. of ch.	%	No. of ch.	%
Reading	50	83	27	45
Writing	44	73	20	33
Maths	44	73	21	35
RWM	41	68	19	32

Y5 children	secure /exceeding		Exceeding	
	No. of ch.	%	No. of ch.	%
Reading	47	78	30	50
Writing	44	73	19	32
Maths	45	75	20	34
RWM	43	72	13	22

## Attendance

	2014	2015	2016	2017	2018	Target for 2019
% attendance	96.5	96.2	95.3	95.5	95.9	96.2
% pupils with persistent absence (15+ %)	1.9	2	???	???	???	

### Monitoring:

- SLT meetings fortnightly: review and update progress to date
- Governor Committee meetings: review and update progress to date
- Weekly learning walks by SS and PA with specific lines of enquiry related to SDP identified
- TL schedule published termly and will identify areas to monitor
- Maths and English subject leads to monitor progress during release time and give updates to SLT at allotted meetings
- JH and CB to monitor progress during release time and give updates to SLT at allotted meetings
- SD to monitor that LP objectives are evident in teachers' plans

# Our Aims for 2018-2019

Aim 1	Improve outcomes at end of KS1 in writing from 49% to 70% - 75%
Aim 2	Improve outcomes in maths in Year 1 from 69% to 73% - 77%
Aim 3	Raise the profile and improve outcomes across the school in science with 85% of children in year 1 – 6 achieving EYE
Aim 4	Early Years – for children to have increased independence through a carefully organised and stimulating environment and maintain 75% of children achieving GLD
Aim 5	Improve outcome for children in year six as an identified weaker year group
Aim 6	Through the application of ‘spirals of enquiry’ teachers develop their ‘adaptive expertise’ so that they are more able to understand the needs and next steps of each child through 1:1 dialogue and responsive planning
Aim 7	Through application of ‘spirals of enquiry’ approach to teaching and learning teachers understand how to support children to vocalise their emotional and learning needs.
Aim 8	Teachers to understand the needs of children on the SEN register in order to plan/teach/direct others appropriately and improve outcomes for these children
Aim 9	To have a leadership structure in place by the end of 2018-19 that will facilitate the school’s on-going development

Aim 1	Improve outcomes at end of KS1 in writing from 49% to 70% - 75% through fully contextualised data
Project co-ordinator	Florence Lupton
Team	Ian Evans, Sarah Stepney, Rachel Barnes, Hannah Dupre, Megan Wroe <b>Governor Committee link: PWL</b>
Starting point	<ul style="list-style-type: none"> <li>• Meeting of team to share starting point w/c 24.9.18</li> <li>• Baseline year 2 to check that CM assessment is accurate</li> <li>• Baseline year 1 phonics</li> <li>• Clicker 7 used to support sentence structure</li> <li>• Handwriting and h/f spelling to be a focus (spelling shed)</li> </ul>
Record of progress Date:	<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>• Previous years data has been analysed and a gap analysis completed               <ul style="list-style-type: none"> <li>○ Spelling and handwriting identified as areas for development</li> </ul> </li> <li>• Review of planning and teaching for writing in year one undertaken to ensure that skills are embedded in planning in preparation for year 2</li> <li>• Planning now reflects the needs of children in current year 2 with small group worked planned for where appropriate               <ul style="list-style-type: none"> <li>○ Tracker 7 to be purchased to support sentence writing</li> <li>○ Tracks to be used for targeted groups</li> </ul> </li> <li>• Expected data for end of year: 74.6%</li> </ul> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>• Year 2 to complete a piece of independent writing in Autumn 2 for assessment against end of year assessments.</li> </ul>

Aim 2	Improve outcomes in maths in Year 1 from 69% to 73% - 77%
Project co-ordinator	Jo Caisova
Team	Pippa Joyce, Paula Ayliffe, Liz Stow <b>Governor Committee link:</b> PWL
Starting point	<ul style="list-style-type: none"> <li>Meeting of team for Maths lead to identify areas where children were not meeting EYE in 2018 w/b 24.9.18</li> </ul>
Record of progress Date:	<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>11.9.18 Liz S led a lesson chat with year one teachers to support planning</li> <li>Survey undertaken by Maths lead with year one teachers asking the following questions: <ul style="list-style-type: none"> <li><b>Question 1: What seems to be going well in Year 1 maths at the moment?</b></li> <li><b>Question 2: What are the barriers to us improving outcomes in Year 1 maths?</b></li> <li><b>Question 3: What do you think we could do to improve outcomes in Year 1 maths?</b></li> </ul> </li> <li>Children to have a session at the end of each week consolidating their learning.</li> <li>Teachers to share their practise</li> <li>Small group work to support children with place value</li> </ul> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>Specialist maths teacher to support year one in spring term</li> </ul>

Aim 3	Raise the profile and improve outcomes across the school in science with 85% of children in year 1 – 6 achieving EYE
Project co-ordinator	Ian Evans
Team	Sarah Stepney, Jake Holt <b>Governor Committee link:</b> PWL
Starting point	<ul style="list-style-type: none"> <li>Leadership day planned 19.10.18</li> <li>Update CM with objectives and descriptors of levels</li> <li>Moderate assessment of science</li> <li>Check planning</li> <li>Staff training</li> </ul>
Record of progress Date:	<p><b>Autumn</b> 19/10/2018</p> <p>Assessment identified as an area that needs development:</p> <ul style="list-style-type: none"> <li>New working scientifically objectives have been shared with staff and are on our assessment system</li> <li>The objectives are focused and have descriptions of what a child needs to demonstrate to be at expected standard</li> <li>Knowledge objectives to be added in spring term.</li> <li>CPD with teachers to support planning in science – science pans complete for the next half term with working scientifically as focus.</li> </ul> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>A review of the overview of science topics to be undertaken</li> </ul>

Aim 4	Early Years – for children to have increased independence through a carefully organised and stimulating environment and maintain 75% of children achieving GLD
Project co-ordinator	Pippa Joyce
Team	Paula Ayliffe, Jake Holt, Helen Mountford, Jenny Tong, Holly Wellaway <b>Governor Committee link:</b> PWL
Starting point	<ul style="list-style-type: none"> <li>• Baseline to be completed by the beginning of October 2018</li> <li>• ‘The Reception Year in Action’ by Anna Ephgrave to support this approach</li> </ul>
Record of progress Date:	<ul style="list-style-type: none"> <li>• Baseline completed and submitted</li> <li>• Shared Tapestry with parents</li> <li>• Changes to the structure of the day have been put in place to support children’s independence.</li> <li>• Time limited whole class sessions for maths and phonics are taking place daily and children are demonstrating excellent listening skills during these sessions.</li> </ul> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>• To incorporate use of language through story telling into day to day practise. Children will share and tell stories with a group.</li> </ul>

Aim 5	Improve outcome for children in year six as an identified weaker year group Reading: 67% Writing: 67% Maths: 72% GPS: 78% Science: 85% Combined: 85%
Project co-ordinator	Sarah Stepney
Team	Helena Osborne, Chris Butler, Liz Stow, Rachel Barnes <b>Governor Committee link:</b> PWL
Starting point	<ul style="list-style-type: none"> <li>• Children taught in three maths groups</li> <li>• Intervention groups set up for reading and maths – baselines recorded</li> <li>• Year 5 teachers are continuing with classes into year six to aid consistency</li> </ul>
Record of progress Date:	<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>• Children demonstrate greater confidence in maths when taught in smaller groups</li> <li>• Key changes in writing assessments have been identified. Children are going to come up with examples of how to write these.</li> <li>• Year five and six spelling lists are available for children and children are aware that they need to evidence these words in their writing.</li> <li>• Guided reading being planned and taught by Specialist reading teachers. Whole class sessions are being taught twice a week for an hour.</li> </ul> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>• Share statutory writing assessments with children – to be stuck in books for reference</li> <li>• Ensure that the curriculum continues to be broad to support children’s well-being as well as their progress towards EYE.</li> </ul>

Aim 6	<p>Through the application of ‘spirals of enquiry’ teachers develop their ‘adaptive expertise’ so that they are more able to understand the needs and next steps of each child through 1:1 dialogue and responsive planning.</p> <ul style="list-style-type: none"> <li>• Every child has a learning journey that reflects their learning by the end of the year</li> <li>• Three collapsed curriculum weeks have been planned and delivered</li> </ul>
Project co-ordinator	Jake Holt
Team	<p>Ian Evans, Ruth Campbell, Sarah Stepney  <b>Governor Committee link:</b> Personnel</p>
Starting point	<ul style="list-style-type: none"> <li>• Implement collapsed curriculum week to give teachers opportunity to have 1:1 conversations with children and initiate their ‘spiral of enquiry’ in order for teachers to develop a more in depth understanding of individuals needs and to develop flexibility of mind in their approach to teaching</li> <li>• Each class timetabled to spend half a day outside each week to develop their independent and creative thinking skills and to provide opportunity for teachers to get to know children in a different environment.</li> <li>• All children know that they are valued and that sharing their own perspective is vital to improving their outcomes</li> </ul>
Record of progress Date:	<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>• First week of collapsed curriculum completed.</li> <li>• Questionnaire sent to all staff for feedback on the week.</li> <li>• Teachers would like to have some PPA time for the following week – suggestion that all staff have PPA at the same time the week before.</li> <li>• Continuity of staff in classrooms would help support the learning.</li> <li>• The teacher in charge of the year group to take the lead for each session.</li> <li>• Teachers have identified an enquiry from their conversations that they will follow up in order over the next term.</li> </ul> <p>Feedback from children: Y 4,5,6 children interviewed. Very positive about the EC week.</p> <ul style="list-style-type: none"> <li>• 4s thought it was really fun. They like exploding volcanoes</li> <li>• 5s, could perceptively explain how the spirals conversations were helping them. They also really like the themed week, especially the fact that they had learned in a different way to normal</li> <li>• 6s also enjoyed the topic theme. Loved group work and having different teachers.</li> </ul> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>• Plan timetable for next collapsed curriculum week to reflect feedback from children and teachers</li> <li>• Follow up on ‘spirals’ of enquiries that each class teacher is investigating</li> </ul>

Aims 7	Through application of 'spirals of enquiry' approach to teaching and learning teachers understand how to support children to vocalise their emotional and learning needs. CC is used to identify, support and improve behaviour of identified children.
Project co-ordinator	Chris Butler
Team	Surge Dhanda, Helena Osborne, Freya/Clare, Pippa, Paula Ayliffe <b>Governor Committee link:</b> PWL
Starting point	<ul style="list-style-type: none"> <li>• Use Class Charts to monitor behaviour patterns and as a result support children to identify, understand and modify their behaviour</li> <li>• Identify ways to support children's emotional resilience in order to maintain good mental and physical health. (e-safety/diet)</li> <li>• Children participate in parent/teacher consultations supported by previous 1:1 conversation with class teachers.</li> </ul>
Record of progress Date:	<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>• Children have each shared a conversation with their class teacher, discussing their learning and their well-being.</li> <li>• Children shared learning that they are proud of with their class teacher and commented on the learning.</li> <li>• Teachers are greeting children at the door in the morning to create a positive start to the day.</li> <li>• Lunchtime club sessions are being developed to encourage children to reflect on their behaviour.</li> <li>• Chris Butler has provided CPD to teaching staff on restorative behavioural conversations and provided templates of a range of pro-formas children can use to support them in expressing their feelings and to reflect on their behaviour.</li> <li>• A range of outdoor activities have been organised for children to attend before school each morning</li> </ul> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>• Monitor attendance at lunchtime club to assess the impact of staff training</li> </ul>

Aims 8	Teachers to understand the needs of children on the SEN register in order to plan/teach/direct others appropriately and improve outcomes for these children in line with targets set at Pupil Progress meetings.
Project co-ordinator	Surge Dhanda
Team	Paula Ayliffe, Ann Nicholls <b>Governor Committee link:</b> PWL
Starting point	<ul style="list-style-type: none"> <li>• LPs written and reviewed by CT as stipulated in school calendar</li> <li>• All paperwork related to SEN children to be read by teachers and actions taken where appropriate</li> <li>• Differentiation or alternative provision is evident in easily accessible planning</li> <li>• Teachers to maximise the use of TAs to support all children</li> </ul>
Record of progress Date:	<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>• Year six planning reviewed. Children with EHCP's are being planned for according to their needs in maths and English.</li> <li>• Appropriate end of year expectations in children's books</li> </ul> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>• Monitor planning in other year groups</li> </ul>



Aims 9	To have a leadership in structure in place by the end of 2018-19 that will facilitate the school's on-going development
Project co-ordinator	Sarah Stepney/Paula Ayliffe <b>Governor Committee link:</b> Personnel
Team	Ian Evans, Pippa Joyce, Kate Challis, Surge Dhanda
Starting point	Karin H to work with LT 15 <sup>th</sup> October 2018 to facilitate conversations around this process
Record of progress Date:	<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>• Meeting with KH - continued to support LT</li> <li>• Leadership team to consider meeting weekly to facilitate more regular reviews of the progress of the SDP.</li> <li>• Non-negotiables reviewed and shared with all staff.</li> </ul> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>• Review progress towards SDP aims</li> </ul>