

# 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%
Project co-ordinator	Helena Osbourne (English lead)
Team	Ian Evans, Sarah Stepney, Rachel Barnes, Hannah Dupre, Megan Wroe, Lizzie Wheel <b>Governor Committee link:</b> PWL
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 Sentences’ 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> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>• ‘Spelling Shed’, an online program that supports learning to spell has been introduced across the school. Children have personal logins and are able to access the program at home. There has been a positive response from the children and we are beginning to see evidence in writing of improved spellings.</li> </ul>

	<ul style="list-style-type: none"> <li>• ‘Tracker Sentences’ a program to support writing has been shared with teachers.</li> <li>• The use of ‘Colourful Semantics’ has had a positive impact on sentence formation.</li> <li>• ‘Tracks’ a word based intervention has had a positive impact on reading as well as language acquisition and spelling.</li> </ul> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>• Plan for extended writing sessions that give the children the opportunity to include greater detail.</li> <li>• Ensure that year one teaching introduces the grammatical terms children need to know and that these are embedded over the year.</li> </ul> <p><b>Summer – outcomes and next steps for 2019- 2020</b></p> <ul style="list-style-type: none"> <li>• Writing – 70% of children achieved expected standard in writing in year 2 and 18% achieved greater depth</li> <li>• Clicker sentences and clicker connect has now been installed on i-pads, training will be provided in the autumn term to support teachers to use these resources effectively.</li> <li>• Year one have focused on storytelling and developing vocabulary and will continue to do so next academic year.</li> <li>• Talk 4 Writing continues to be used across the school with teachers adapting the approach where appropriate to writing genres.</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, Clare H, Steph <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> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>• Specialist maths teacher provided support with planning and differentiation</li> <li>• Pre-teaching of topics to some children has supported their whole class learning</li> <li>• Maths books evidence children explaining their understanding of maths concepts through writing.</li> <li>• Last year’s approach in Foundation Stage has supported the year ones understanding of number</li> <li>• Teacher understanding of individuals is enabling targeted interventions to have an impact</li> </ul> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>• Planning to evidence how children are being challenged appropriately and how their depth of understanding of a concept is being developed.</li> </ul> <p><b>Summer – outcomes and next steps for 2019- 2020</b></p>

	<ul style="list-style-type: none"> <li>• Maths – 74% of children achieved expected standard in writing in year 1 and 18% achieved greater depth</li> <li>• Maths lead to continue to work with Reception and Year 1 teachers in autumn term to ensure progression and coverage of all topics</li> <li>• Daily fluency to continue to be a priority to increase confidence across Reception and KS1</li> <li>• Teachers to use carousel of activities approach to maths teaching in year 2 to continue to develop confidence, ensure coverage of topics and encourage more independent learning time.</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, Sam Butler, Lucy Carlson <b>Governor Committee link: PWL</b>
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 plans 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> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>• All assessments now updated on on-line assessment system having reviewed the science topics.</li> <li>• Science week – children participated in a range of activities including a whole school challenge with a focus on working scientifically.</li> <li>• Science leads supporting colleagues with planning to ensure that ‘working scientifically’ is a focus in lessons.</li> <li>• Staff meeting to review progress to date with science.</li> </ul> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>• Staff meeting planned for summer term to moderate science across the school.</li> <li>• Subject leaders to investigate the benefits of providing an ‘expected’ format for recording experiments.</li> </ul> <p><b>Summer – outcomes and next steps for 2019- 2020</b></p> <ul style="list-style-type: none"> <li>• We have been teaching science via the ‘teaching scientifically strand’ alongside the teaching of ‘knowledge’. This has led to children have a deeper understanding of what it is to be a scientist as well as an understanding of the benefit of research techniques.</li> <li>• The assessment system is now more focused and teachers have received training as to how to plan and deliver lessons that promote this approach. We expect to see further progress within science next year, and the subject will remain an ‘aim’ on our school development plan next year.</li> </ul>

Year group	2018	2019
2	63%	77%
6	78%	72%

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: PWL</b>
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> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>An approach of taking things 'slowly' in phonics and being reactive to the children's progress and needs has allowed them to develop confidence with reading and writing, which has resulted in more mark making</li> <li>A focused approach to observations of children – 4 key children per week in each class are observed. Sheets are sent home to ask about interests, events, things that are happening in the child's lives – this allows adults (staff) to interact and connect with the children in a way that would otherwise not be possible. It also allows us to harness their interests and make links to and value learning that happens outside of school.</li> <li>Spring term pupil progress meetings data shows a predicted outcome of 81% of children achieving GLD.</li> </ul> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>Embed new approach to planning over a two week period which will allow time for teachers to attend to the learning environment and source additional resources to support continuous provision.</li> </ul> <p><b>Summer – outcomes and next steps for 2019- 2020</b></p> <ul style="list-style-type: none"> <li>GLD (good level of development) – 75 % of children achieved GLD and 3% GLD at greater depth</li> <li>Teachers have been 'planning in the moment' and intend to continue this approach next academic year.</li> <li>Observations on 'tapestry' the assessment tool used in Reception have been focused and supported teachers understanding of children and informed planning. The programme has also allowed for connections between school and home to be strengthened.</li> </ul>

Aim 5	<p>Improve outcome for children in year six as an identified weaker year group</p> <p>Reading: 67%</p> <p>Writing: 67%</p> <p>Maths: 72%</p> <p>GPS: 78%</p> <p>Science: 85%</p> <p>Combined R,W,M: 62%</p>																		
Project co-ordinator	Sarah Stepney																		
Team	<p>Helena Osborne, Chris Butler, Liz Stow, Rachel Barnes, Poppy Garrod</p> <p><b>Governor Committee link:</b> PWL</p>																		
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> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>‘Spirals’ conversations have highlighted that children prefer to have some time between writing and editing a piece of work in order for it to be most effective</li> <li>Maths and reading groups are in place to support identified children to address gaps in their understanding.</li> <li>Children are having longer writing sessions.</li> <li>Children have expressed how much they value both ‘Spirals’ week and ‘out and about’. They state that being outside has helped them with their learning and allowed them to feel less pressured, which in turn leads to better outcomes.</li> <li>Pupil progress meetings and teacher assessments to date show that year six are on track to meet targets set at the start of the year.</li> </ul> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>Teachers to continue to ensure that children are receiving a broad curriculum.</li> <li>Children and CT to identify specific areas in maths that they would like support with.</li> </ul> <p><b>Summer – outcomes and next steps for 2019- 2020</b></p> <ul style="list-style-type: none"> <li>End of year data</li> </ul> <table border="1" data-bbox="402 1736 1455 1960"> <thead> <tr> <th>Subject</th> <th>Target</th> <th>Actual</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>67%</td> <td>71%</td> </tr> <tr> <td>Writing</td> <td>67%</td> <td>69%</td> </tr> <tr> <td>Maths</td> <td>72%</td> <td>80%</td> </tr> <tr> <td>SPAG</td> <td>78%</td> <td>73%</td> </tr> <tr> <td>RWM</td> <td>62%</td> <td>63%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Working in smaller maths groups has had a positive impact for the children. What has been successful: <ul style="list-style-type: none"> <li>teachers having a clear understanding of each child’s next steps</li> <li>children have a secure understanding of number and place value</li> </ul> </li> </ul>	Subject	Target	Actual	Reading	67%	71%	Writing	67%	69%	Maths	72%	80%	SPAG	78%	73%	RWM	62%	63%
Subject	Target	Actual																	
Reading	67%	71%																	
Writing	67%	69%																	
Maths	72%	80%																	
SPAG	78%	73%																	
RWM	62%	63%																	

	<ul style="list-style-type: none"> <li>○ ‘spirals’ weeks conversations have supported adults understanding of individuals needs both academically and emotionally</li> <li>● Guided reading: whole class guided reading has enabled all children to access texts and language that would support them in achieving EYE. The use of this approach will be introduced across the school from September 2019.</li> <li>● Next academic year we will review the teaching of grammar and further embed it within writing lessons.</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	Ian Evans, Ruth Campbell, Sarah Stepney, Daisy Taylor <b>Governor Committee link:</b> Personnel
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 (Spirals Week – SW) 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 SW 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 spirals week to reflect feedback from children and teachers</li> <li>● Follow up on ‘spirals’ of enquiries that each class teacher is investigating</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>● JH - Webinar with Whole Education- Isabelle Sheldon and other schools participating in Spirals of Enquiry approach. Discuss how to support children to develop their answers to Spirals questions. <ul style="list-style-type: none"> <li>○ Next step is to introduce metacognitive vocabulary to teachers and therefore children to help the depth of the conversations (and more importantly their metacognitive skills)</li> <li>○ I asked about the best way to collate the responses to the questions.</li> </ul> </li> </ul>

- Pupil persona sheet from Julie Temperley could be very useful in helping teachers to understand the context of the questions.
- JH to plan/refer again to action plan exactly how to deliver and all the steps necessary in the first half of spring 1.
- Fulbourn- younger children found a new hook each day worked well in Spirals week.
- SS and PA attended Whole education conference and a 'sharing practise' day with our cohort of schools participating in Spirals. It was informative to see how other schools are introducing and using 'Spirals'. Mayfield was the only school who were using the approach school wide.
- SS shared Mayfield's practise with the latest cohort of schools being trained with Spirals at Whole Education in London
- Teachers feeding back on impact of previous Spirals week in terms of change of practise to support children's learning eg:
  - CT asked the question 'why don't you use capital letters and full stops' in your writing?
  - Developed a hunch that the children weren't always confident in how to form the capital letters.
  - CT spoke with years 1 and 2 and asked if they could ensure that children were taught and became confident in capital letter formation.
  - CT planned and taught formation of capital letters.
  - Has seen some improvement in use of capital letters in writing.
- **Second Spirals Week:** All staff reported that the joint planning time that was provided for each year group was invaluable. Teachers were feeling greater confidence with collating the learning journals and with the 1:1 conversations with children. Teachers are thinking about their practice more deeply.
- Feedback from children was positive, saying they 'liked the fact that Spirals week was different to normal and that it was interesting'. 'We learn things in Spirals week – in fact we learn a lot!' 'I like being able to choose how I do something, it makes me feel more grown up.'

### **Summer – outcomes and next steps for 2019- 2020**

The first year of spirals has gone well. Three 'spirals' weeks have been successfully completed and there has been overall, positive feedback from all stakeholders.

The parent questionnaire showed that 90% of respondents were in favour of the approach. Teachers have reported having a greater depth of understanding of individuals and their learning needs, and having time to build positive relationships with the adults in school has contributed to children's ability to articulate their needs and to display greater resilience and enthusiasm for their learning.

Learning journals – there have formed the basis of our reports this year and we are pleased to have had some feedback from parents and carers about them. On the whole the responses have been positive with parents/carers reporting that they felt they had a better understanding of their children's learning and that their children demonstrated an enthusiasm to share what they had been doing at school with them not previously seen.

Some responses asked if it would be possible to also include data on all foundation subjects. This request will be reviewed this year and addressed in the report format at the end of next academic year.

Whole Education visited our school in the summer term to see 'spirals' week in action and as a result invited the heads to share the practice at the Whole Education summer conference.

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, Lisa LeMoal <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> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>• The use of Class Charts – an online behaviour tracker – is now embedded across the school, and supports staff to monitor behaviour</li> <li>• 'Reflection teacher toolkit' has been rolled out and made available for all teaching staff – children are provided with scaffolds to help them reflect upon their behaviour and to identify how they could do things 'differently'.</li> </ul> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>• Review the children's perspective of Class Charts</li> <li>• Monitor use of reflection forms at lunchtime club</li> </ul> <p><b>Summer – outcomes and next steps for 2019- 2020</b></p> <ul style="list-style-type: none"> <li>• Children's perception of Class Charts (Mayfield's online programme to record both positive and negative behaviours as well as parent meetings): Children recognise that the system is used to record negative behaviours and that the leadership are made aware of any incidences across the school as a result. Children are also aware that as a result of having behaviours recorded they will be asked in some circumstances to reflect upon and talk through these behaviours with an adult in their own time.</li> <li>• Mayfield will be introducing STEPS in September. STEPS is a therapeutic approach to positive behaviour management. It is already well established in many of our education settings and services and recommended by Cambridgeshire County Council's education department.</li> </ul>

	<ul style="list-style-type: none"> <li>• A huge positive that has been raised across the board by all stakeholder is the benefits of having the one-to-one time from Spirals Week and the impact on both adult and child's wellbeing.</li> <li>• From September 2019 there will be a well-being team in place.</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, Helen Mountford <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> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>• Monitoring of planning identified that children who are working below their current year group are being planned for with their own learning objectives.</li> <li>• Where there have been gaps teachers have supported to review and modify their planning in line with learning plans.</li> </ul> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>• Continue to monitor planning and ensure children's books and classroom practice reflects the modified planning.</li> </ul> <p><b>Summer – outcomes and next steps for 2019- 2020</b></p> <ul style="list-style-type: none"> <li>• Teachers have been working more closely with the SENCO who has supported them in writing learning plans and setting SMART targets</li> <li>• STEPS training is underway – see aim 7</li> <li>• Next year termly progress meetings for all SEN children will be held with the SENCO</li> <li>• Teachers will be supported in using peer coaching techniques to improve outcomes for all children including SEND</li> <li>• Training to revisit quality first teaching has been planned for staff meetings throughout the next academic year.</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	<b>Autumn</b>

Date:	<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> <p><b>Spring</b></p> <ul style="list-style-type: none"><li>• LT meetings are now being held weekly</li><li>• Staff meetings planned and completed to monitor and update SDP regularly</li><li>• Review of leadership structure undertaken, presented to leadership team and to be discussed with governors.</li><li>• Rachel Emery is now back in role of Year 4/5/6 team leader following maternity leave.</li></ul> <p><b>Summer – outcomes and next steps for 2019- 2020</b></p> <ul style="list-style-type: none"><li>• Kate Challis to be School Business Manager from September 2019 and a member of the senior leadership team.</li><li>• The leadership team from September 2019 will compose<ul style="list-style-type: none"><li>○ Co-headteachers</li><li>○ Three team leaders</li><li>○ SENCO</li><li>○ SBM</li><li>○ English subject leader</li><li>○ Maths subject leader</li></ul></li><li>• Personnel have had an initial meeting with staff regarding teacher workload. This will be followed up with a review and another meeting in the autumn term.</li></ul>
-------	---