Mayfield Primary School Development Plan

2021-22

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 two years are:

- To ensure that children are given the time and space to reconnect to school, their friends, and their learning following 'lockdown', and to continue to use 'spirals of enquiry' and the outdoors to facilitate this.
- To ensure that communication between all stakeholders and the use of virtual learning tools, alongside clear planning and protocols will support children's progress, both academically and socially and emotionally, whether they are in school or learning from home.
- 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 seven 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 2022

2020 data is based on targets that were set at the start of the academic year pre-Covid.

Early Years	2016	2017	2018	2019	2020 (targets)	2021	Targets 2022
% achieving GLD	63	69	75	75	75	77	
% exceeding GLD	0	0	0	3	5	4	
% achieving ELG in reading	74	84	88	87	89	80	
% achieving ELG in writing	72	79	77	85	80	80	
% achieving ELG in number	83	83	86	90	83	82	

Year 1 Phonics	2016	2017	2018	2019	2020 (targets)	2021	Targets 2022
% achieving benchmark	72	91	81	68	83	90	

End of Key Stage 1	2016	2017	2018	2019	2020 (targets)	2021	Targets 2022
% EYE reading achieving/exceeding	82	76	63	77	65/24	72/23	
% EYE writing achieving/exceeding	63	67	49	70	53/14	53/22	
% EYE maths achieving/exceeding	73	71	67	80	62/29	65/20	
R,W,M	58	61	46	62	48/12	52/13	

End of Key Stage 2	2016	2017	2018	2019	2020 (targets)	2021	Targets 2022
% EYE reading achieving/exceeding	64	70	82	71	86/53	78/26	
% EYE writing achieving/exceeding	74	70	82	69	79/40	60/17	
% EYE maths achieving/exceeding	60	74	83	80	86/43	78/41	
% EYE GPS achieving/exceeding	68	72	87	73	83/45	78/26	
R,W,M	49	58	72	63	74/28	59/15	

KS2 Progress targets for 2022	% Expected/better*	% Better than expected*
Reading		
Writing		
Maths		

Year Group Targets

Y1 children	secure /exceeding	Exceeding
	%	%
Reading		
Writing		
Maths		
RWM		

Y3 children	secure /exceeding	Exceeding
	%	%
Reading		
Writing		
Maths		
RWM		

Y4 children	secure /exceeding	Exceeding
	%	%
Reading		
Writing		
Maths		
RWM		

Y5 children	secure /exceeding	Exceeding
	%	%
Reading		
Writing		
Maths		
RWM		

Attendance

	2015	2016	2017	2018	2019	2020	2021	Target 2022
% attendance	96.2	95.3	95.5	95.9	96.5	96.7 target	96.7 (subject to Covid restrictions)	

Monitoring: subject to Covid restrictions
- SLT meetings: review and update progress to date
- Governor Committee meetings: review and update progress to date
- Learning walks by SS and PA with specific lines of enquiry related to SDP identified
- SS and PA to monitor books following informal distanced observations
- PA to have 1:1 discussions with teachers and team leaders
- SS to monitor PP progress, attainment and well-being
- Maths and English subject leads to monitor progress and give updates to SLT at allotted meetings
- SD to monitor that LP objectives are evident in teachers' plans

Our Aims for 2021-2022

Aim 1	**OTrack (online assessment and planning tool):** all teaching staff to feel confident to use OTrack to record both summative and formative data, and to use the platform to access data, identify gaps in learning and inform planning
Proposed outcome	- All those with access to the platform have an informed and up to date view of learning and progress across the school. - Areas for development for cohorts, groups and individuals are identifiable and can be acted upon. - Subject leaders have access to learning and progress across the school with regard to their subject and are able to offer support and challenge to colleagues to effectively deliver all subjects and ensure continued breadth of curriculum
Aim 2	**Phonics:** to further develop and embed a whole school approach to phonics teaching and reading
Proposed outcome	90% of year 1 will pass the phonics screening test at the end of 2022 90% of year2 will pass the phonics screening check in November 2021 - A reading scheme matched to phonic teaching will be in place and children learning to read will follow the scheme in order to support discrete phonics sessions - All adults will have an understanding through in house training of the schools approach to the progression of phonics and early reading - Provisions will be in place for children across the school in order to ensure that every child's needs are addressed
Aim 3	**GPS:** To improve outcomes in GPS from years 2 to 6
	- Y2 – 90% to achieve expected standard - Y3 – 83% to achieve expected standard - Y4 – 75% to achieve expected standard - Y5 – 75% to achieve expected standard - Y6 – 80% to achieve expected standard
Aim 4	**Advost:** To utilise learning from the Advost project so far and apply relevant aspects across the school. 2021 -22 ADVOST priorities may involve the following: - Explore further the notion of 'pupil voice'. - Investigate the question, "What can we learn from 'pupil voice'?" - Investigate the question, "How and why can we trust 'pupil voice'?" Investigate the question, "How does listening to and actioning outcomes from our understanding of 'pupil voice', improve the quality of learning for all?"
Proposed outcome	- That 'pupil voice' is understood more deeply and this in turn improves the quality of learning for all. - The theme of 'trust', identified by the principle ADVOST investigators, is explored and its impact upon learning measured.
Aim 5	**Subject Leadership:** subject leaders will support colleagues to deliver a broad and interesting curriculum
Proposed outcome	- Through the use of OTrack subject leaders have access to learning and progress across the school with regard to their subject and are able to offer support and challenge to colleagues to effectively deliver all subjects and ensure continued breadth of curriculum - Termly lesson chats will provide the opportunity to share good practice for teachers to learn from one another and in turn further develop their teaching skills and understanding of the wider curriculum.

Aim 6	**Spirals:** To re-embed our use of spirals across the school following the disruption caused by Covid19
Proposed outcome	• All teachers feel confident to carry out spirals of enquiry conversations with their children and to utilise the findings to the children's benefit • Spirals weeks are used as an opportunity to develop story making across the school – linking to our learning from the Advost project so far • Teachers understanding of the process is reflected in their adaptive expertise in the classroom – seen through planning, activities, inclusion, and access and depth • Learning journals summarise new learning through topics taught and demonstrate the child's voice
Aim 7	**Parental Engagement:** To increase parental engagement
Proposed outcome	• Parent/carer champion/s to be identified to support links to community • All children complete homework tasks • All parents/carers attend parent/teacher consultations • All parents/carers are confident to use online learning platforms • Increased representation from all members of our community engage in extracurricular activities eg attend choir/samba band/football
Aim 8	**Maths FS/KS1:** work to develop intentional teaching strategies focused on developing fluency in calculation and number sense for ALL children·
Proposed outcome	• Children develop their understanding and use of appropriate manipulatives to support their teaching of mathematical structures • Children develop fluency in calculation and a confidence and flexibility with number that exemplifies good number sense • Children are able to clearly communicate their mathematical ideas **FS – 90% to achieve expected standard** **Y1 – 90% to achieve expected standard** **Y2 – 75% to achieve expected standard**
Aim 9	**Maths KS2:** Pre-teaching and Assigning Competence' and/or 'Same Day Investigation' to improve outcomes for individuals/groups identified as having gaps in learning due to Covid19
Proposed outcome	• Data outcome to be added at end of summer 2021 • Teachers have a clear understanding of how to use these approaches to improve outcomes for children **Y3 – 70% to achieve expected standard** **Y4 – 85% to achieve expected standard** **Y5 – 70% to achieve expected standard** **Y6 – 80% to achieve expected standard**
Aim 10	**SEN pathways:** To ensure all stakeholders have a clear understanding of the pathways and processes involved in identifying and supporting children with SEN in school
Proposed outcome	• Communication with parents and carers via the website and class teacher provides a clear understanding of SEN processes and pathways • Teachers feel confident to share the processes and pathways with parents and carers • The SEND team provides bi-termly drop in sessions via Zoom to further support parents understanding and involvement in the processes and pathways pertaining to SEND

Aim 1	**OTrack (online assessment and planning tool):** all teaching staff to feel confident to use OTrack to record both summative and formative data, and to use the platform to access data, identify gaps in learning and inform planning
Proposed outcome	• All those with access to the platform have an informed and up to date view of learning and progress across the school. • Areas for development for cohorts, groups and individuals are identifiable and can be acted upon. • Subject leaders have access to learning and progress across the school with regard to their subject and are able to offer support and challenge to colleagues to effectively deliver all subjects and ensure continued breadth of curriculum
Actual outcome	
Project co-ordinator	Sarah Stepney
Team	All teachers
Starting point	
Record of progress Date:	

Aim 2	**Phonics:** to further develop and embed a whole school approach to phonics teaching and reading
Proposed outcome	• 90% of year 1 will pass the phonics screening test at the end of 2022 • 90% of year2 will pass the phonics screening check in November 2021 • A reading scheme matched to phonic teaching will be in place and children learning to read will follow the scheme in order to support discrete phonics sessions • All adults will have an understanding through in house training of the schools approach to the progression of phonics and early reading • Provisions will be in place for children across the school in order to ensure that every child progresses appropriately
Actual outcome	
Project co-ordinator	Helena Osborne
Team	Pippa Joyce, Ian Evans, Rachel Barnes, Rachel Fazakerley, Hazel Maher
Starting point	
Record of progress Date:	

Aim 3	**GPS:** To improve outcomes in GPS from years 2 to 6
	• Y2 – 90% to achieve expected standard • Y3 – 83% to achieve expected standard • Y4 – 75% to achieve expected standard • Y5 – 75% to achieve expected standard • Y6 – 80% to achieve expected standard
Actual outcome	
Project co-ordinator	Helena Osborne
Team	Ian Evans, Rachel Barnes, Rachel Emery, Megan Bate
Starting point	
Record of progress Date:	

Aim 4	**Advost:** To utilise learning from the Advost project so far and apply relevant aspects across the school. 2021 -22 ADVOST priorities may involve the following: • Explore further the notion of 'pupil voice'. • Investigate the question, "What can we learn from 'pupil voice'?" • Investigate the question, "How and why can we trust 'pupil voice'?" Investigate the question, "How does listening to and actioning outcomes from our understanding of 'pupil voice', improve the quality of learning for all?"
Proposed outcome	• That 'pupil voice' is understood more deeply and this in turn improves the quality of learning for all. • The theme of 'trust', identified by the principle ADVOST investigators, is explored and its impact upon learning measured.
Actual outcome	
Project co-ordinator	Paula Ayliffe
Team	Pippa Joyce, Hazel Maher, Ruth Campbell, Steph King, Jake Holt, Rachel Fazakerley
Starting point	
Record of progress Date:	

Aim 5	**Subject Leadership:** subject leaders will support colleagues to deliver a broad and interesting curriculum
Proposed outcome	• Through the use of OTrack subject leaders have access to learning and progress across the school with regard to their subject and are able to offer support and challenge to colleagues to effectively deliver all subjects and ensure continued breadth of curriculum • Termly lesson chats will provide the opportunity to share good practice for teachers to learn from one another and in turn further develop their teaching skills and understanding of the wider curriculum.
Actual outcome	
Project co-ordinator	Paula Ayliffe
Team	All subject leaders
Starting point	
Record of progress Date:	

Aim 6	**Spirals:** To re-embed our use of spirals across the school following the disruption caused by Covid19
Proposed outcome	• All teachers feel confident to carry out spirals of enquiry conversations with their children and to utilise the findings to the children's benefit • Spirals weeks are used as an opportunity to develop story making across the school – linking to our learning from the Advost project so far • Teachers understanding of the process is reflected in their adaptive expertise in the classroom – seen through planning, activities, inclusion, and access and depth • Learning journals summarise new learning through topics taught and demonstrate the child's voice
Actual outcome	
Project co-ordinator	Sarah Stepney
Team	Daisy Taylor Paula Ayliffe
Starting point	
Record of progress Date:	

Aim 7	**Parental Engagement:** To increase parental engagement
Proposed outcome	• Parent/carer champion/s to be identified to support links to community • All children complete homework tasks • All parents/carers attend parent/teacher consultations • All parents/carers are confident to use online learning platforms • Increased representation from all members of our community engage in extracurricular activities eg attend choir/samba band/football
Actual outcome	
Project co-ordinator	Paula Ayliffe Sarah Stepney
Team	Rachel Emery, Ian Evans, Pippa Joyce
Starting point	
Record of progress Date:	

Aim 8	**Maths KS1:** work to develop intentional teaching strategies focused on developing fluency in calculation andnumber sense for ALL children·
Proposed outcome	• Children develop their understanding and use of appropriate manipulatives to support their teaching of mathematical structures • Children develop fluency in calculation and a confidence and flexibility with number that exemplifies good number sense • Children are able to clearly communicate their mathematical ideas • Add data targets at end of year
Actual outcome	
Project co-ordinator	Jo Caisova
Team	Liz Stow and KS1 teachers
Starting point	
Record of progress Date:	

Aim 9	**Maths KS2:** Pre-teaching and Assigning Competence' and/or 'Same Day Intervention' to improve outcomes for individuals/groups identified as having gaps in learning due to Covid19
Proposed outcome	• Data outcome to be added at end of summer 2021 • Teachers have a clear understanding of how to use these approaches to improve outcomes for children • Add data targets at end of year
Actual outcome	
Project co-ordinator	Jo Caisova
Team	Liz Stow and KS2 teachers
Starting point	
Record of progress Date:	

Aim 10	**SEN pathways:** To ensure all stakeholders have a clear understanding of the pathways and processes involved in identifying and supporting children with SEN in school
Proposed outcome	• Communication with parents and carers via the website and class teacher provides a clear understanding of SEN processes and pathways • Teachers feel confident to share the processes and pathways with parents and carers • The SEND team provides bi-termly drop in sessions via Zoom to further support parents understanding and involvement in the processes and pathways pertaining to SEND
Actual outcome	
Project co-ordinator	Sarah Stepney
Team	Ann Nicholls, Helen Mountford, Paula Ayliffe, Surge Dhanda
Starting point	
Record of progress Date:	