

## Mayfield Primary School Development Plan

2022-2023

**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

**Three-Year Plan 2022-2025**

Year 1 2022-2023	<ul style="list-style-type: none"> <li>• Inclusion - commence three year development plan with regard to updating systems, supporting teachers to further develop inclusion in school, to share plans with leadership team and update them regularly on progress</li> <li>• School Learning Environment - continue to work with <b>all staff</b> to develop learning areas that are accessible and inviting to all children and support independent learning.</li> <li>• Subject Leadership - develop monitoring system for foundation subjects and where budget allows provide dedicated leadership time in the spring term</li> <li>• The updated marking policy is used consistently across the school and evidences support for children's learning and progression</li> <li>• All staff continue to take greater responsibility for and actions relating to their professional development through the tool of appraisal</li> </ul>
Year 2 2023-2024	<ul style="list-style-type: none"> <li>• Inclusion – review changes to approach from year 1. Continue to develop approaches to planning for children working out of year group and develop central resource library/interventions in order to support teacher workload</li> <li>• Continue to develop classrooms so that they are calm but stimulate learning, they reflect the current learning, there is continuity of provision/displays where appropriate – for example phonics across Reception and KS1</li> <li>• Provide dedicated leadership time for subject leadership to support professional learning</li> <li>• Evidence supports the notion that all staff are taking greater responsibility for and actions relating to their professional development through the tool of appraisal</li> </ul>
Year 3 2024-2025	<ul style="list-style-type: none"> <li>• Inclusion is driven by class teachers and supported by the Inclusion team</li> <li>• All staff recognise how to create a learning environment that is inclusive and supports all learners to progress</li> <li>• All staff have a clear understanding of progression in foundation subjects, understand the knowledge aspects as well as the skills attached to them, and can identify golden threads that run across year groups in these subjects</li> <li>• All staff are aware of their professional learning needs through the tool of appraisal and take responsibility for progressing them</li> </ul>

**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. The objectives for the three year plan although set out year by year may change depending on progression of each aim throughout the period.

## Key Performance Indicators (KPI) including targets for 2023

Early Years	2017	2018	2019	2020 (targets)	2021	2022	Targets 2023
% achieving GLD	69	75	75	75	77	59	71%
% achieving ELG in reading	84	88	87	89	80	75	85%
% achieving ELG in writing	79	77	85	80	80	67	82%
% achieving ELG in number	83	86	90	83	82	81	83%

Year 1 Phonics	2017	2018	2019	2020 (targets)	2021	2022	Targets 2023
% achieving benchmark	91	81	68	83	90	63	90

End of Key Stage 1	2017	2018	2019	2020 (targets)	2021	2022	Targets 2023
% EYE reading achieving/exceeding	76	63	77	65/24	72/23	67/38	77/17
% EYE writing achieving/exceeding	67	49	70	53/14	53/22	51/4	65/5
% EYE maths achieving/exceeding	71	67	80	62/29	65/20	66/11	78/10
R,W,M	61	46	62	48/12	52/13	49/4	63/2

End of Key Stage 2	2017	2018	2019	2020	2021	2022	Targets 2023
% EYE reading achieving/exceeding	70	82	71	86/53	78/26	77/37	79/35
% EYE writing achieving/exceeding	70	82	69	79/40	60/17	62/25	72/28
% EYE maths achieving/exceeding	74	83	80	86/43	78/41	85/40	81/33
% EYE GPS achieving/exceeding	72	87	73	83/45	78/26	80/45	72/33
R,W,M	58	72	63	74/28	59/15	58/18	68/10

### Attendance

	2016	2017	2018	2019	2020	2021	2022	Target 2023
% attendance	95.3	95.5	95.9	96.5	96.8	96.7	95.8	97

**Monitoring:**

- LT 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
- Maths and English subject leads to monitor progress during release time and give updates to SLT at allotted meetings
- Staff meeting allocated to subject leaders to monitor books/planning collaboratively
- Inclusion team to monitor that LP objectives are evident in teachers' plans

**Our Aims for 2022-2023**

Aim 1	<b>Phonics</b> embedding ELS, working alongside the authors to support and develop the scheme, raising standards and outcomes for year 1, delivering ongoing phonics support across all year groups dependant on need.
Aim 2	<b>Maths</b> embed consistency of approach across all year groups, ensuring progression of all strands is clearly evident and outcomes continue to improve
Aim 3	<b>Writing</b> improved outcomes in GPS are reflected in writing. Regular moderation using exemplar material identifies gaps in year group writing and informs planning and intervention
Aim 4	<b>Subject Leadership</b> developing monitoring of progress across each subject, identifying, implementing and tracking 'golden threads' to ensure connected learning and progression in understanding of curriculum themes
Aim 5	<b>EYFS</b> Develop the learning environment both inside and outside and ensuring that continuous provision supports children's next steps in learning
Aim 6	<b>School Administration/Environment</b> Recognise and utilise the skills of individuals in the new admin team, and alter and amend responsibilities to maximise resources. Monitor and support site staff to ensure that the environment is maintained appropriately.
Aim 7	<b>Inclusion</b> create a whole school provision, informed by class teacher provision maps Subsequent annual reviews evidence that EHCP targets inform provision maps which in turn inform teacher's planning

Aim 1	<b>Phonics</b> embedding ELS, working alongside the authors to support and develop the scheme, raising standards and outcomes for year 1, delivering ongoing phonics support across all year groups dependant on need.
Proposed outcome	<ul style="list-style-type: none"> <li>• All adults feel confident to deliver the new scheme</li> <li>• All classes have appropriate resources and displays to support learning</li> <li>• 95% of year 2 will achieve the expected standard by the end of summer term 2023</li> <li>• 90% of year 1 will achieve the expected standard by the end of summer term 2023</li> </ul>
Actual outcome	
Project co-ordinator	Helena Osborne, Rachel Barnes
Team	Pippa Joyce, Hazel Maher, Rachel Fazakerley, Ian Evans, Emily Roberts
Governors	PWL
Starting point	ELS scheme in place with further training planned. Reception, Year 1 and Year 2 are delivering teaching from the scheme
Record of progress Date:	<p><b>Autumn Term</b></p> <p>Training has taken place this term for both teachers and learning support mentors to support the understanding and delivery of the scheme.</p> <p>Additions to the scheme have been agreed with ELS and the county advisor which include: sound buttons, phoneme mats and visual phonics.</p> <p>Phoneme mats are now in FS and Y1 classrooms as well as the year two corridor.</p> <p>English Audit undertaken by our English Hub. Following this funding has been secured for some physical books from the Hub and SS and PJ attended a phonics /reading for pleasure showcase at one of the Hub's schools.</p> <p><b>Spring Term</b></p> <p>Fortnightly meetings with teachers and English lead to review progress and support</p> <p>Tutoring for Y2 is focused on phonics and reading and has seen improved outcomes for those who did not pass the screening check in 2022.</p> <p>Practise phonics screening checks have been completed with all Y1 children with 80% currently achieving the expected standard.</p> <p>Meeting with local school who are using ELS as well to share expertise and reflections with regard to the scheme.</p> <p>Order received of ELS physical books for Reception and Y1.</p> <p>Big read in Reception every Friday morning where parents come into share stories with the children.</p> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>➔ Y1 practice screening check end of Spring 2</li> <li>➔ Review progress of all Y2 children</li> <li>➔ Parent/child workshops in Reception and Y1 to develop parents understanding of phonics teaching in order to support children at home.</li> </ul>

Aim 2	<b>Maths</b> embed consistency of approach across all year groups, ensuring progression of all strands is clearly evident and outcomes continue to improve
Proposed outcome	<ul style="list-style-type: none"> <li>• Otrack is updated to support assessment and understanding of progressions across all areas</li> <li>• Teachers have an in depth understanding of the progression of calculation strands</li> <li>• Y1 – 80% to achieve expected standard</li> <li>• Y2 – 80% to achieve expected standard</li> <li>• Y3 – 80% to achieve expected standard</li> <li>• Y4 – 80% to achieve expected standard</li> <li>• Y5 – 75% to achieve expected standard</li> <li>• Y6 – 85% to achieve expected standard</li> </ul>
Actual outcome	
Project co-ordinator	Liz Stow
Team	Sarah Stepney, Sue Hailles, Dani Free, Lucy Carlson, Lisa LeMoal, Ian Evans, Emily Roberts
Governors	PWL
Starting point	Schemes of work introduced across the school as a starting point for lesson planning and to ensure coverage and consistency of expectations.
Record of progress Date:	<p><b>Autumn Term</b> The new calculation policy is now in place and has been adopted by all staff.</p> <p>October Training Day focused on the progression of learning from Foundation Stage to Year 6 including our calculation policy. This was identified through shared study of children’s books and other recorded learning from F to Y6. Planning and teaching for Access and Depth was monitored and good practise shared. Foundation Stage shared how they teach maths through focus tasks and continuous provision.</p> <p>Implementation of the marking policy was reviewed and minor adjustments made.</p> <p><b>Spring Term</b> Maths observations have been completed across the school and teachers provided with feedback.</p> <p>Pupil review meetings and ongoing assessments are informing next steps in planning and interventions.</p> <p>Tutoring groups are continuing over the summer term focusing on Y5 and Y6.</p> <p>Year 6 after school maths club running on a Monday.</p> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>➔ Review use of Primary Stars Powerpoints in year 2 – compare to White Rose for interactivity</li> <li>➔ Ensure that during teacher input children have access to resources to support their understanding of the teaching.</li> </ul>

Aim 3	<b>Writing</b> improved outcomes in GPS are reflected in writing. Regular moderation using exemplar material identifies gaps in year group writing and informs planning and intervention
Proposed outcome	<ul style="list-style-type: none"> <li>• Moderation is completed half termly in team meetings</li> <li>• Formative assessments are recorded regularly on Otrack</li> </ul> <p>GPS Targets</p> <ul style="list-style-type: none"> <li>• Y3 – 75% to achieve expected standard</li> <li>• Y4 – 75% to achieve expected standard</li> <li>• Y5 – 75% to achieve expected standard</li> <li>• Y6 – 83% to achieve expected standard</li> </ul> <p>Writing targets</p> <ul style="list-style-type: none"> <li>• Y1 – 75% to achieve expected standard</li> <li>• Y2 – 75% to achieve expected standard</li> <li>• Y3 – 70% to achieve expected standard</li> <li>• Y4 – 75% to achieve expected standard</li> <li>• Y5 – 70% to achieve expected standard</li> <li>• Y6 – 75% to achieve expected standard</li> </ul>
Actual outcome	
Project co-ordinator	Helena Osborne
Team	Megan Bate, Rachel Barnes, Ruth Best, Clare Hewlett, Freya Redman, Ruth Campbell, Daisy Taylor,
Governors	PWL
Starting point	Baseline assessments completed at the start of Autumn term and targets set for the year.
Record of progress Date:	<p><b>Autumn Term</b> Autumn term observation focused on GPS and Phonics teaching. Rising Stars writing scheme bought to be used by class teachers as an intervention and for children receiving tutoring through the government-tutoring scheme. Pupil review meetings held in Autumn 2 to monitor progress.</p> <p><b>Spring Term</b> GPS data shows that children are broadly on track to reach the targets. Children working at greater depth has significantly increased in KS2 with Y4 doubling their target.</p> <p>The progress in GPS is beginning to show positive outcomes in writing across most of KS2. Where progress is not on track the English Lead is working with the class teachers to identify specific strands in writing to focus on when planning and teaching.</p> <p>Moderation has taken place across the CB4 cluster. Team Leaders lead moderation in team meetings.</p> <p><b>Next steps:</b> ➔ Further moderation planned with CUPS in Spring 2. ➔ Team planning for Y4 with English Lead across summer term.</p>

Aim 4	<b>Subject Leadership</b> developing monitoring of progress across each subject, identifying, implementing and tracking 'golden threads' to ensure connected learning and progression in understanding of curriculum themes
Proposed outcome	<ul style="list-style-type: none"> <li>All subject leaders have a clear understanding and knowledge of progression in their subject across the school</li> <li>There is evidence of at least one 'golden thread' being developed in each foundation subject</li> <li>Through further deepening their subject knowledge, subject leaders are able to support colleagues with planning and assessment within their subject</li> </ul>
Actual outcome	
Project co-ordinator	Paula Ayliffe
Team	All subject leaders and PP lead
Governors	Personnel
Starting point	Time allocated in staff meetings for subject leader development
Record of progress Date:	<p><b>Autumn Term</b> Subject leaders have updated running records of actions taken this term, monitoring of books and assessments. Staff meeting 8.12.22 for all subject leaders to monitor their subject in the learning environment, in children's books and in 'out and about'.</p> <p><b>Spring Term</b> Staff meeting – History lead led a review on how chronology is taught across the year groups. History lead provided resources and lesson ideas to support children's understanding of timelines and chronology. Computing – Clicker training provided to all class teachers by subject leader. Maths – Training for all teachers to understand progression in number and PV English – Moderation in writing, fortnightly phonics sessions with English Lead Reading – audit of reading books across the school, new books purchased for year groups reading areas to encourage and support development of reading.</p> <p><b>Next Steps</b> ➔ Staff meeting in summer 1 to provide time for subject leaders to review books across the year groups, identify progression, monitor displays and monitor planning</p>

Aim 5	<b>EYFS</b> Develop the learning environment both inside and outside and ensuring that continuous provision supports children's next steps in learning
Proposed outcome	<ul style="list-style-type: none"> <li>The learning environment is further developed to support the learning of all</li> <li>The outside areas evidence opportunities for children to extend their learning</li> <li>Through conversations and observations adults know next steps for children, and planning and resources support children to attain them</li> <li>Provision in both classrooms provides equal opportunities for children to develop</li> </ul>
Actual outcome	
Project co-ordinator	Pippa Joyce
Team	Daphne Babouris, Helen Mountford, Jenny Tong, Holly Wellaway, Sarah Stepney
Governors	PWL
Starting point	Audit of learning environment
Record of progress Date:	<p><b>Autumn Term</b> Audit of environment undertaken which resulted in ensuring that all resources were stored in a way that is accessible to the children. Resources available reflect the learning and are changed as needed.</p>

	<p>The DfE directed phonics approach is in place and this takes up a significant proportion of the morning. Improved outcomes at phonics are evident.</p> <p>Outside the resources are being clearly labelled and activities reflect and enhance those in the classroom.</p> <p><b>Spring Term</b></p> <p>Through ongoing assessment and in particular phonics and number gaps have been identified and planning has been put in place to address these areas of learning.</p> <p>Mini-me sessions take place each morning of the first 20 minutes where children complete pre-set activities, and adults read 1:1 with children.</p> <p>Parents invited into classroom to share books and play maths games each week.</p> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>➔ Saturday morning fix-it session to be organised with parents to address things that need doing in the outside area.</li> <li>➔ Parent/child sessions to support parents understanding of phonics teaching to take place in the summer term.</li> </ul>
--	--

Aim 6	<b>School Administration/Environment</b> Recognise and utilise the skills of individuals in the new admin team, and alter and amend responsibilities to maximise resources. Monitor and support site staff to ensure that the environment is maintained appropriately.
Proposed outcome	<ul style="list-style-type: none"> <li>• The new admin team have clear roles that optimise their personal skills.</li> <li>• Site staff understand the importance of the classroom as tool for learning and that their role in maintaining standards of cleanliness and maintenance is in integral to this</li> </ul>
Actual outcome	
Project co-ordinator	Kate Challis
Team	Paula Aylliffe, Sarah Stepney
Governors	Personnel/Resources
Starting point	New office arrangements for admin team
Record of progress Date:	<p><b>Autumn Term</b></p> <p>The new admin team structure is working well and individuals are in a position to better understand their new and developing roles.</p> <p>The continued absence of our site manager, long term absence of our assistant site manager and long term absence of cleaner has meant that managing the site and all this entails has been challenging. We are very grateful to staff who have been willing to help out with cleaning, and in particular Kate Challis, our school business manager who has kept the school building functioning.</p> <p><b>Spring Term</b></p> <p>We have a new sign in system. This has proved effective when carrying out a fire drill at identifying easily adults who were visiting the school and therefore ensuring their safety.</p> <p>Admissions pack have been updated and streamlined.</p> <p>Our assistant site manager is now back in post and as a result tasks that needed attending to around the site are being completed.</p> <p><b>Next steps</b></p> <p>Line management of Site Staff will be allocated to the new Deputy Head in the summer term, in order to alleviate time pressures on the SBM.</p>



Aim 7	<b>Inclusion</b> create a whole school provision, informed by class teacher provision maps Subsequent annual reviews evidence that EHCP targets inform provision maps which in turn inform teacher's planning
Proposed outcome	<ul style="list-style-type: none"> <li>• The first year of a three year development plan will have been completed and reviewed</li> <li>• Teachers will recognise the importance of the classroom environment as a tool for inclusivity and how to achieve this</li> <li>• Teachers will feel confident to utilise the new format provision map</li> </ul>
Actual outcome	
Project co-ordinator	Ciara Murray
Team	All Teachers and LSMs
Governors	PWL
Starting point	Teachers to complete provision maps
Record of progress Date:	<p><b>Autumn Term</b></p> <ul style="list-style-type: none"> <li>• All teachers have been supported by the Inclusion team to complete provision maps for their classes. These were updated following pupil review meetings.</li> <li>• Teachers supported by the Inclusion team to complete learning plans and share with parents.</li> <li>• Half-termly Inclusion drop ins have taken place for parents to discuss concerns.</li> <li>• Learning walks undertaken by Inclusion team to monitor resources and teaching in order for all children to have appropriate access to classroom learning.</li> </ul> <p><b>Spring Term</b> Support has continued to be provided as above. A maternity cover has been appointed starting in the summer term. Handover is currently taking place.</p> <p><b>Next steps:</b> The maternity cover team are supported as they begin their role together.</p>