

Mayfield Primary School Development Plan

2023-2024

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"> • 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 • School Learning Environment - continue to work with all staff to develop learning areas that are accessible and inviting to all children and support independent learning. • Subject Leadership - develop monitoring system for foundation subjects and where budget allows provide dedicated leadership time in the spring term • The updated marking policy is used consistently across the school and evidences support for children's learning and progression • All staff continue to take greater responsibility for and actions relating to their professional development through the tool of appraisal
Year 2 2023-2024	<ul style="list-style-type: none"> • 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 • 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 • Provide dedicated leadership time for subject leadership to support professional learning • Evidence supports the notion that all staff are taking greater responsibility for and actions relating to their professional development through the tool of appraisal
Year 3 2024-2025	<ul style="list-style-type: none"> • Inclusion is driven by class teachers and supported by the Inclusion team • All staff recognise how to create a learning environment that is inclusive and supports all learners to progress • 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 • All staff are aware of their professional learning needs through the tool of appraisal and take responsibility for progressing them

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 2024

Early Years	2018	2019	2020 (targets)	2021	2022	2023	Targets 2024
% achieving GLD	75	75	75	77	59	66	67
% achieving ELG in reading	88	87	89	80	75	75	67
% achieving ELG in writing	77	85	80	80	67	71	67
% achieving ELG in number	86	90	83	82	81	79	71

Year 1 Phonics	2018	2019	2020 (targets)	2021	2022	2023	Target 2024
% achieving benchmark	81	68	83	90	63	87	90

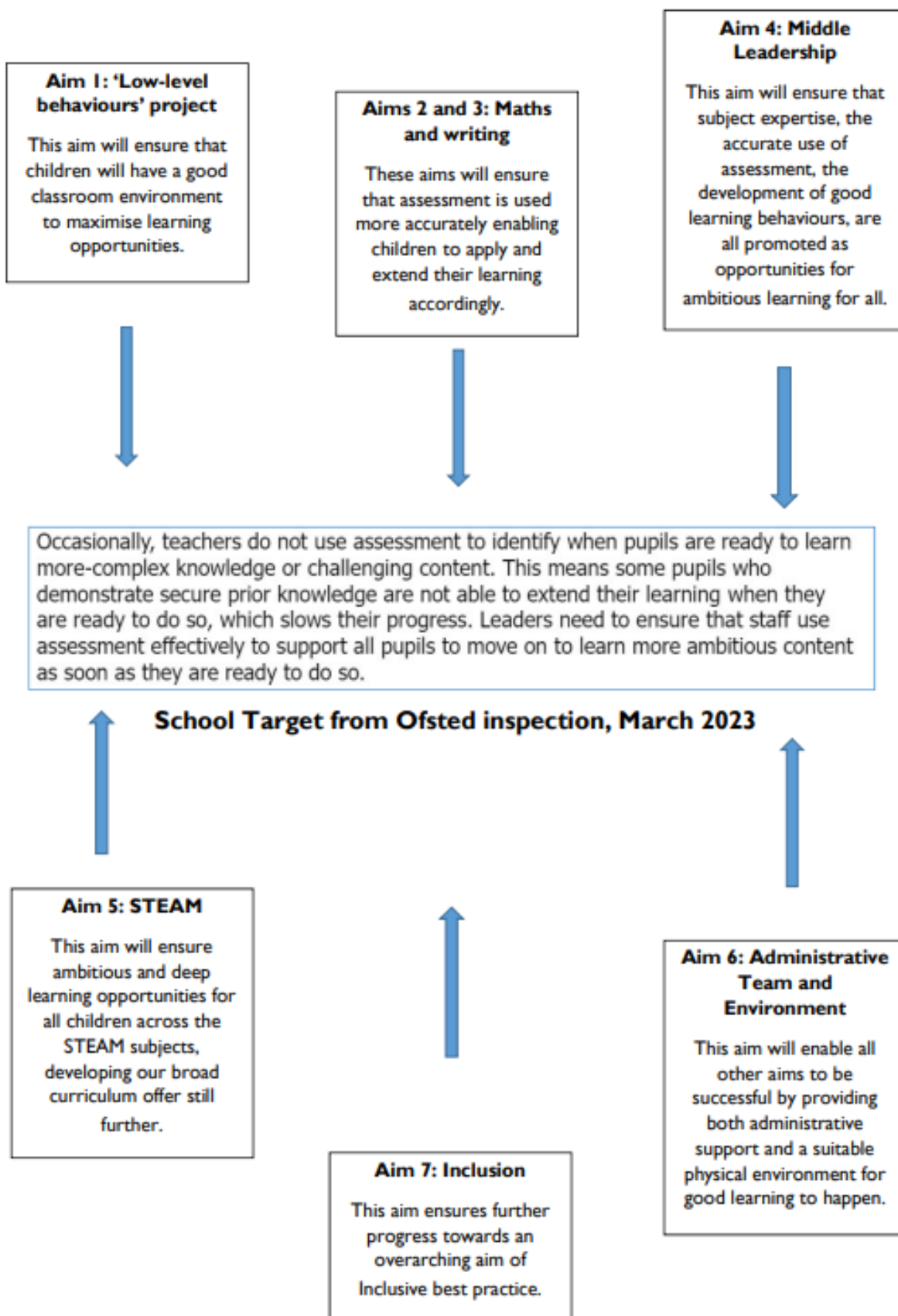
End of Key Stage 1	2018	2019	2020 (targets)	2021	2022	2023	Targets 2024
% EYE reading achieving/exceeding	63	77	65/24	72/23	67/38	71/14	80/31
% EYE writing achieving/exceeding	49	70	53/14	53/22	51/4	47/3	64/7
% EYE maths achieving/exceeding	67	80	62/29	65/20	66/11	66/7	70/23
R,W,M	46	62	48/12	52/13	49/4	40/0	64/7

End of Key Stage 2	2018	2019	2020	2021	2022	2023	Targets 2024
% EYE reading achieving/exceeding	82	71	86/53	78/26	77/37	83/47	84/30
% EYE writing achieving/exceeding	82	69	79/40	60/17	62/25	66/18	73/7
% EYE maths achieving/exceeding	83	80	86/43	78/41	85/40	80/44	73/13
% EYE GPS achieving/exceeding	87	73	83/45	78/26	80/45	76/49	68/7
R,W,M	72	63	74/28	59/15	58/18	59/12	67/4

Attendance

	2018	2019	2020	2021	2022	2023	Target 2024
% attendance	95.9	96.5	96.8	96.7	95.8	95.0	97

SDP aims 2023-24 and Ofsted action point



Aim 1	Low-level behaviours project
Proposed outcome	<ul style="list-style-type: none"> All teachers are equipped to deal with low-level disruption in lessons via a clear, systemic method based on a therapeutic approach The frequency of disruption from low-level behaviours is reduced Evidence seen on a streamlined Class Charts, showing adults dealing with many of these behaviours as well as a reduced frequency of these behaviours occurring. Early Years to continue to promote the Prime areas of Learning, in particular self-regulation, managing self and building relationships. Peer to peer parents
Aim 2	Writing - improved outcomes in Phonics and GPS are reflected in writing across all year groups. Handwriting programmes in place to further improve writing outcomes. Regular moderation using exemplar material identifies gaps in year group writing and informs planning and intervention
Aim 3	Maths continue to embed consistency of approach across all year groups, ensuring progression of all strands is clearly evident and outcomes continue to improve, including those children working out of year group.
Aim 4	Middle Leadership i) <u>Subject Leadership</u> - monitoring of progress across each subject, identifying, implementing and tracking 'golden threads' to ensure connected learning and progression in understanding of curriculum themes, developing of expertise amongst staff ii) <u>Team Leadership</u> – utilising and then developing further the expertise of team leaders
Proposed outcome	Subject Leaders: <ul style="list-style-type: none"> All subject leaders have a clear understanding and knowledge of progression in their subject across the school There is evidence of at least one 'golden thread' being developed in each foundation subject Through further deepening their subject knowledge, subject leaders are able to support colleagues with planning and assessment within their subject Team leaders: <ul style="list-style-type: none"> To follow the job description of a team leader, with particular focus this year, on working with class teachers for strategies for improving behaviour (in conjunction with SDP aim 1) Check that team members are well prepared for Progress Review meetings so that they can accurately report to SLT about the progress of their children (in conjunction with SDP aims 2 and 3) Supporting staff to meet their particular appraisal targets in relation to the SDP as a whole
Aim 5	STEAM
Proposed outcome	This aim will ensure ambitious and deep learning opportunities for all children across the STEAM subjects, developing our broad curriculum offer still further.
Aim 6	School Administration/Environment 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"> The new admin team have clear roles that optimise their personal skills. Site staff understand the importance of the classroom as tool for learning and that their role in maintaining standards of cleanliness and maintenance is integral to this
Aim 7	Inclusion 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"> The second year of a three year development plan will have been completed and reviewed Approaches to planning for children working out of year group (in conjunction with aim 3) Central resource library/interventions in place which support teacher workload

Aim 1	Low-level behaviours project
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Actual outcome	•
Project co-ordinator	Sarah Stepney and Stephen Atkinson
Team	Ian Evans, Pippa Joyce, Megan Bate, (Lisa Valla)
Governors	
Starting point	<p>Whole school training on therapeutic approach</p> <p>Pippa Joyce and Megan Bate to attend STEPS training</p> <p>Class Charts used to monitor low level behaviours</p>
Record of progress Date:	<p>Autumn</p> <p>Two further members of the leadership team have attended training Cambridgeshire Therapeutic Thinking (CTT) to become school tutors. We now have six members of the leadership team trained, and update training will occur once a year going forward.</p> <p>The school online platform for recording and monitoring behaviour has been streamlined to make behaviour reporting more straightforward and to bring it in line with the CTT approach.</p> <p>Three classes are trialling a more structured approach to when behaviours should be managed within the classroom and when they should be referred onto the leadership team.</p> <p>Spring</p> <p>CPD sessions on Therapeutic Thinking approach and the updated behaviour policy delivered to all staff.</p> <p>Booklets using communicate in print have been provided to each class. These facilitate and support structured restorative conversations for some children by allowing them to choose from a range of pictures depicting emotions and actions.</p> <p>Class Charts, the platform that the school use to record behaviour, is monitored regularly. Where children frequently present with low-level anti-social behaviours a discussion is had as to how to support them to modify the behaviours.</p> <p>All staff are supporting this new approach and both adults and children have commented that they find the approach supportive, consistent and fair.</p>

Aim 2	Writing - improved outcomes in Phonics and GPS are reflected in writing across all year groups. Handwriting programmes in place to further improve writing outcomes. Regular moderation using exemplar material identifies gaps in year group writing and informs planning and intervention
Proposed outcome	<ul style="list-style-type: none"> • Moderation is completed half termly in team meetings • Formative assessments are recorded regularly on Otrack and scrutinised at pupil review meetings <p>GPS Targets</p> <ul style="list-style-type: none"> • Y3 – 75% to achieve expected standard • Y4 – 75% to achieve expected standard • Y5 – 75% to achieve expected standard • Y6 – 75% to achieve expected standard <p>Writing targets</p> <ul style="list-style-type: none"> • Y1 – 75% to achieve expected standard • Y2 – 70% to achieve expected standard • Y3 – 70% to achieve expected standard • Y4 – 75% to achieve expected standard • Y5 – 70% to achieve expected standard • Y6 – 70% to achieve expected standard
Actual outcome	
Project co-ordinator	Rachel Barnes/Sue Hailes (and Helena Osborne)
Team	All staff
Governors	PWL
Starting point	<ul style="list-style-type: none"> • Handwriting programme implemented across the school • Year 3 participating in county writing project
Record of progress Date:	<p>Autumn</p> <p>The English leads have met with the English Advisor from the local authority to review teaching and learning of English and plan actions for the coming year.</p> <p>A handwriting scheme has been researched and chosen. This is in the process of being adopted and staff training will be delivered before the end of the autumn term.</p> <p>The year 3 handwriting project is underway with participating teachers receiving training from the local authority. Baseline data has been recorded and intervention timetabled.</p> <p>Spring</p> <p>The English leads have created a long term progression plan that includes Grammar, Handwriting, Spelling and the links these to text types that are covered over the course of a child's primary school career.</p> <p>Having completed this and shared it with staff, they are now meeting each week with a teacher from each year group to support them in writing a medium term plan from the longer term plans to ensure that all aspects of the writing curriculum are covered and progression is evident.</p> <p>One of the English leads attended a training programme 'Fixing Fullstop', which was then share with teachers. Teachers in KS2 will be trialling a sequence of lessons from the course which support sentence structure and punctuation.</p>

Aim 3	Maths continue to embed consistency of approach across all year groups, ensuring progression of all strands is clearly evident and outcomes continue to improve, including those children working out of year group.
Proposed outcome	<ul style="list-style-type: none"> Otrack is updated to support assessment and understanding of progressions across all areas Increased understanding of individual progression needs for all children working out of year group Successful trial of 1stclass@number using year 2 LSM and identified year 2 pupils Successful induction of ECT teachers
Actual outcome	
Project co-ordinator	Jo Caisova and Liz Stow
Team	Daphne Babouris, Emily Roberts, Clare Hewlett, Daisy Taylor, Hannah Davis, Sue Hailes
Governors	PWL
Starting point	Staff meeting to share how children are being supported in class – access and depth 1st Class @ Number assessments to take place
Record of progress Date:	<p>Autumn</p> <p>Baseline assessments for all children (formative in KS1 and summative in KS2) have been completed and recorded on our online assessment platform. End of term assessments alongside teacher judgements will support the monitoring of progress.</p> <p>Training sessions for adults involved in the delivery of 1st Class@number have taken place. Baseline assessments have been completed and intervention is now being delivered to an identified group.</p> <p>Spring</p> <p>1st Class@number sessions have been completed and all the data has been submitted for analysis. The outcomes will inform our decisions as to next steps with the intervention.</p> <p>The maths leads have completed a learning walk with the LA maths advisor. Feedback has been received and action points are being addressed</p> <p>Two training sessions for LSMs and HSTAs has been delivered this term looking at use of concrete resources to support children's understanding.</p> <p>An audit of maths resources needed by each year group has been undertaken and resources will be ordered in the new financial year.</p>

Aim 4	<p>Middle Leadership</p> <p>i) <u>Subject Leadership</u> - monitoring of progress across each subject, identifying, implementing and tracking 'golden threads' to ensure connected learning and progression in understanding of curriculum themes, developing of expertise amongst staff</p> <p>ii) <u>Team Leadership</u> – utilising and then developing further the expertise of team leaders</p>
Proposed outcome	<p>Subject Leaders:</p> <ul style="list-style-type: none"> All subject leaders have a clear understanding and knowledge of progression in their subject across the school There is evidence of at least one 'golden thread' being developed in each foundation subject Through further deepening their subject knowledge, subject leaders are able to support colleagues with planning and assessment within their subject <p>Team leaders:</p> <ul style="list-style-type: none"> To follow the job description of a team leader, with particular focus this year, on working with class teachers for strategies for improving behaviour (in conjunction with SDP aim 1)

	<ul style="list-style-type: none"> Check that team members are well prepared for Progress Review meetings so that they can accurately report to SLT about the progress of their children (in conjunction with SDP aims 2 and 3) Supporting staff to meet their particular appraisal targets in relation to the SDP as a whole
Actual outcome	
Project co-ordinator	Stephen Atkinson
Team	All team and subject leaders
Governors	Personnel
Starting point	Staff meeting to support the process of observation and feedback
Record of progress Date:	<p>Autumn</p> <p>Subject Leaders Weekly planning meetings with subject leaders have identified next steps for individual subjects. Action plans for this academic year created. Teacher's voice has been sought by subject leaders through a survey to establish where next steps in training/resources is appropriate.</p> <p>Team Leaders Review of 'Restorative approach training' undertaken by team leaders Review of teaching and learning within Teams undertaken through drop-ins and conversations with colleagues Fortnightly team meetings continue to take place</p> <p>Mr Atkinson has met with our school improvement advisor to review and discuss progress so far.</p> <p>Spring</p> <p>Subject Leaders Mr Atkinson continues to meet with subject leaders each week to develop action plans. A further meeting was held with our school improvement advisor where the progress of English long term planning was reviewed. Subject to begin to evaluate the impact of their actions this year.</p> <p>Team Leaders Team leaders feedback to Mr Atkinson each week, on the outcomes of their release time. Learning walks are completed, book looks and behaviour check ins.</p>

Aim 5	STEAM
Proposed outcome	This aim will ensure ambitious and deep learning opportunities for all children across the STEAM subjects, developing our broad curriculum offer still further.
Actual outcome	
Project co-ordinator	Ruth Best
Team	All Staff
Governors	PWL
Starting point	Ruth Best to attend 'How do I lead Primary Science' course
Record of progress Date:	<p>Autumn Subject leader has attended a two-day course in leading and supporting the delivery of science. Three staff training sessions have been planned to further develop teacher's skills at delivering the curriculum. A further training course has been booked that explores science and outdoor learning for the DT and Outdoor Learning Subject Leader to attend.</p> <p>Spring Year one teacher has attended a training course to develop science teaching in the early years. This will be cascaded out through team meetings in the summer term.</p>

	<p>Two staff training sessions have been delivered by the subject leader to class teachers this term, looking at the structure of science lessons and developing scientific enquiry skills.</p> <p>Science week – a range of activities were held across the classes, a poster competition and scientific assemblies.</p> <p>Science lead has undertaken Micro:bit training</p> <p>Lesson chats between science lead and class teachers have been undertaken to collaboratively plan a series of lessons.</p>
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Aim 6	School Administration/Environment 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"> The new admin team have clear roles that optimise their personal skills. Site staff understand the importance of the classroom as tool for learning and that their role in maintaining standards of cleanliness and maintenance is integral to this
Actual outcome	
Project co-ordinator	Sarah Stepney
Team	Stephen Atkinson, Kate Challis
Governors	Personnel/Resources
Starting point	Office team to familiarise themselves with new roles and responsibilities
Record of progress Date:	<p>Autumn</p> <p>Admin team were allocated tasks at the start of the academic year. Regular check-ins by the School Business Manager have taken place to ensure that the division of tasks is appropriate and workable. This is all working well.</p> <p>We are continuing to monitor the environment. A cleaning survey has been completed and areas for development are being addressed.</p> <p>Spring</p> <p>The school has continued to have staffing challenges this term, and we are very grateful to staff who have stepped in and helped out on occasion.</p> <p>We continue to monitor the environment through a monthly cleaning survey to staff.</p>

Aim 7	Inclusion 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"> The second year of a three year development plan will have been completed and reviewed Approaches to planning for children working out of year group (in conjunction with aim 3) Central resource library/interventions in place which support teacher workload
Actual outcome	
Project co-ordinator	Liz Stow, Ann Nicholls (and Ciara Murray)
Team	All Teachers and LSMs
Governors	PWL
Starting point	Staff meeting to review planning for children working out of year group
Record of progress Date:	<p>Autumn</p> <p>Planning reviewed: White Rose maths planning has been made available to all staff for ease of providing accessible work. Fluency at the start of each lesson used to address gaps in children's learning. Planning evidences a focus on the key concepts of handwriting and sentence structure.</p>

Spring

Provision maps reviewed and evidence that EHCP targets are informing interventions and planning.

Staff training planned to support teachers to further develop their understanding of writing and adjusting smart targets when reviewing learning plans.