Mayfield Primary School Development Plan

2025-2026

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 2023-2026

Year 2 of plan 2024-2025	• Inclusion is driven by class teachers through provision maps that are informed by the Inclusion Team. Intervention programmes are audited and a road map of use is completed • To further raise the profile of science and ensure that the thread of 'working scientifically' runs through units of science teaching. • 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 • All staff are familiar with and use the elements of working scientifically within science lessons
Year 2 of plan 2025-2026	• Planning and Assessment is streamlined so that online systems support understanding of progression and planning links directly to the assessment outcomes • Inclusion is driven by class teachers through provision maps that are informed by the Inclusion Team. • Inclusion for all to continue to develop through the APTGO programme • Audit of interventions and subsequent roadmap of use supports finely tuned intervention being delivered • Subject leaders review and develop unit plans for schemes of work
Year 3 of plan 2026-2027	• Review of assessment systems and planning is completed and assessment and planning further support progress for all • Mayfield curriculum in place including unit plans for foundation subjects • Standardised assessment system and resources purchased to further improve assessment.

The School Development Plan outlines the framework with our six 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 2025

Early Years	2020 (targets)	2021	2022	2023	2024	2025	Target 2026
% achieving GLD	75	77	59	66	70	64	84
% achieving ELG in reading	89	80	75	75	69	80	92
% achieving ELG in writing	80	80	67	71	67	70	89
% achieving ELG in number	83	82	81	79	79	82	92

Year 1 Phonics	2020 (targets)	2021	2022	2023	2024	2025	Targets 2026
% achieving benchmark	83	90	63	87	80	78	86

End of Key Stage 1	2020 (targets)	2021	2022	2023	2024	2025	Targets 2026
% EYE reading achieving/exceeding	65/24	72/23	67/38	71/14	77/30	72/30	82/29
% EYE writing achieving/exceeding	53/14	53/22	51/4	47/3	62/3	65/5	79/21
% EYE maths achieving/exceeding	62/29	65/20	66/11	66/7	69/20	71/32	79/11
R,W,M	48/12	52/13	49/4	40/0	64/7	61/2	79/8

End of Key Stage 2	2020	2021	2022	2023	2024	2025	Targets 2026
% EYE reading achieving/exceeding	86/53	78/26	77/37	83/47	82/40	85/46	83/29
% EYE writing achieving/exceeding	79/40	60/17	62/25	66/18	62/18	59/27	67/15
% EYE maths achieving/exceeding	86/43	78/41	85/40	80/44	80/37	90/37	84/26
% EYE GPS achieving/exceeding	83/45	78/26	80/45	76/49	78/48	90/51	77/18
R,W,M	74/28	59/15	58/18	59/12	62/12	59/17	69/16

Attendance

	2019	2020	2021	2022	2023	2024	2025	Target 2026
% attendance	96.5	96.8	96.7)	95.8	95.0	97	97.2	97

2025-2026 Aims Overview

Aim 1	**Writing** **Spelling – focus on identified areas of development for spelling in each year group (see table below)** **Whole school simple sentence intervention: Continue whole school intervention in autumn term and review outcomes half termly**
Proposed outcome	• Targets for year group specific strands of spelling will be met • Children's writing evidences an understanding of sentence structure across the year groups, and the appropriate use of capital letters and full stops within them.
Aim 2	**Maths** **To adapt the White Rose planning to ensure that it meets the needs of all pupils**
Proposed outcome	• Whole school maths unit plans will be created using White Rose Maths as a basis • Each unit of maths in each year group will have a unit plan created and these will be filed according to year group for ease of access in future years.
Aim 3	**Assessment/Planning** **To create a whole school curriculum plans and filing system within TEAMS** **To provide a planning framework that is consistent across all year groups** **To provide teachers with a streamlined assessment framework for foundation subjects**
Proposed outcome	• All teachers will be able to readily access all year group plans • Subject leaders will have ease of access to understanding where their subject is being taught/what is being taught/assessment data/monitoring • Teacher workload will be reduced for following years– particularly is moving year groups • Consistency of lesson content and teaching and learning will be further improved
Aim 4	**Inclusion** **APTGO Project – To work through the Action Plan which was created alongside Rachel Butterworth and agreed by Sarah Stepney and Patrick Gosling (SEND Governor)**
Proposed outcome	• Ciara will know the timeline of the Action Plan and work through each term's targets. • Ciara will have regular meetings with Rachel Butterworth to check progress towards each point of the action plan each term • Ciara will help create a more wholistic inclusive strategy which will be a consistent thread throughout the school • Ciara will feedback to SLT and Governors each term about the progress of the AptGo Project
Aim 5	**Leadership Structure** **Team Leaders and Senior Leaders will take responsibility for specific areas across the year groups in school in order for individuals to have a more comprehensive overview and to be able to share this with SLT**
Proposed outcome	• Individuals will have a comprehensive overview of strengths and areas for development across the school. • Leaders will be able to have a more in depth focus on particular areas of school development/management • Feeding back to SLT will be more streamlines and allow for next steps to be planned with more efficiency and with a clear understanding of how the school should progress

Aim 6	**Reading** **Enhancing Reading Assessment and Teaching in KS2 by establishing and embedding a consistent, whole school system for reading assessment**
Proposed outcome	• Teachers can identify pupils' current attainment and reading behaviours with greater precision • System inform clear, progressive next steps to accelerate reading development for all learners • System enables leaders and teachers to systematically **monitor and evaluate the quality of reading instruction** • Assessment drives targeted teaching, intervention, and curriculum planning based on robust assessment data

Aim 1	**Writing** **Spelling – focus on identified areas of development for spelling in each year group (see table below)** **Whole school simple sentence intervention: Continue whole school intervention in autumn term and review outcomes half termly**		
	Y1 .	Spelling of Y1 harder to read and spell words Spelling of words using suffixes		70% 65%
	Y2	Spell many harder to read and spell words 60% form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters		80% 80%
	Y3	Spelling of homophones Independently apply knowledge to spell some of the Y3 and 4 statutory words correctly		60% 60%
	Y4	Beginning to independently apply knowledge to spell all of the Y3/4 statutory spelling words correctly. 52% Using suffixes in writing		75% 60%
	Y5	Beginning to independently apply their knowledge to spell many words correctly from the Y5/6 statutory spelling list. 31% Beginning to independently apply their knowledge to convert nouns or adjectives into verbs		65% 60%
	Y6	Spell correctly most words from the year 5/6 spelling list		75%
Proposed outcome	• Targets for year group specific strands of spelling will be met • Children's writing evidences an understanding of sentence structure across the year groups, and the appropriate use of capital letters and full stops within them.		
Actual outcome			
Project co-ordinator	Helena Osborne/Sarah Stepney		
Team	All class teachers		
Governor committee	PWL		
Record of progress Date:	**Autumn update** • Writing is being assessed in depth half termly from years 1-6 and progress towards targets tracked • Specific writing expectations are being matched to unit plans to ensure focused coverage of all areas • There is a focus on letter formation and handwriting in EYFS and KS1		

Aim 2	**Maths** **To adapt the White Rose/NCETM and Mastering Number planning to ensure that it meets the needs of all pupils**
Proposed outcome	• Each unit of maths in each year group will have a unit plan created and these will be filed according to year group for ease of access in future years. • Whole school maths unit plans will be created using White Rose Maths/NCETM and Mastering Number as a basis
Actual outcome	
Project co-ordinator	Jo Caisova/Stephen Atkinson
Team	All class teachers
Governors	PWL
Record of progress Date:	**Autumn update** • Maths observations undertaken by subject lead and Head and Deputy across the school. • Times Table workshop for parents delivered • Unit plans being completed with activities for children WOYG and those working at GD included

Aim 3	**Assessment/Planning** **To create a whole school curriculum plans and filing system within TEAMS** **To provide a planning framework that is consistent across all year groups** **To provide teachers with a streamlined assessment framework for foundation subjects**
Proposed outcome	• All teachers will be able to readily access all year group plans • Subject leaders will have ease of access to understanding where their subject is being taught/what is being taught/assessment data/monitoring • Teacher workload will be reduced for following years– particularly is moving year groups • Consistency of lesson content and teaching and learning will be further improved
Actual outcome	
Project co-ordinator	Sarah Stepney
Team	All teachers
Governors	PWL
Record of progress Date:	**Autumn update** • Medium term plans identify all assessment points across the year for clarity • Planning proforma introduced for foundation subjects • Subject leaders alongside class teachers have started the process of creating a centralised bank of unit plans for all subjects

Aim 4	**Inclusion** **APTGO Project – To work through the Action Plan which was created alongside Rachel Butterworth and agreed by Sarah Stepney and Patrick Gosling (SEND Governor)**
Proposed outcome	• Ciara will know the timeline of the Action Plan and work through each term's targets. • Ciara will have regular meetings with Rachel Butterworth to check progress towards each point of the action plan each term • Ciara will help create a more wholistic inclusive strategy which will be a consistent thread throughout the school

	• Ciara will feedback to SLT and Governors each term about the progress of the AptGo Project
Actual outcome	
Project co-ordinator	Ciara Murray
Team	All staff
Governors	PWL
Record of progress Date:	**Autumn update** • Further meeting with Rachel Butterworth • Started the process of reviewing PSHE curriculum and ensuring its accessibllitiy for SEND children. • Reviewing assessments for those working out of year group to support the ability to share progression

Aim 5	**Leadership Structure** **Team Leaders and Senior Leaders will take responsibility for specific areas across the year groups in school in order for individuals to have a more comprehensive overview and to be able to share this with SLT**
Proposed outcome	• Individuals will have a comprehensive overview of strengths and areas for development across the school. • Leaders will be able to have a more in depth focus on particular areas of school development/management • Feeding back to SLT will be more streamlined and allow for next steps to be planned with more efficiency and with a clear understanding of how the school should progress
Actual outcome	
Project co-ordinator	Stephen Atkinson
Team	Leadership Team
Governors	Personnel

Record of progress Date:	**Autumn update**
	• Decision taken not to allocate specific roles eg PP/EAL across the school for Team Leaders as it was felt that it would be more helpful for them to work collaboratively with Deputy on the following specific points:
	    o Environment
	    o Progression of zones regulations
	    o Sonar – understanding writing assessment and foundation assessments in order to support team in inputting data and also using data to identify next steps in writing
	    o Monitor PP children
	
	• Team leaders will continue to be responsible for monitoring assessment within their teams.to assessment.
	
	• Training provided to Team Leaders on how to record assessment on the updated online system in order to support teachers within teams.

Aim 6	**Reading** **Enhancing Reading Assessment and Teaching in KS2 by establishing and embedding a consistent, whole school system for reading assessment**

Proposed outcome	• Teachers can identify pupils' current attainment and reading behaviours with greater precision • Systems inform clear, progressive next steps to accelerate reading development for all learners • Systems enables leaders and teachers to systematically **monitor and evaluate the quality of reading instruction** • Assessment drives targeted teaching, intervention, and curriculum planning based on accurate and robust assessment data
Actual outcome	
Project co-ordinator	Helena Osborne
Team	All teacher
Governors	PWL
Record of progress Date:	**Autumn update** • All children have assessment criteria in their Guided Reading books in order for both adults and children to have easy access to expectations • Teachers are using these assessments to inform judgements for pupil review meetings