



Mayville Primary School



We welcome your child to Mayville Primary School and hope your association with the school will be a long and happy one.

School Development Plan

(2021-2022)



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Performance Data-July 2019					
EYFS		KS1		KS2	
GLD	80% (National-72%)	Reading	82% EXS, 44% GDS (National-75%)	Reading	86% EXS, 20% GDS (National-73%)
Male	72% (National-66%)	Writing	82% EXS, 32% GDS (National-69%)	Writing	86% EXS, 16% GDS (National-78%)
Female	89% (National-78%)	Maths	89% EXS, 37% GDS (National-76%)	Maths	94% EXS, 54% GDS (National-79%)
FSM	100% (National-74%)			Combined	82% EXS, 10% GDS (National-65%)
SEND Support	60% (National-73%)			Male	68% EXS, 5% GDS
				Female	90% EXS, 13% GDS



	FSM	88% EXS, 6% GDS
	SEND Support	64% EXS, 0% GDS





Quality of Teaching

Section 1

Target 1

To continue to refine and embed our approach to the teaching of reading and writing in Early Years, Key Stage 1 and Key Stage 2

<p>Lead Michelle Griffin (DH)</p> <p>Others Responsible Sharon Parson (HT), Nicola Quince (AH), Siobhan Kennedy (English Lead)</p>	<p>Monitoring SLT Termly teaching and learning Review Pupil Progress Meetings</p>	<p>Budget implications: Read, Write Inc Resources- Read, Write Inc Training- Guided reading Books- Catch up funding</p>
<p>Anum Rafique (SENCO) All teachers and teaching Assistants</p>	<p>Completion-July 2022</p>	<p>Success Criteria See below</p>

Action 1

To embed our approach to the teaching of phonics and writing in Early Years and Key Stage 1

- Whole school Read, Write Inc Inset on the principles and teaching of phonics
- Embed the use of the 'Get writing' activities as part of the RWI lessons
- Regular practise and coaching sessions for Teaching Assistants done by the RWI lead
- Half termly assessment of sounds and regular re-grouping of pupils
- After school phonics interventions for children just below expected
- Termly visit from the RWI trainer to assess progress of the programme within our school
- RWI lead observing lessons and giving regular feedback to TAs and Teacher



- Coffee morning for EYFS and KS1 parents- 'practising and reinforcing sounds at home'

Success Criteria

82% Children in Year 1 will pass the phonics screening test

Phonic results from EYFS to Year 2 continues in an upward trend

Phonics practise is embedded in EYFS and KS1

Teachers and phonics leads receive training that supports improvement of practise.

Action 2

To embed the approach used for the teaching of Reading across KS1 and KS2

- Staff meeting in Autumn Term on the key principles of Guided Reading-dialogical book talk (EYFS), Carousel (KS1), whole Class reading (KS1)
- Deputy Head to support both KS1 and KS2 to embed the practise within the class room
- Assistant Head and Deputy Head to monitor the implementation of guided reading and model lessons for teachers
- Ensure reading corners follow the school structure and have a range of books accessible for children reading at different levels
- Coffee Morning workshops for parents- 'How to support your children with developing reading fluency' at home-DH/HT to lead
- Displays around the school reflect our love of reading and promote the joy of reading.
- Expectation that children will have a phonics/ banded reading book and then a reading for pleasure book. Children will change their books weekly and parents will sign off in reading records
- More able children participate in a reading club

Success Criteria

Reading levels in each year group will increase.



Guide reading is embed across the school by the end of the school year
Pupil voice shows that children have a love of reading
More able children are challenged and have a range of texts matched to their ability

Action 3

To embed the teaching of Writing in EYFS and KS1

- Introduce and embed the use of the 'Get Writing' activities for RWI lessons
- Whole school review of RWI with RWI trainer in Term 2
- After school interventions for RWI- practising and reinforcing specific sounds
- Regular practise and Coaching sessions with RWI Trainer to improve teacher practise
- More able children in Year 2 begin the 'Read into writing' programme in Autumn 2
- Parental workshops showing parents how to support their child with writing fluency at home
- Trustee visit to monitor the teaching of writing and progress of children in all Year groups
- Trustee scrutiny of RWI data and Writing data by the Curriculum committee- Autumn 2, Spring 2 and Summer 1
- English Lead will lead a staff meeting reminding staff of the key principles of the Read into writing programme

Success Criteria

'Get Writing' will successfully impact writing standards across EYFS and KS1

'Read into Writing' will successfully impact writing standards at the end of KS1 (Year 2)

Regular assessment and re-grouping of children to enable to be placed in their appropriate stage of phonics and writing development.

Whole school review of pupils progress and attainment in writing

Improved performance in phonics screening to be in line or above national

Action 4



To embed our approach to the teaching of spelling and writing across KS2 with due consideration to the missed learning due to the pandemic

- Both KS1 and KS2 staff will meet to discuss a consistent approach to the teaching of spelling across the school lead by the English lead
- Parental workshops to show parents how we teach writing and spelling in school and how this can be replicated at home
- Monitoring the engagement and progress of both SEND pupils in writing by the SENco
- Monitoring the engagement and progress of both PP pupils in writing by the HT and DH
- Embed the teaching of 'Read into writing programme across the school.
- English lead and DH plan the progression document for the teaching of writing across the school
- Implement a transition/catch-up programme to address the gaps identified through half termly assessments by running a range of after school interventions
- Presentation to the Curriculum Committee on the development of the writing programme in KS2- looking at the impact of writing in Key year groups (Year 2, 3, 6)
- Pupil progress meetings each half term to track the progress of writing over the academic year
- English Lead managing the progress of writing throughout the school and supporting ECT teachers to implement the writing programme.
- Writing Interventions in the form of After school and Saturday school to support the teaching of both reading and writing in Year 6

Success Criteria

Spelling progress would be embedded and consistently taught across the school

Regular half termly assessment to measure the impact of the writing programme and close the gaps

Pupil progress meeting data will indicate a steady upward trend in both reading and writing in KS2

Identified Year 2 pupils are ready to begin the 'Read into writing' programme at the beginning of Autumn 2



Target 2

To raise standards of oracy across the school

<p>Lead Siobhan Kennedy (English Lead)</p> <p>Others Responsible Sharon Parson (HT) Michelle Griffin (DH) Nicola Quince (AH) All teachers and teaching Assistants</p>	<p>Monitoring SLT Termly teaching and learning Review Pupil Progress Meetings</p>	<p>Budget implications: Training for teachers Catch up funding</p>
	<p>Completion-July 2022</p>	<p>Success Criteria See below</p>

Action 1

To actively increase the range of teaching opportunities for developing vocabulary in lessons

- Oracy staff meeting lead by Siobhan Kennedy (English Lead)-Term 2
- Supporting with planning in discrete opportunities to include challenging vocabulary in English lessons
- Lesson monitoring by SLT to assess the quality of vocabulary included in the planning and the opportunities to practise oracy.
- DH and AH to model lessons ensuring the challenging vocabulary is discussed within the lessons

Success Criteria

Planning shows that teachers are including challenging vocabulary and opportunities for oracy in each lesson
Children speak in full sentences in lessons articulating and reasoning about particular concepts using taught vocabulary



Target 3

To continue to refine and embed the teaching of R.E, RSE and music and ensure that there is clear progression within each subject.

<p>Lead Michelle Griffin (DH)</p> <p>Others Responsible Sharon Parson (HT) Nicola Quince (AH) Sadia Anwar (R.E Lead) Hannah Roberts (RSHE) Rachel Vanloo (Music Lead) All teachers and teaching Assistants</p>	<p>Monitoring SLT Termly teaching and learning Review- (Summer Term) Pupil Progress Meetings Pupil voice</p>	<p>Budget implications: Training for teachers Catch up funding Curriculum resources</p>
	<p>Completion-July 2022</p>	<p>Success Criteria See below</p>

Action 1

To introduce and effectively embed the approach to teaching the updated R.E curriculum (SACRE)

- To embed the Waltham Forest (SACRE) curriculum in school and effectively teach the R.E in a purposeful and meaningful way
- Staff meeting lead by R.E Lead Sadia Anwar to review the current R.E curriculum and the changes that need to be made
- R.E lead to work alongside the DH to ensure that there is clear progression within the subject.
- HT and SLT to monitor the R.E planning
- To ensure R.E is visibly displayed within our school- R.E displays around the school



- Medium and long-term plans are updated and embedded so teachers have a clear understanding of what they need to teach.

Success Criteria

Children within our school have a clear understanding of a range of religions and show tolerance to others

R.E is effectively taught within our school and is monitored by SLT.

The Progression within the subject ensures that children continue to build on prior knowledge.

Teachers confidently teach R.E and have a clear expectation of what they want children to learn

Action 2

To embed the approach to the teaching of the RSE curriculum across the school.

- To embed the PSHE/RSE curriculum in school and effectively teach the RSE in a purposeful and meaningful way
- Staff meeting lead by PSHE Hannah Roberts to review how PSHE/RSE is taught within our school and how to use the Curriculum resources effectively to make impact.
- RSE lead to work alongside the DH to ensure that there is clear progression within the subject and pupils are secure in their next steps
- HT and SLT to monitor the RSE planning and ensure that RSE is taught throughout the year not just in the summer term
- To ensure RSE is visibly displayed within our school- RSE displays around the school

Success Criteria

Children within our school have a good understanding of RSE and any misconceptions are addressed

Children develop a tolerance for other types of life styles and understand that differences are acceptable

The progression document for PSHE clearly builds on children prior knowledge

Teachers confidently teach RSE and have a clear expectation of what they want children to learn



Action 3

To introduce a curriculum for the teaching of music across the school

- DH/HT to review the teaching of music in all year groups- What do we do presently? What do we need to do better?
- Introduce Waltham forest music service to teach whole class music sessions-Year 3 and Year 4
- Introduce one to one music lessons for both KS1 and KS2- teaching guitar and piano
- Appoint a new Music Lead to implement the Music curriculum supported by the DH.
- To introduce a new music curriculum to ensure that teachers can effectively teach music lessons confidently
- HT and AH to monitor how music is taught in classes and support improvement if needed
- Music lead to lead on a Music staff meeting ensure teachers have the key skills they need to teach music well (Summer Term)
- Ensure that the progression document for music enables children to effectively build on prior learning

Success Criteria

Mayville will have a music curriculum that is fit for purpose

Children develop a love for music and are taught well

Teachers feel confident to teach music in school

Monitoring of music shows that children make progress within the lessons



Target 4

To ensure that 80% of teaching is Good to Outstanding.

<p>Lead Sharon Parson (HT) Nicola Quince (AH)</p>	<p>Monitoring SLT Termly teaching and learning Review- (Termly)</p>	<p>Budget implications: Curriculum resources</p>
<p>Others Responsible Michelle Griffin (DH) All teachers and teaching Assistants</p>	<p>Completion-July 2022</p>	<p>Success Criteria See below</p>

Action 1

To Support teaching that is identified as R.I to move up to Good

- DH to model good practise to teachers and support with planning lessons
- Teachers to understand the importance of having high expectation of children and plan lessons that incorporate this fundamental principle.
- Teachers are supported to plan lessons that enable pupils to learn exceptionally well in all curriculum subjects
- Teachers are supported by the DH to ensure that they consistently know ways for children to make progress within the lesson



- Teachers are supported by the DH to ensure that children are provided with challenge and activities matched to their ability
- Teachers are supported to develop a range of teaching strategies to meet the differing needs of the children with their class

Success Criteria

At least 80% of teaching is Good to Outstanding

Teachers have a range of strategies to employ addressing the differing need of pupils

Teachers improved practise allows them to support less experienced teachers



Behaviour and Attitudes

Section 2

Target 1

To re-establish clear expectations in regards to behaviour and attitudes ensuring that all in school grow and thrive.

Lead Sharon Parson (HT)	Monitoring SLT	Budget implications: Resource Budget
Others Responsible Michelle Griffin (DH) Nicola Quince (AH) Lisa Buxey (Attendance Officer)	Completion -July 2022	Success Criteria See below

Action 1

To establish clear rules and routines to ensure a high level of excellent behaviour exhibited before children went into lockdown

- At the start of the school year, all staff to review the behaviour policy and focus on the expectations for pupils.
- All staff have high expectations to ensure consistency in the application of behavioural expectations
- Reward chart visible and used consistently across the school to promote positive behaviour
- Revise and re-establish our school virtues and celebration pupils demonstration of the virtues through school assemblies
- All classroom monitoring by SLT/Trustees during to have a focus on behaviour and attitudes
- Continue to develop and refine systems to support behaviour for learning within the classroom.



- Support attendance and punctuality post lockdown

Success Criteria

Pupils behaviour is judged as exemplary

Pupil's behaviour for learning is Good to Outstanding and because of this; children make progress within the lesson.

Punctuality and attendance is in line with national at 96%

Persistent Absence is well below national

Action 2

To focus on improving the well-being of pupils, parents and staff after returning to school

Pupils

- Pupil well-being survey to be carried out in the Autumn and Summer term to assess how children are feeling
- School counsellor available to meet with children identified by staff or parents as needing specialised mental Health support.
- Mental Health leads to provide on-going support for children who need to talk about things that might be worrying them

Parents

- SLT at the gates to talk with parents and address any concerns in the morning and afternoon
- Well-being Coffee morning for parents-discussing ways to support your own mental help and where to ask for help if you need to
- Parental questionnaire based on pupils wellbeing to assess how children are doing overall

Staff

- Roseanna (school counsellor) available for supervision if staff members request this.
- Well- being Treats-once a month Staff member is entitled to an afternoon of 'Refresh and revive' time.
- SLT available to talk to staff during the day if they need support



Success Criteria

Pupils are secure in the knowledge that they have an adult that they can talk to if they have any concerns

Both staff and children feel listened too and understand their views are important

Children who have poor mental health are quickly identified and referred to our school counsellor for support

Action 3

All children are aware of the different forms of bullying (including cyber bullying) and know who to go to for help.

- Lessons to include teaching about bullying.
- Anti-bullying ambassador role created.
- Follow and observe Anti-bullying week each year
- Clear system in place to address any bullying concerns

Success Criteria

Pupils are clear on their roles and know how to support other children

Adults are proactive in supporting children who may have issues at play/lunchtime

Reduction in the number of incidents during play/lunchtime.

All children know how to play effectively with others and can manage their own behaviour when on the playground.

Children in our school understand that we have a zero tolerance attitude to bullying.

There is a clear system in place to manage bullying incidents and all staff holders are aware of this



PERSONAL DEVELOPMENT

Section 3

Target 1

To further, develop pupils' personal development through the wider curriculum, enrichment activities and pupil voice.

Lead Sharon Parson (HT)	Monitoring SLT	Budget implications: Resource Budget Jigsaw resources if needed
Others Responsible Michelle Griffin (DH) Nicola Quince (AH)	Completion -July 2022	Success Criteria See below

Action 1

To put in place a range of strategies in order to support staff and children's well-being and mental health

- Class teachers use (1st Decision) PSHE resources to teach children how to build mental resilience
- School counsellor to work with children identified as needing additional emotional support
- Identified Safe spaces for children who may need a quiet area around the school
- School assembly around how we can build resilience and where to go if we need to talk to someone or are worried
- Mental Health champions in school to support both children and staff
- 'Staff appreciation month' monthly recognition of the good work staff do
- Mindfulness activities lead by Teaching assistants for specific groups of children

**Success Criteria**

Children's mental health and wellbeing is addressed and supported.

Children are given a range of tools to help them manage any stressful situation

Mental health champions offer help to others and ensure they are listened too.

Appropriate spaces and staff are in place to ensure that children are listened too and feel secure.

Action 2

To develop the wider curriculum/enrichment activities to ensure children have access to a wide range of inclusive opportunities within and beyond the taught and planned curriculum

- There will be a range of after-school/ lunchtime clubs for children to participate in.
- Pupil voice will be used to help decide children extra-curricular interests

Success Criteria

There will be a positive impact on children mental health.

Children will be more engaged and confident to try new things

Children will excel in activities that they might not have had opportunity to participate in before.

Across the school will have a wealth of rich experiences that ensures we as a school community recognize the importance of looking at the whole child.



Leadership and Management

Section 4

Target 1 To ensure that quality of Teaching and Learning is at least good for ALL teachers.

<p>Lead Sharon Parson (HT)</p>	<p>Monitoring SLT</p>	<p>Budget implications: Resource Budget</p>
<p>Others Responsible Michelle Griffin (DH) Nicola Quince (AH) Anum Rafique (Senco)</p>	<p>Completion-July 2022</p>	<p>Success Criteria See below</p>

Action 1

To have a robust system in place to monitor the impact of teaching across the school

A clear programme of monitoring in place across the school

Opportunities for SLT to support teachers in class and model.

lessons

Peer observations

Providing CPD relevant to the needs of individual teachers

Provide high quality opportunities for TAs to develop their practise

Share best practise within the school

Ensure the curriculum is embedded across the school with a clear outline of progression within each subject area

Success Criteria

Teaching across the school is at least graded 'Good' to 'Outstanding'



Curriculum is embedded and effectively used by teachers in each year group
 Teachers feel supported and do what they need to do to improve their practise.

Target 2 To ensure the new leadership team are effectively leading and driving rapid improvement

Lead Sharon Parson (HT)	Monitoring SLT	Budget implications: Resource Budget
Others Responsible Michelle Griffin (DH) Nicola Quince (AH) Anum Rafique (Senco) Lorraine Barella (SBM)	Completion -July 2022	Success Criteria See below

Action 1

Ensure that leaders have a clear focus of their role and responsibilities

- Work together as a leadership team to measure impact and effectiveness of the leadership team roles
- Provide opportunities for leaders to develop professionally through a variety of training opportunities
- Monitor improvement in teaching and learning over time
- Measure the impact of the new curriculum in key subjects
- Provide leaders with pastoral support in the form of coaching and mentoring
- Hold leaders to account through rigorous challenge and as a Headteacher set high expectations
- Leaders go through an induction and are clear on the processes and procedures in school
- DHT to oversee implantation of new Early Career Framework for NQTs



Subject Leaders to monitor the impact of curriculum delivery on the school's vision

Success Criteria

SLT have a secure understanding of their role and responsibilities, effectively lead

Teachers are developed as leaders and are ready to take next steps.

The secure leadership team ensures that the school is on the way to being graded 'Outstanding'

Target 3 To promote the well-being of staff and continue to support the management of teacher workload

<p>Lead Sharon Parson (HT)</p>	<p>Monitoring SLT</p>	<p>Budget implications: Resource Budget</p>
<p>Others Responsible Michelle Griffin (DH) Nicola Quince (AH) Anum Rafique (Senco) Lorraine Barella (SBM) Rosanna(School Counsellor)</p>	<p>Completion-July 2022</p>	<p>Success Criteria See below</p>

Action 1

To support staff well-being and mental health needs in the return to work following the Covid19 outbreak.

Clear guidance given and circulated among staff to ensure everyone is aware of current Protocols and procedures.

Staff briefings include an 'Emotional Health and Wellbeing' standing item so opportunities to Share any concerns are given.

Staff Wellbeing board set up to offer additional support and direction to resources available.

School Counsellor details shared with all staff to offer personal health and wellbeing support.



Celebrations of good work and an acknowledgement of good practise by teaching staff.

Success Criteria



Early Year Foundation Stage

Section 5

Target 1. To further develop the provision of the Early Years Foundation Stage, including the successful implementation of the new framework and Tapestry

<p>Lead Sharon Parson (HT)</p>	<p>Monitoring SLT</p>	<p>Budget implications: Resource Budget Early Years Curriculum Phase leader release time</p>
<p>Others Responsible Michelle Griffin (DH) Nicola Quince (AH) Hannah Roberts (Early Years Lead) Natasha Brown (Phonics Lead)</p>	<p>Completion-July 2022</p>	<p>Success Criteria See below</p>

Action 1

To successfully implement the new EYFS framework.

EYFS staff to introduce and embed new EYFS framework in planning, delivery and assessment of provision

Early Years Lead (Hannah Roberts) to provide training for LSAs re new framework

Early Year Lead to cascade information to staff (EYFS/SLT/subject leaders)

EYFS Staff to attend relevant training and network meetings

Success Criteria



Teachers have a secure understanding of the new framework and are confident to include the changes in the way they plan for the provision.

The new EYFS curriculum and Profile will be successfully in place

All staff are knowledgeable about the new assessment criteria

Staff will have developed and implemented a broad and balanced age appropriate curriculum

Action 2

To continue to develop high quality learning opportunities and environments (inside and outside)

Phonics Lead to complete review of teaching of phonics and reading skills

Phase leader to lead the enhancement and provision of the outside learning environment for the reception classes

Class teachers to develop and implement a programme for Forest Schools?

SLT to complete regular monitoring and rapidly address any points for improvement

SLT to work alongside Early Years Lead to put in place a 2 year plan for the improvement of the outside provision

Success Criteria

provision is high quality and reflects the needs of the children

The teaching of reading/phonics fully prepares children for Year 1

The outdoor area is a learning space rich in learning opportunities for all children to access

A programme for forest schools is in place