

# 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.*

## Mayville SEF

**(2022-2024)**

## Mayville Primary School Context

Mayville Primary is a community school located in the heart of Leytonstone. At Mayville, pupils are at the centre what we do, our pupils thrive in a positive atmosphere that contributes well to their personal, social and emotional development and enables them to achieve significantly high outcomes, and thereby preparing them for the next stage in life.

Mayville Primary school is a 2-form entry 3-11 age school with a capacity for 400 pupils. At present, we have 376 pupils on roll including nursery. (53.19% boys and 46.81 % girls). The proportion of pupils eligible for FSM is 32.06% compared to 25.5% nationally. 67.30% of pupils in our school have English as an additional language, compared to 21.21% nationally. Pupils supported with an Education, health and care plan is average at 3.72% (National is 2.27%). The number of pupils who are SEND Support is above average at 12% (Nationally is 13.02%).

Logo- *'Working together in the pursuit of excellence for all'*

### **Vision**

Mayville provides a safe, nurturing environment for all of our children. We welcome everyone. We believe in shaping futures together to inspire lifelong learners to become the best that they can be.

Our high expectations enable all of our children to reach their full potential and we celebrate every child's uniqueness and individuality. At Mayville, we strive to provide enriching experiences and want children to believe anything is possible and equip them for life in this ever-changing world.

### **Curriculum Intent**

Mayville has a clear educational intent delivered through a carefully designed and effective curriculum model: the curriculum provides breadth in building knowledge, skills and understanding over time. The curriculum is planned and sequenced so that coverage and content is effective: centrally, connections are made across the primary age, facilitating progression and enabling depth of understanding and 'mastery' in the longer term.

### **Cultural Capital – Entitlement & Enrichment**

Similarly, the school ensures that it equips pupils with 'cultural capital' – building an understanding of the world so that they go on to become socially responsible citizens of the future with the knowledge, skills, understanding and self-belief that they too can contribute to the world and to achieve and inspire others as they do so. This is achieved through both the curriculum content and enrichments such as trips and visitors.

We are an ambitious school and believe that our pupils should all have the very best opportunities. Therefore, we have a range of extra- curricular activities with specific focus on developing the whole child. We ensure that children have an opportunity to learn a musical instrument, participate in

modern and classic dance, develop create skills through Art and drama. Our pupils will participate in a range of visits and activities to enhance the learning within the classroom.

Areas for development from the last inspection	Progress Measures
<ul style="list-style-type: none"> <li>• Ensure that foundation subjects are planned and taught so that pupils gain expected knowledge and skills.</li> <li>• Pupils with SEND are given are effective support when learning to read. Staff must be suitable trained to support all pupils to learn how to read well.</li> <li>• Ensure the provision for pupils with SEND fully matches their needs and helps pupils to overcome any barriers to learning.</li> </ul>	<p>Medium and long-term plans are in place for all foundation subjects. Learning Journeys in each curriculum area outline the progression of skills and what pupils need to know.</p> <p>65% of SEND Pupils make significant progress in Reading and are sufficiently supported to improve fluency and accuracy. SEND children are given targeted support and attend interventions focused on developing Reading skills and strategies.</p> <p>Differentiated Activities also include targeted work for SEND pupils to be fully engaged and successful learners. LSA's are competent to support SEND children to be make rapid progress through targeted training and CPD.</p>

### Performance Data-July 2021-2022

EYFS		KS1		KS2		
<b>GLD</b>	63% (National-72%)	<b>Reading</b>	EXS-37%, (National-70.4%)	<b>Reading</b>	EX- 86%	GD-43%
<b>PP</b>	55%	<b>Writing</b>	EXS-12% (National-62%)	<b>Writing</b>	EX-77%	GD-16%
<b>EAL</b>	62%	<b>Maths</b>	EXS-67% (National-71%)	<b>Maths</b>	EX-89%	GD-32%
<b>SEND</b>	45%			<b>Combined</b>	EX-77%	GD-9%

				<b>Male</b>	68% EXS, 5% GDS
				<b>Female</b>	90% EXS, 13% GDS
				<b>FSM</b>	88% EXS, 6% GDS
				<b>SEND Support</b>	64% EXS, 0% GDS

## Overall Effectiveness: Grade 2

### Areas of Strengths (Evidence)

The pupils from a range of different groups consistently, and over time achieve significantly high standards by the time they leave the school at the end of KS2.

- Leaders and governors have very high expectations; they have worked well together to create an open culture and shared ethos, which enables pupils and staff to excel in all areas of their development. Leaders regularly work with a range of partners and external agencies to sustain and improve provision and outcomes for our pupils and those across the system as a whole (SIP-School Improvement Partner, NLE Partner).
- Pupils and their parents express high levels of satisfaction with the provision and ethos of the school and the impact this has on the children's personal development, behaviour and welfare as well as their academic success (see evidence from latest surveys). Our pupils are excellent ambassadors for our school and as young citizens of the future; they are articulate, confident self-assured learners.

### Areas for Development

- Ensure that new teachers including ECTs are supported to develop their practise and excel in the classroom.
- Ensure that the curriculum continues to be embedded and subject areas identified as weaker are supported through monitoring and evaluation to become areas of strength within the curriculum
- The new leadership team is given the opportunity to develop as a cohesive team having the common purpose of ensuring that the school moves from R.I back to Good
- The quality of Education is now 'Good'. All areas of the curriculum are now in place and being taught. This year the focus is on embedding and refining what we do.

**Summer-** ECTs have been supported by the Deputy Headteacher and attend weekly meetings where they are given targets to improve their practise.

The curriculum is now embedded in many areas. We have clearly identified areas of strength and subjects that need further development. Throughout the year subject leads continue to monitor their subject by observing lessons, pupil voice and book looks. Next steps are formulated from this.

## Quality of Education: Grade 2

### Areas of Strengths (Evidence)

We are working towards having a curriculum that is carefully planned and sequenced to ensure that pupils learn through a range of exciting themes and projects. Each theme begins with a 'Hook' that immediately excites and engages the pupil. Each of the themes allow clear coverage of the National curriculum and concrete progression.

The focus is to provide contextualised, purposeful learning that develops 'life skills' so that pupils are 'secondary' ready by the time they leave. The journeys in learning foster the development of writers, mathematicians, artists, designers, historians etc.

Teaching and learning is underpinned by cognitive challenge. Teachers use the model of 'Concrete to abstract' learning to ensure differentiation is appropriate and does not place a glass ceiling on learning for any child, no matter their ability or needs.

The school has developed a curriculum, which is rich in oracy, key skills and real life experience to support the high percentages of EAL and disadvantaged pupils. Curriculum plans are well structured and set out in a way, which builds on prior, learning, ensures high expectations and supports teacher workload.

### Areas for Development

#### It is not yet 'Outstanding' because:

- The curriculum design needs further improvements to ensure it provides exceptional opportunities for learning in all subject areas across all year groups.
- That there is sufficient challenge for all groups of children, especially the most able.
- Additional adults need to more precisely support pupils' learning.
- Pedagogy needs to be consistently embedded.
- That leadership capacity is further developed, especially new to role middle leaders.

#### Key Priorities:

In the current academic year, the following areas are a focus to sustain high quality provision:

- To effectively induct new members of staff, so that the teaching profile reflects an increasing % of excellence in teaching and outcomes across the year.

Achievement across the wider curriculum demonstrates a high quality of provision and achievement across subjects with links made between different areas of learning such as science and mathematics. Pupils take pride in their learning with well-presented outcomes that illustrate a growing independent application of key skills.

Termly pupil reports, Curriculum evenings and half termly Curriculum maps as well as Coffee mornings ensures parents are well-informed of how well their child is doing and what they need to improve.

Pupils make strong progress in Reading despite starting Reception well below expected. Results show that they achieve above 'Expected' at the end of KS2.

Mayville Primary recognises that excellent subject knowledge of teachers is vital to the successful delivery of the curriculum. It invests in CPD for all staff across the year, both during INSETS, staff meetings and training that is more formal. This training is designed to support staff in delivering the curriculum to the highest standard

***Teachers' presentation of subject matter:***

Leaders ensure that teachers have good subject knowledge. They present clearly and promote appropriate discussion. They check pupils' understanding, identify misconceptions, and provide clear, direct feedback. Teachers respond to pupils' and adapt their teaching as necessary.

**Teaching & Learning Pedagogy**

At Mayville Primary, teachers ask three questions as they embark on their journey to know that learning is secure and purposeful:

- **What** are we learning about?
- **Why** are we learning about it?

- To maintain the approach of quality first teaching through a focus on modelling, questioning, assessment, marking and feedback to ensure that it maximises direct impact upon outcomes for children.

- To ensure that rapid rates of progress for all groups of pupils including children who are SEND and disadvantaged so that outcomes at the end of EYFS, KS1 and KS2 are at least in line with national averages from 2021.

- To ensure pupils identified with SEND have received provision that ensures strong progress from their starting points.
- To ensure that effective strategies enable pupils to remember more over the longer term.
- To ensure refined provision in phonics and reading for identified groups which enables pupils to catch up quickly.
- To further, develop teacher knowledge and understanding around curriculum bias to ensure a confident and balanced delivery.
- To ensure the writing curriculum enable pupils to write with confidence and develop essential writing strategies and tools for success.

- **How** will we know if we have been successful?

Pupils then return to these questions during the learning sessions to allow them to reflect on their learning.

***Use of assessment (how does it improve learning?):***

Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making strong progress.

All staff are regularly trained in our approach to assessment and complete half-termly assessments and gap analysis to ensure learning is in line with the needs of the pupils.

At Mayville Primary, we believe the bridge between teaching and learning is assessment. Therefore, our Marking and Feedback Policy is an integral aspect to the curriculum. The Marking and Feedback Policy ensures that learning is addressed and celebrated or moved forward in accordance to the essential learning objective where the planning has been derived from.

With 'Next Step' time, pupils are given time to reflect on the feedback that the teacher gives, and the expectation of this reflection is of the highest standard across the school. Feedback at Mayville Primary is positive, reflective, challenging and provides opportunities for a teacher to communicate how successful a piece of work is and how this can be further improved. (Please see the Marking Policy for further details).

***Learning environment:***

At Mayville Primary, we believe that the learning environment is exceptionally important and should inspire all children, set high expectations and support learning. Our Learning Environment Policy

- Subject Leaders are able to track the progress pupils are making in all curriculum subjects.

**Summer**

There is a clear process for induction of new teachers and the Deputy Head supports new teachers.

Throughout the year there has been a strong focus on improving the quality of teaching through CPD. Teachers have been given the skills to ensure their practise is good to outstanding. Teacher's overall are reflective and are eager to do better. Where the quality of teaching has not been, secure teachers have been given support plans with achievable targets to ensure rapid improvement is made.

Teachers new to Phonics teaching have been sent on intensive 2-day phonics training. A RWInc consultant has also supported teachers and the phonics lead careful monitoring has ensured that the practise continues to improve.

The writing curriculum continues to be embedded across school. Children are now familiar with the Jane Considine programme and the quality of writing continues to improve.

In the autumn term, we will have a writing inset by Jane to further embed the program in school.



sets out the non-negotiables for staff to ensure consistency and clarity.

*Teaching of reading (including phonics):*

### **Early Reading – Read Write Inc. Phonics**

Mayville Primary uses the highly successful Read Write Inc. Phonics programme to teach our children to read, write and spell. Our children achieve well in the phonics screening check and by Year 2, the vast majority are fluent readers with the best chance of success in the KS1 tests.

### **Developing Lifelong Readers**

Our school is strongly committed to improving literacy and knows the importance of reading for pleasure. There is good evidence to suggest that young people who read for pleasure daily perform better in reading tests than those who never do. We want to foster a love of reading and encourage children to read a wide range of good quality literature.

### **Encouraging the Love of Reading**

The school has made a significant investment to our library we have a well-stocked library with a range of reading books for all ages and interests. . Having the library accessible in this way and having parents engaged with reading, will help to support our commitment to improving literacy standards at Mayville. We have also invested in a reading room with books specifically used for Guided reading sessions. Our more able readers are given the opportunity to attend termly workshops to support the development of further skills expected for greater Depth readers.

### **Guided Reading & Reading in the Curriculum**

At Mayville, we have implemented a Guided-reading model that incorporates a carousel model for KS1 and a Whole class reading for KS2. This model ensures that pupils are given all of the foundational reading skills needed to be successful readers.

Our pupils also have cross-curricular reading opportunities...

Impact:

***Development of knowledge and skills (including reading and mathematics):***

The Curriculum at Mayville Primary is intentionally designed around learning for understanding and provides opportunities for in-depth exploration in a variety of contexts; it emphasises depth of understanding and is designed to provide genuine opportunities for high-quality instruction the core subject areas of reading, writing and mathematics as well as the wider curriculum.

A mathematics curriculum has been implemented which builds on an emphasis on number and key knowledge in the earlier years progressing to applied problem solving in a range of contexts as pupils, develop knowledge. Pupils are challenged and achieve at a high standard. Outcomes at the end of each key stage demonstrate strong progress and achievement at the end of KS2 is above national averages.

Each year close analyse of formative data is used to inform supportive pupil progress meetings with teachers during which support for pupils who need to catch up is agreed. Moderation with other WF schools and the use of a linked planning and assessment tool ensures that this process is meaningful and manageable for staff.

The assistant headteacher, phase leaders and subject leaders are knowledgeable of school standards and areas for development. They produce informed action plans for their subjects that

link with whole school aims and ensure that high quality teaching across the curriculum is standard practise for all teaching staff. Pupils at the school are achieving extremely well. School assessment shows the large majority of all pupils including EAL and PP to be at least in line with expected attainment and there is strong progress from starting points in all year groups, which has been sustained over time. Outcomes at the end of EYF and KS2 are in line or above national averages at expected and at the GD standard.

## Behaviour and Attitudes: Grade 2

### Areas of Strengths (Evidence)

We expect the highest standards of behaviour and conduct both within the school environment and on school visits in order to make the children's experiences of school life enjoyable, safe, secure and rewarding. This ensures that teaching and learning opportunities are maximised– raising the quality of education for all at Mayville Primary school.

The school's Behaviour Policy clearly sets out the expectation for pupils' behaviour as well as supporting staff and other school systems and routines. Clear rewards and sanctions ensure that all pupils know what is expected of them and feel safeguarded and supported.

Pupils at Mayville Primary school behave with consistently high levels of respect for others. Leaders, staff and pupils create a positive environment in which bullying is not tolerated. Rare incidences of poor behaviour are dealt with quickly and consistently following the schools' Behaviour Policy.

Pupils conduct themselves impeccably. They uphold the values that school has placed at the heart of the school. Visitors are warmly greeted, and pupils are proud to be valued members of the Mayville community. Pupils conduct themselves well throughout the day, including lunchtimes. In lessons and around school, pupils are self-disciplined and attentive – incidences of low-level disruption are

### Areas for Development

#### It is not yet outstanding because:

- We need to further develop pupils' responsibility within the school and community.
- Pupils need to be given more responsibility so that they play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued, nurtured and bullying harassment or violence are never tolerated.
- Pupils need to be more involved with the schools' decision making so that they too can make a highly positive tangible contribution to the life of the school and/or wider community. Pupils actively support the well-being of other pupils.

#### Key Priorities:

- Ensure that all staff are clear on the Behaviour Policy and shared expectations for the highest standards of Behaviour (INSET/Staff Meetings)
- Senior Leaders to monitor and observe Behaviour through Learning Walks at break times, lunchtimes, between lessons, at clubs and during lessons, to embed expectations.
- Undertake a Pupil Voice around Behaviour and Safeguarding and ensure a strong understanding of the Behaviour systems (rewards/sanctions) and expectations.

rare: occasional low-level disruption is quickly addressed using the Behaviour Policy and appropriate sanctions taken.

Pupils work collaboratively and purposefully. The school actively promotes values of resilience and perseverance and children are able to articulate how this reflects on their learning.

Pupils are supportive of each other in lessons and the behaviour of all groups around the school is excellent. Pupils encourage others to conduct themselves with consideration. Pupils have a range of opportunities to understand and celebrate key values such as democracy and cooperation and show a high level of respect for cultures other than their own including families, democracy and world culture celebrations. There are many embedded pupil voice role models including our Head boy, Head girl and School council. Pupils meet regularly to discuss key issues.

Wide range of sports clubs, including yoga, dance, basketball, hockey, football, cricket, gardening as a sample. The curriculum and after school clubs and activities contribute significantly to pupils' health and well-being and actively teach the children how to make informed choices about Healthy life-styles. Initiatives include the school's Nature garden in which pupils grow their own fruit and vegetables and the edible playground for our Reception children designed to build understanding of sustainability and grow their own fruits and vegetables.

Monitoring demonstrates that school is a calm, orderly environment. Pupils respond quickly to instructions from staff: they greet staff and

- SLT to work with the School Council to ensure pupils are able to make a tangible contribution to the life of the school community and actively support the well-being of other pupils.
- To ensure sustained attendance rates with a particular focus on those whose attendance falls below 95% and persistently late pupils.
- To reinforce current school systems to ensure the very highest standards of behaviour for all pupils, including transitions.
- To further embed a community wide understanding of bullying and the systems in place to maintain zero tolerance.
- To ensure clear communication and promotion of the curriculum to all stake holders and rebuild parent partnership structures.

#### **Summer**

Behaviour policy shared at the beginning of autumn term and teachers all use the behaviour system in school.

The behaviour for learning is Good to Outstanding in most classes, Children are ready to learn and on task.

School council have made a tangible impact on school life and have been supported to implement a range of changes for children in school.

Absence including Persistent absence is closely tracked. There is a zero tolerance for families who take holidays during term time and at least five families have been fined for this.

visitors politely and move calmly through corridors and classrooms. The majority of lessons flow smoothly and without interruption.

The ethos and curriculum of the school make a substantial contribution to ensuring that pupils develop the full range of positive values that distinguish British culture. Pupils from a wide range of Different backgrounds work and play together happily and harmoniously. This has a positive impact on the outcomes of the children.

The schools' values are clearly articulated by most pupils. They demonstrate a positive attitude to learning and are motivated. Relationships between staff and pupils are a strength of the school and as a result, the school culture is both positive and respectful.

***Behaviour for learning:***

Positive behaviour for learning is continually nurtured. High-quality behaviour for learning is underpinned by relationships, climate for learning, pitch and positive reinforcement and rewards. The values that we uphold are those that will serve a child both in school and in life. We encourage this through the following learning values: **To have a joy for learning, being the heart of our community, raising aspirations, Creating lasting memories, celebrating uniqueness, unity through inclusion and diversity, shaping futures together, and T.E.A.M- Together everyone achieves more**

***Attendance and punctuality:***

Attendance is a strength of the school. Our high attendance levels demonstrate that pupils enjoy coming to school and rarely miss a

day: the vast majority of pupils are on time and punctual to lessons. Rare incidences of low attendance are dealt with swiftly and robustly following a clearly defined Attendance Policy.

Rare cases of fixed term and internal exclusions are used appropriately with restoration and reintegration being integral. There have been no incidences of permanent exclusion.

As a result of a robust and comprehensive set of actions, pupil attendance has been sustained above national averages for the last five years.

***Exclusions (rationale and explanation as to how they are used appropriately if needed):***

To date there have been no permanent exclusions at Mayville Primary school.

***Relationships among learners:***

Relationships among pupils and staff reflect a highly positive and respectful culture; pupils are safe and feel safe.

## Personal Development: Grade 2

### Areas of Strengths (Evidence)

Evidence from monitoring shows that lessons are rarely disrupted by inappropriate behaviour:

Pupils invariably demonstrate exemplary attitudes to learning.

- High expectations and consistent management of behaviour by all staff are having a very positive impact e.g. the incidence of racist, homophobic and other discriminatory name-calling is rare and

Dealt with immediately according to clear procedures (see policy folder and behaviour logs).

- Attendance is high and punctuality is excellent.

- Wide range of sports clubs, including acrobatics, yoga, dance, basketball, hockey, football, cricket, gardening as a sample. The curriculum and after school clubs and activities contribute significantly to pupils' health and well-being and actively teach the children how to make informed choices about healthy life-styles. Initiatives include the school garden in which pupils grow their own fruit and vegetables and the home economics rooms, which include well-attended family learning sessions.

- Due to robust safeguarding procedures (see under leadership section) pupils have an excellent understanding of how to keep themselves and others safe, including when they are using new Technology (see survey evidence). This had a positive impact on the outcomes of the children.

- The ethos and curriculum of the school make a substantial contribution to ensuring that pupils develop the full range of positive values that distinguish British culture. Pupils from a wide range of different

### Areas for Development

It is not Outstanding because:

Maintaining high attendance through ongoing vigilance and positive rewards...

- Ensuring completely school vigilance about safeguarding is at the heart of school life [includes training for new staff and updating training as required].

- In light of children with complex emotional, behavioural and special needs ensure pastoral systems and the overall ethos of the school continues to support exemplary attitudes to learning. Our Sensory room will provide many opportunities for pupils to explore ways to feel calm, safe, valued and to thrive.

#### Summer

Safeguarding training including understanding of the new Safeguarding updates was completed at the beginning of the autumn term. Each staff briefing key Safeguarding terms are discussed and reviewed in both autumn and spring term.

Both the DSL and Headteacher attending PREVENT training.

Sensory room is used effectively to support children who may be dysregulated. It is also used for children in need of quiet and relaxation time.

Attendance remains in line with national. Persistent absence is also in line with national and children are identified quickly and supported by the attendance officer to make rapid



backgrounds work and play together happily and harmoniously. This has a positive impact on the outcomes of the children.

Parents will also use this provision for weekly sessions to build relationships between each other and to offer support for wellbeing at home.

## Leadership and Management: Grade 2

### Areas of Strengths (Evidence)

- Leaders are ambitious and are deeply committed to the schools vision, values and ethos consequently staff, pupils and families are enthusiastic regarding the changes that have been made.
- The school's leadership team consistently communicate high expectations and model good practise for less experienced teachers.
- All leaders have an impact that goes beyond their classroom and feeds into the wider schools ethos.
- Everyone has a part in creating the vision for the school and strongly believe that our purpose is to support pupils to reach their full potential.
- We do not underestimate the clear challenges we face, everyone is a leader in our school and many of our leaders hold multiple responsibilities, they are supported by SLT to execute their responsibilities effectively.
- It is because of our supportive culture that we are able to develop middle and subject leads with necessary subject knowledge and leadership skills.
- Trustees are actively involved: regular visits are made to school to review the School Development plan; ensuring trustees are well informed and able to provide strategic direction and support to the school.
- Every subject lead reviews the curriculum so that it clearly matches the needs of our diverse community. They ensure that there is

### Areas for Development

It is not Outstanding because:

- Leaders need to ensure effective operational leadership is sustained with enough capacity to facilitate excellent outcomes for pupils.
- To effectively implement the Early Career Framework and
- Support the development of ECTs to ensure continued higher rates of teacher retention.
- To ensure that teacher workload is managed and ensure policies offer efficiencies whilst maximising impact on pupil learning.
- To ensure that the curriculum offer demonstrates a clear progression of knowledge and skills over time responsive to on-going pupil need and articulation of retention of essential knowledge is clearly communicated by leaders.
- To ensure that high standards provision for PP, SEND and vulnerable pupils are maintained and that achievement gaps are minimised.
- To minimise potential financial risks and ensure continued financial stability.

clear intent and progression, building on prior knowledge and ensuring deep learning and conceptual understanding.

- Mayville is committed to supporting the well-being and mental health of both staff and pupils. Tackling workload and stress at work is an on-going priority the curriculum increasingly encourages children to take responsibility for their own well-being; and that of others; so that they become mature and responsible young citizens who are able to contribute effectively to British society.

***Effectiveness of safeguarding (identification of learners, reducing risk, safer recruitment and allegations):***

Safeguarding is highly effective because leaders have instilled a culture of vigilance where pupils' welfare is actively promoted. All staff have annual safeguarding training and regular updates and discussions throughout the year in staff meetings. Staff are able to identify pupils who may be at risk of neglect, abuse or sexual exploitation; they understand how and who to report concerns to in order to support pupils effectively. The Designated Safeguarding Leads meet fortnightly to go through open cases and to discuss rationale and actions. Highly effective partnerships are in place with external agencies to support vulnerable children and families in the school community.

Leaders protect pupils from radicalisation and extremism. Staff have all completed the appropriate Safeguarding, Prevent and FGM training and are vigilant, confident and competent to address this should an issue arise. All staff have read Keeping Children Safe in Education 2021 and leaders ensure that there is a strong culture of safeguarding in school.

The school follows safer recruitment practices and senior staff have undertaken the Safer Recruitment training. Managing risk is a large part of the culture at Mayville and a detailed risk register is undertaken each term in collaboration with the Trust. Clear policies are in place to protect and safeguard both pupils and staff. (see policies on the School website)

**Summer 2023**

The deputy has supported ECTs to complete the first Year of the ECT programme and continued to meet with them weekly and set achievable targets.

There is clear evidence through teaching and learning, and subject leader reviews that there is evidence of progression in all subjects. Pupil's voice shows that children can talk about what they have learnt and what they knew from previous learning.

Teachers complete termly IEPs for pupils and other groups of pupils are tracked through pupil progress meetings. Where pupils are not making progress, targeted interventions are in place to ensure children move quickly to expect.

The recent teacher pay rises have caused unexpected pressure on the budget. Alongside the increases in other services including Energy prices. This has meant that in other areas we have had to cut costs including the buying of resources for the curriculum.

<p><b>The impact of actions taken by the senior team</b> has resulted in most Year 6 pupils making at least expected progress in reading, maths and writing, together with high proportions making more than expected progress. In consequence, combined attainment measures have improved since last year when they were already high.</p> <p>Disadvantaged pupils closed the gap and performed better than other pupils nationally by the end of KS2.</p> <p>Outcomes for more able learners in 2021 are above national in maths and reading by the time pupils are ready for their next stage of education.</p> <p>Governors have the range of skills and competencies to effectively challenge leaders and hold them to account for the performance of the school. They have high expectations that all pupils – including those who are disadvantaged - will achieve their best.</p> <ul style="list-style-type: none"><li>• Governors have a clear understanding of the school’s strengths and weaknesses: they ensure there are well-focussed plans and priorities for continuous school improvement and have dedicated much</li></ul>	

## Early Years: Grade 2

### Areas of Strengths (Evidence)

### Areas for Development

#### Attainment and progress at the end of Reception

2022-2023	Number	Percent	National Average
Pupils achieving a good level of development in 2023	49	73%	72%

- Some groups of learners demonstrate strong progress from starting points because of the high expectations of adults. The percentage of pupils attaining or exceeding a Good Level of Development is just below national
- Our EYFS curriculum is becoming more responsive to pupil need and results in a wide variety of activities, which stimulate interest, and a well-resourced and highly stimulating environment supports curiosity in all areas of learning this. This has resulted in pupils who quickly develop learning approaches, which are collaborative and sustain high levels of concentration and engagement.
- We pay particular attention to the development of language and oracy through a language rich provision and role-play activities due to the low starting points in this area for many of our pupils.
- The use of innovative and creative approaches to themed learning such as pupil assessment tools, as well as static opportunities to read, write and count both indoors and outside results in a highly purposeful environment.

#### It is not Outstanding because:

- To ensure the new Profile and Baseline Assessment is successfully embedded to
- Ensure compliance with national change.
- Continue to ensure that the pitch and access to independent learning for key groups, including disadvantaged and SEND pupils in EYFS both inside and outside
- Opportunities to develop activities that deepen the children's understanding of the world in which they live.

GLD has increased from 63% to 73%

There has been increased investment in Early Years and a new state of the art playground is now in place. The playground is based on the seven key areas for development and learning.

With increased number of children arriving with needs, teachers and practitioners have to adapt the learning to address these needs.

<ul style="list-style-type: none"><li>• Children demonstrate independent and safe learning behaviours and are keen to take part because of the clear structures and adult guidance embedded in daily practice. They are able to demonstrate an understanding of right and wrong and learn to manage their own feelings and behaviour because of the skilled intervention of adults. Children with particular need are catered for well and in partnership with their parents.</li><li>• Teaching is highly effective, with specialist practitioners modelling new language and planning sequences of lessons that effectively build on develop on previously learned skills.</li><li>• Systematic teaching of phonics, alongside a well-managed home reading programme ensure That children commonly write and read well. Reading books are celebrated across the setting in addition, children benefit from both independent and group reading activities.</li><li>• The quality of teaching from teachers and support staff is consistently good with much good practice and as a result, all groups of children make rapid progress.</li></ul>	