



Maybury Primary School Development Plan Summary 2025-2026

Vision

We have uncompromising aspirations for all of our children. We are committed to providing an education and environment that enables every child to believe in their ability to succeed and excel in all that they do. We are proud to be a respectful and inclusive school at the heart of our culturally diverse community, where every child is valued and enabled to achieve their highest potential in all areas of the curriculum.



Believe

Achieve

Succeed

Mission

Our values-based school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Our children learn to become resilient and self-assured in an environment where safety is outstanding. Everyone is challenged and encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

Believe. Achieve. Succeed



Main Priorities

2025—2026

A photograph of several children in school uniforms (blue shirts and grey vests) working in a garden. They are surrounded by various green plants, including some with small white flowers. In the background, there is a chain-link fence and a building with a corrugated metal roof. The children are focused on their task, with one girl in the foreground using a green tool to work on a plant.

School Development Target 1:

To enhance the teaching and learning of writing so that it positively impacts pupil outcomes across the curriculum.

School Development Target 2:

To enhance the provision and curriculum for children with high special education needs (SEN) and EAL, to ensure the curriculum is accessible for all. “Essential for some, useful for all.”

School Development Target 3:

To enhance personal development to ensure all children are included, valued, and feel a sense of belonging by embedding our school values, rules, and high expectations. To promote the importance of high attendance and punctuality.

Main Priorities

School Development Target 1:



To enhance the teaching and learning of writing so that it positively impacts pupil outcomes across the curriculum.

INTENT

- * The school's writing scheme embedded consistently across all year groups to raise the standard of writing, ensuring that:
- * Outcomes in writing are in line with reading and maths by the end of KS2.
- * KS2 writing results are at least in line with national averages.
- * Statutory and internal data (e.g. end-of-year writing assessments) show increased percentages of pupils meeting or exceeding age-related expectations.
- * Progress measures for writing (particularly for SEND, EAL, and disadvantaged pupils) show improvement from starting points.
- * Pupils become confident, creative writers who apply correct grammar consistently.
- * Writing is seen as a tool for success across the curriculum, not just in English. Lessons include the Maybury lesson model with a clear focus on modelling in Writing.
- * Maybury lesson model based on pedagogical approaches such as Rosenshein's principles of instruction is embedded, which provides quality teaching and learning to enable children to fully access the curriculum and learn exceptionally well.

IMPLEMENTATION

- ⇒ Embed the whole-school writing medium-term plan showing clear progression of skills within each unit, leading to a high-quality final writing outcome.
- ⇒ Develop whole school medium term plan which shows key progression of skills in spelling in each writing unit.
- ⇒ Embed the poetry curriculum. Ensure a consistent approach to marking and feedback in writing, following the whole school Marking and Feedback policy.
- ⇒ Use AI-based tools like Olex AI (Y5/6) to support diagnostic feedback and target setting.
- ⇒ Hold regular writing moderation sessions within and across year groups, focusing on assessment of final outcomes against national standards.
- ⇒ Embed modelled and shared writing techniques in all classrooms. Continue to develop metacognition in writing showing children what you are thinking as a writer when modelling writing (in line with The Maybury Model Lesson).
- ⇒ Ensure cross curricular opportunities for writing is purposeful and grammatically correct in line with year group expectations.
- ⇒ Whole School marking and feedback Twilight in line with school policy
- ⇒ Ensure internal data reflects the levels that the children are currently working at.
- ⇒ Moderation of writing to ensure accurate levels are given (Pobble and examples of writing from DfE exemplifications.)

Main Priorities

School Development Target 2:



To enhance the provision and curriculum for children with high special education needs (SEN) and EAL, to ensure the curriculum is accessible for all. “Essential for some, useful for all.”

INTENT

- * Enhanced academic and social outcomes for children with high SEN.
- * Effective CPD and support improves staff confidence and competence in supporting diverse learning needs.
- * An inclusive, supportive, and adaptive learning environment that meets the needs of all children.
- * Adaptions to the curriculum enable all learners with SEND to make good progress from their start points.
- * Increased parental awareness of ways to support children at home.
- * Develop digital strategy to support with accessibility and learning needs.
- * Classrooms are equipped with inclusive resources (e.g. visual supports, word banks, translation tools, sensory aids).
- * Use of assistive technology or alternative formats (e.g. enlarged text, voice tools) in place and used confidently by pupils where appropriate.
- * Ensure that tools are used to enhance MTC outcomes and progress.
- * Increase staff awareness of communication needs to provide a consistent school approach.
- * Introduce a fully accessible assessment approach and framework to enables us to track learning for all pupils including those with high SEND.
- * SEND and EAL pupils show evidence of academic progress from individual starting points (measured through internal tracking or bespoke assessment systems).

IMPLEMENTATION

- ⇒ Implement an accessible curriculum and assessment framework for children in the Nest.
- ⇒ Develop systems for recording and assessing pupil progress for high needs SEND pupils which feed into currently used systems where appropriate.
- ⇒ Introduction of Sensory room to support wellbeing, regulation and ELSA.
- ⇒ Provide whole school CPD to cover ASD strategies on masking and anxiety.
- ⇒ Implement strategies identified during CPD and work with professionals in classrooms and planning.
- ⇒ Adapt weekly planning to ensure curriculum provides all learners to access learning.
- ⇒ Use technology to increase accessibility for all children SEND and EAL learners through use of tools.
- ⇒ Develop increased child engagement: by using a range of interactive features, keeping children actively involved in the learning process.
- ⇒ Provide clear visual models for all children
- ⇒ Develop staff CPD offer to upskill all staff in using technology to enhance learning.
- ⇒ Develop parental workshops on SEND awareness focus on ASD and communication and language differences.
- ⇒ Collaborate with SEND experts to design workshops to support parents to support their children.

Main Priorities



School Development Target 3:

To enhance personal development to ensure all children are included, valued, and feel a sense of belonging by embedding our school values, rules, and high expectations. To promote the importance of high attendance and punctuality.

INTENT

- * A positive, respectful, and inclusive school culture where all children feel valued and supported.
- * Improved attendance and punctuality rates, leading to better academic performance and engagement. Attendance figures at least in line with national average, to further target the reduction of PAs so that attendance figures improve overall.
- * Enhanced awareness and understanding of diversity and inclusion among children, staff and parents.
- * A decrease in the number of prejudice-based incidents, creating a safer and more inclusive school environment.
- * The “Maybury way” expectation will be reinforced and modelled by all staff, volunteers and governors. e.g. uniform, corridor conduct, assembly conduct, children’s attitudes and interactions.
- * Maintaining low levels of behaviour incidents and low levels of exclusion.
- * All staff will ensure there is a shared responsibility for safeguarding and the children’s wellbeing. Highly robust safeguarding policies and procedures are in place.
- * Behaviour will be excellent in all areas of the school at all times.
- * Staff will be consistent in all behaviour approaches.

IMPLEMENTATION

- ⇒ School rules and values are consistently shared with children.
- ⇒ Promote attendance and punctuality with children and staff and hold challenge meetings for children who are persistently absent or late.
- ⇒ Use attendance awards to promote good attendance, weekly certificates in assembly.
- ⇒ Challenge poor punctuality, include on reports an address in parents evening appointments.
- ⇒ Implement a whole-school inclusive ethos and curriculum that celebrates diversity and promotes respect through Learning for Life and assemblies.
- ⇒ Train all staff on diversity and equality- identifying, preventing and responding to prejudice-based incidents so that staff can demonstrate understanding and intervention strategies and feel confident to use restorative conversations. Hold workshops and assemblies to educate on and celebrate diversity.
- ⇒ Staff use restorative conversations when tackling any prejudice based incidents.
- ⇒ Reinforce a clear anti-bullying policy that highlights inclusivity and promote parent workshops with a focus to ensure parents understand what bullying is.