Maybury Primary
School Development Plan Summary
2023-2024

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.

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

2023—2024

School Development Target 1:

To embed our curriculum, to ensure that pupils have the skills, knowledge and vocabulary to enable them to learn exceptionally well.

School Development Target 2:

To enhance the teaching and learning of Reading and Writing so that it positively impacts pupil outcomes in these areas

School Development Target 4:

To enhance personal development by enabling children to become ambassadors of behaviour, by embedding our school values, rules and high expectations.

School Development Target 1:

To embed our curriculum, to ensure that pupils have the skills, knowledge and vocabulary to enable them to learn exceptionally well.

INTENT

- To ensure outcomes are consistently in line with or above 65% (floor standard at KS2).

- To ensure progress outcomes are at least 0 in Reading, Writing and Maths.

- To have a planned and sequenced curriculum for all subjects which teaches key skills, knowledge and vocabulary, which builds on prior learning.

- To develop the music, and RE curriculums to ensure there is a clear progression of skills, knowledge and vocabulary.

- To refine/design the end of term assessment slips so we have these in place for all foundation subjects, these assess the skills, knowledge and vocab children have learnt.

- To embed opportunities for retrieval learning making links to prior learning

- To embed the use of knowledge organisers, identifying key facts, knowledge and children's vocabulary.

- To develop opportunities for retrieval of learning, making links to prior learning using flashback and Knowledge organisers and retrieval quizzes.

- To provide a range of enrichment opportunities to develop children's cultural capital

- To embed the Maybury lesson model based on pedagogical approaches such as Rosenshein's principles of instruction. To provide quality teaching and learning to enable children to fully access the curriculum and learn exceptionally well.

IMPLEMENTATION

⇒ Monitor termly outcomes through NTS and GAPS assessments & teacher assessments recorded through Scholar Pack, which provide an internal progress measure (aiming for at least 0).

⇒ Termly pupil progress meetings and SLT meetings to monitor the progress of pupils.

⇒ Curriculum leaders to monitor implementation and impact across the curriculum in all subject areas through Quality Assurance processes.

⇒ Knowledge organisers used for all foundation subjects which children use to acquire knowledge and build on prior learning, enabling them to retain key knowledge and information .

⇒ Mapped out medium term plans/ curriculum maps with knowledge, skills and vocabulary for all foundation subjects .

⇒ Updated curriculum maps for music and RE.

⇒ Staff CPD sessions to be delivered for the teaching of RE.

⇒ To deliver further CPD on the use Rosenshein's principles of instruction.

Main Priorities

School Development Target 2:

To enhance the teaching and learning of Reading and Writing so that it positively impacts pupil outcomes in these areas.

INTENT

- To ensure the new Systematic ,Synthetic Phonics Programme (Read Write Inc) is embedded throughout the school , the sequence of phonics teaching is sequential and consistently applied.
- To ensure children's reading books match the sounds they are learning and have learnt.
- To ensure phonics Screening results in Years 1 and 2 to be in line with national data.
- To ensure staff are trained on how to deliver RWI effectively.
- To ensure progress will be at least "0" at end of KS2 for Reading and writing.
- Reading strategies are effective and targets across the school are consistent.
- To ensure all children are exposed to high quality texts across the curriculum.
- To ensure children to exit reading and writing interventions and maintain accelerated progress.
- To devise detailed curriculum maps for reading, writing, grammar and spelling.
- To produce progressive writing checklists for children to use.
- To develop effective modelling through guided practice of writing in all writing lessons.
- To ensure children are taught explicit reading and inference skills using VIPERS approach.
- High quality interventions including Reading Recovery and phonics 1:1 tutoring enable children to make good progress .

IMPLEMENTATION

⇒ Read Write Inc Phonics will be taught in Reception and KS1
⇒ Starting points for all children are to be identified quickly in September
⇒ Regular monitoring of all RWI group data by the Reading Lead. Teachers, along with the Reading Lead, will frequently assess pupils and immediately identify pupils who are falling behind and in need of catch up intervention
⇒ The gap between pupils in the lowest 20% and those at ARE for reading will close. Pupils who are struggling will be identified quickly and have 1:1 catch up sessions. Children who have 1:1 phonics catch up sessions will make good progress
⇒ Embed RWI reading approaches so children have a text that matches the sounds they are learning
⇒ High quality CPD delivered for staff in early reading and writing
⇒ To have a robust Quality Assurance process in place to monitor the teaching of phonics throughout the school.
⇒ High quality interventions including Reading Recovery, ELS and FFT to be organised and implemented to impact on pupil progress.
⇒ Detailed curriculum maps for reading, writing, grammar and spelling, enable children to access a range of texts to develop reading and writing skills.
⇒ To raise the profile of reading and develop children's love of reading including an author visit and World Book week with a particular focus on authors and fostering a love of reading as well as reading awards (Reading vending machine).

School Development Target 3:

To enhance personal development by enabling children to become ambassadors of behaviour, by embedding our school values, rules and high expectations.

INTENT

- To ensure all staff and children model and embed the school's values and rules.

- To ensure all staff have a shared responsibility for safeguarding and children's wellbeing.

- To promote attendance and to ensure attendance figures are at least in line with national average, punctuality is improved. Persistent absence figures are at least in line with national average.

- The values and vision of the school will be understood and modelled by all staff.

- To maintain low levels of behaviour incidents and low levels of exclusion. To reduce the numbers of prejudice based incidents.

- To ensure behaviour is excellent- both in classroom observations and around the school.

- To enable children to become ambassadors for behaviour.

- To ensure all staff use restorative conversations when dealing with behaviour incidents.

- To ensure the new one page school behaviour policy is shared with parents, staff and children and is consistently used throughout the school.

- To develop the role of playleaders in Year 6 to promote positive play in the playground and develop their leadership skills.

- To further enhance the playground provision incorporating games, rotas, zones.

- To continue to work with parents to develop their skills to support children's personal development.

IMPLEMENTATION

⇒ School rules and values are consistently shared with children.

⇒ To 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.

⇒ All staff to stay up to date with all safeguarding requirements – Lead DSL will attend regular training and deliver 'Hot topic' sessions to all staff termly as well as weekly updates. To ensure we have highly robust safeguarding policies and procedures.

⇒ Staff training on restorative conversations and noticing positive behaviour to be delivered.

⇒ One page behaviour policy to be devised and shared with all stakeholders.

⇒ Children to develop their leadership skills through play leader training and modelling.

⇒ Playground provision incorporating games, rotas, zones to be developed to provide children with a wide range of play activities at break and lunchtimes.