



Maybury Primary School Development Plan Summary 2020-2021

Vision

We aim to be an outstanding, values-based school at the heart of our culturally diverse community, striving for excellence, enabling our children to achieve their highest potential in all areas of the curriculum.

Believe. Achieve. Succeed



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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.

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Main Priorities

2019-2020

School Development Target 1:

To develop and embed a clear curriculum strategy focused on intent, implementation and impact, which enables all pupils to make, at least expected progress from their starting points in all areas of the curriculum.

School Development Target 2:

To raise the profile and culture of reading and widen children's vocabulary, so that it impacts on pupil outcomes in reading and phonics throughout the school.

School Development Target 3:

To continue to diminish the difference for disadvantaged pupils (DAP) in all areas particularly in Reading and Writing.

School Development Target 4:

To continue to deliver outstanding personal development, behaviour and welfare and develop positive attitudes to learning, and promote Children's Rights and Responsibilities. To continue to promote Staff and pupils' well-being. To increase pupil attendance so it is at least in line with National and Persistent Absence is reduced in line with National.

School Development Target 5:

To develop a clear Recovery Curriculum to ensure children are happy, feel safe and engaged in their learning.





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Main Priorities

School Development Target 1:



To develop and embed a clear curriculum strategy focused on intent, implementation and impact, which enables all pupils to make, at least expected progress from their starting points in areas of the curriculum.

INTENT

- To ensure outcomes are consistently in line with or above 65% (floor standard at KS2) and school targets. (In summer 2019, 64% achieved the combined expected outcomes at KS2).
- Subject leaders to have a clear curriculum intent which results in high quality implementation which impacts on pupil progress .
- To develop fast feedback in all areas of the curriculum.
- Progress outcomes are at least 0 in Reading, Writing and Maths.
- Maths progress in line with Reading and Writing.
- Attainment in EYFS, Phonics Screening, KS1 and KS2 are in line with National.

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.
- ⇒ Extra pupil progress meeting after Autumn 1 with a focus on intervention.
- ⇒ Curriculum leaders to monitor implementation and impact across the curriculum including in Foundation Subjects.
- ⇒ Children have high quality verbal feedback which enables children to make rapid improvements to their learning.
- ⇒ To develop children's growth mind-set.
- ⇒ To ensure teachers have high expectations in all subjects: core and foundation.
- ⇒ To use knowledge organisers to develop children's knowledge in foundation subjects as well as their vocabulary.

Main Priorities

School Development Target 2:



To raise the profile and culture of reading and widen children’s vocabulary, so that it impacts on pupil outcomes in reading and phonics throughout the school.

INTENT

- To raise the profile of reading and develop children’s love of reading.
- To ensure pupil progress meetings identify children for additional interventions.
- To develop children’s inference and vocabulary skills through focused individual and guided reading sessions.
- To utilise Cracking Comprehensions lessons in our reading curriculum to develop vocabulary and inference.
- To use Read Aloud, Think Aloud strategies to develop inference skills.
- To deliver a high quality Phonics and Reading curriculum to enable children to “keep up not catch up.”
- To increase parents understanding of ways to support reading at home including developing children's comprehension skills.
- To provide high quality targeted reading interventions to enable pupils to make accelerated progress.
- Phonics results are at least in line with National.

IMPLEMENTATION

- ⇒ Targeted children are highlighted and recommended for particular interventions.
- ⇒ Children taught explicit comprehension and inference skills.
- ⇒ Focused reading session in daily reading roundabouts through use of comprehension materials and Bug Club.
- ⇒ Teach explicit comprehension skills .
- ⇒ Parent workshops on phonics and reading, Bug Club resources accessible for home learning opportunities.
- ⇒ Deliver high quality story telling sessions as well as 1:1 reading.
- ⇒ High Quality Interventions including Reading Recovery, 1:1 tuition, ELS and FFT to be organised and implemented to impact on pupil progress.
- ⇒ To give children high quality texts which they read as a class.
- ⇒ 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.
- ⇒ To deliver high quality Phonics and Reading teaching throughout school.

Main Priorities

School Development Target 3:



To continue to diminish the difference for disadvantaged pupils (DAP) in all areas particularly in Reading and Writing.

INTENT

- To ensure disadvantaged pupils are achieving in line with or better than National averages in Reading, Writing and Maths by the end of Key Stage 1 and 2 and to ensure progress measures for disadvantaged pupils are 0 or higher.
- To provide high quality targeted interventions to enable disadvantaged pupils to make accelerated progress enabling them to “Keep up not catch up.”
- To provide disadvantaged pupils with a range of social enrichment opportunities .
- To continue to give clear and precise next steps in verbal feedback and written feedback using a star and a wish.
- To devise and approve a pupil premium strategy which explains our rationale for funding and expectations of progress including a report for the 2020-2021 spend.

IMPLEMENTATION

- ⇒ Disadvantaged pupils Leader to monitor children's progress half termly and termly at pupil progress meetings and recommend additional interventions.
- ⇒ High Quality Interventions including Reading Recovery, Numbers Count, 1:1 tuition, ELS and FFT organised and implemented to impact on pupil progress, these are rigorously monitored with impact shared with SLT.
- ⇒ Disadvantaged Pupils to be given priorities on enrichment activities e.g. clubs, Woking Confederation activities etc.
- ⇒ To give high quality feedback so children make improvements to their learning.
- ⇒ Disadvantaged pupil funding is utilised for maximum impact to support pupils to make expected or better progress.
- ⇒ To deliver high quality writing through 3 week writing cycles using high quality texts.
- ⇒ Disadvantaged pupils’ parent reading project to engage and support parents with reading at home with their children.

Main Priorities

School Development Target 4:



To continue to deliver outstanding personal development, behaviour and welfare and develop positive attitudes to learning, and promote Children’s Rights and Responsibilities. To continue to promote Staff and pupils’ well-being. To increase pupil attendance so it is at least in line with National and Persistent Absence is reduced in line with National.

INTENT

- To promote good attendance and punctuality and reduce the number of persistent absentees . Attendance figures at least in line with National average, to further target the reduction of PAs so that attendance figures improve overall.
- To raise the profile of well-being across the school.
- To provide opportunities to develop children’s mental wellbeing, self-esteem and resilience .
- To develop children’s life experiences by providing a range of enrichment activities throughout the curriculum.
- To continue to promote a strong set of school values which prepares children for modern Britain.
- To maintain outstanding safeguarding policies and procedures ensuring all staff have regular training on ways to safeguard our children.
- To increase the number of parent responses for parent view.
- To promote staff wellbeing and monitor teacher’s workload reducing where possible.
- To develop children's awareness of Rights and Responsibilities.

IMPLEMENTATION

- ⇒ Promote attendance in assemblies and attendance rewards including attendance league and Golden Tea Party.
- ⇒ Well-being committee meet regularly and work to improve the well-being of children and staff in the school. Using feedback from stakeholders to inform and monitor improvements. To offer children a range of opportunities during wellbeing week and throughout the curriculum. Develop a playground reflection zone.
- ⇒ Children have access to the wellbeing suite, ELSA, Draw and Talk therapy and Pets as Therapy. Develop pupil resilience by planning “try new things” opportunities.
- ⇒ Embed an outstanding values based ethos throughout the school, involving all stakeholders. Including weekly values assemblies.
- ⇒ To stay up to date with all safeguarding requirements – Lead DSL will attend regular training and deliver ‘Hot topic’ sessions to all staff termly. To ensure we have highly robust safeguarding policies and procedures.
- ⇒ Parents can complete the ‘parent view’ survey at parents’ evening.
- ⇒ INSET on promoting Children’s Rights and Responsibilities and embed throughout the curriculum.

Main Priorities

School Development Target 5:



To develop a clear Recovery Curriculum to ensure children are happy, feel safe and are able to be engaged in their learning in line with National.

INTENT

- Children have adapted to the return of school routines and are attending school every day and are on time.
- Children are happy, feel safe and able to engage in their learning
- Children are able to talk safely about their experiences and worries with staff who are responsive, knowledgeable and confident.
- Lever 1: Relationships – Children positively reconnect with their peers and school staff.
- Lever 2: Community – Staff are responsive to the needs of children and use positive experiences of the community, which have supported their home learning, enabling them to transition back to learning at school.
- Lever 3: Transparent curriculum – To have a recovery curriculum in place that enables children to “keep up not catch up” which address gaps in learning, celebrate achievements in home learning to heal this sense of loss.
- Lever 4: Metacognition – To have a recovery curriculum in place that enables children to learn in different way from different experiences to reskill and rebuild their confidence as learners.
- Lever 5: Space – To ensure quality first teaching is underpinned by personalised differentiation in recognition that children will have had different experiences.

IMPLEMENTATION

- New start of 8:40 to extend the school day. Clear routines and timetables shared with children via visual timetables.
- Support and strategies in place to support children with separation anxiety and emotional trauma. New quiet wellbeing areas in the playground.
- High quality PE and physical activity timetabled into the school day.
- Wellbeing focus and clear Learning for Life Recovery Plan .
- Parent Support Hub to be launched to support families in need.
- Develop sense of belonging to our school community again- themed diversity week first week to celebrate community spirit and diversity.
- Clear Recovery curriculum policy and plan in place for all subjects . Additional daily phonic and arithmetic sessions.
- Planned opportunities for children to rebuild confidence, self-esteem, resilience and interaction .

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