



Maybury Primary School Development Plan Summary 2024-2025

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

2024—2025

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 silvery foliage in the foreground. A chain-link fence and a wooden post are visible in the background. The scene is brightly lit, suggesting a sunny day.

School Development Target 1:

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

To ensure our curriculum is ambitious and signed to give all learners the knowledge, skills and cultural capital they need to achieve well and succeed.

School Development Target 2:

To enhance the provision for children with high special education needs (SEN), with a particular focus on children with Autism Spectrum Disorder (ASD) and communication and language differences

School Development Target 3:

To enhance personal development to ensure all children are included and 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. To ensure our curriculum is ambitious and signed to give all learners the knowledge, skills and cultural capital they need to achieve well and succeed.

INTENT

- Attainment in writing in EYFS and KS2 are in line with national.
- All children make at least expected progress in writing, children who are working below ARE make accelerated progress in Writing and Reading
- Clear and sequenced long-term writing plan including spelling and grammar are refined. The whole school writing medium term plans shows clear progression of skills within each unit based on the outcome of the final writing tasks.
- 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.
- Staff have developed expertise in the modelling of writing. Develop metacognition in writing- showing children what you are thinking as writer when modelling
- High quality feedback is provided in writing to ensure children are given precise feedback on ways to improve their writing which impacts on their progress.
- All staff will share responsibility for delivering high quality teaching and learning; this shared responsibility will result in a deeper understanding of teaching and learning at Maybury Primary School for all so that data outcomes at least meet predictions and where needed accelerated progress is recorded during progress meetings. A clear long-term plan for music is devised including a musical development plan
- We will have enhanced implementation and impact in music
- Quality Assurance processes ensure effective monitoring of the curriculum in each subject area.

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.
- ⇒ 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 for Writing which include clear skills progression in writing, grammar and spelling.
- ⇒ Staff CPD sessions to be delivered in modelling of writing.
- ⇒ Mighty writer is embedded in Reception and Year 1 to children can begin to write with confidence.
- ⇒ Modelling is a clear focus in Writing lesson. Improve pupils' ability to rehearse specific writing skills through targeted short writing tasks.
- ⇒ Effective feedback is given both through fast feedback and written feedback.
- ⇒ New planners are used to support learning in class to provide retrieval opportunities using knowledge organisers.
- ⇒ Kapow Music curriculum is rolled out, children access high quality music lessons.
- ⇒ Music development plan is written.

Main Priorities

School Development Target 2:



To enhance the provision for children with high special education needs (SEN), with a particular focus on children with Autism Spectrum Disorder (ASD) and communication and language differences

INTENT

- Develop SEND provision/classroom for high needs SEND.
- Enhanced academic and social outcomes for children with high SEND needs.
- 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.

IMPLEMENTATION

- ⇒ Set up The Reef classroom so it meets the needs of the children in cohort.
- ⇒ Design a bespoke educational curriculum for the Reef provision
- ⇒ CPD is focused on SEND including ASD training, Makaton training and support from multi agency professionals.
- ⇒ Develop staff awareness of sensory load , carry out a sensory audit and review of ordinarily available provision of classrooms and learning environments.
- ⇒ Refine the Year 1 curriculum so it enables all children to gain key skills focusing on phonics, communication and language as well as social interaction.
- ⇒ Take part in the EEIF project to develop staff training including ASD, Makaton and trauma informed programme to support the high needs Reception cohort.
- ⇒ Develop parental workshops on SEND awareness focus on ASD and communication and language differences.

Main Priorities



School Development Target 3:

To enhance personal development to ensure all children are included and 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

- 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.
- Decrease the number of children with poor punctuality.
- Enhanced awareness and understanding of diversity and inclusion among children and staff.
- A decrease in the number of prejudice-based incidents, creating a safer and more inclusive school environment.
- The values and vision of the school will be understood and modelled by all staff.
- Maintaining low levels of behaviour incidents and low levels of exclusion
- A positive, respectful, and inclusive school culture where all children feel valued and supported.
- 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.
- Wellbeing Award is reaccredited.
- Behaviour will be excellent- both in classroom observations and around school.
- Staff will be consistent in all behaviour approaches. 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.
- ⇒ 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 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
- ⇒ Ensure curriculum reflects diverse cultures.
- ⇒ Staff use restorative conversations when tackling any prejudice based incidents.
- ⇒ Playground provision incorporating games, rotas, zones to be developed to provide children with a wide range of play activities at break and lunchtimes.
- ⇒ Continue to review workload reduction strategies e.g. through use of AI etc.
- ⇒ Continue to provide wellbeing opportunities and training to staff.
- ⇒ Continue to promote children's wellbeing and hold annual wellbeing week.
- ⇒ Reaccredit the Wellbeing in Schools award.