# 2024 - 2025

# School Improvement Plan



# Maylandsea Primary School

# ‘Enjoy and Achieve’

**Maylandsea Primary School**

**Ethos and Values**

We aim to maximise the full potential of each child and to nurture their spiritual, moral, social and cultural development.

We want our children to be happy, healthy and successful, to enjoy learning together and to understand the meaning and importance of upholding principles and values.

We will:

• Create a happy, safe and caring environment

• Value each child for his or her individual talents

• Help our children to learn about courtesy, good manners and consideration for others

• Promote positive relationships between pupils and adults

• Encourage children to wear their uniform with pride

• Prepare our pupils for the responsibilities and experiences of life in Britain and the wider world

**Our School Values**

* **Responsibility**
* **Friendship**
* **Determination**
* **Caring**
* **Teamwork**
* **Courage**

**Maylandsea Primary School**

**Stake Holders**

* The Eveleigh LINK Academy Trust (TELAT)
* Senior Leadership Team
* Teachers
* Support Staff
* Governors
* Pupils
* Parents
* Volunteers
* Community
* Health and Social Care
* External Agencies

**Maylandsea Primary School**

**Data Information and Three Year Trends**

**2022 Achievements**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **2022** | **School** | | **National** | |
| **EYFS** | 72% above | | 65% | |
| **Year 1 Phonics** | 68% below | | 75% | |
|  | **ARE** | **GD** | **ARE** | **GD** |
| **Year 2 Reading** | 84% above | 19% inline | 67% | 18% |
| **Year 2 Writing** | 68% above | 7% inline | 58% | 8% |
| **Year 2 Maths** | 81% above | 13% inline | 68% | 15% |
| **Year 6 Reading** | 88% above | 28% inline | 75% | 28% |
| **Year 6 Writing** | 73% above | 3% below | 69% | 13% |
| **Year 6 Maths** | 65% below | 13% below | 71% | 23% |
| **Year 6 Combined** | 50% below | 3% below | 59% | 7% |
| **Progress** | Reading 0.5  Writing -1.2  Maths -1.2 | | | |

**2023 Achievements**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **2023** | **School** | | **National** | |
| **EYFS** | 77% above | | 67% | |
| **Year 1 Phonics** | 77% inline | | 79% | |
|  | **ARE** | **GD** | **ARE** | **GD** |
| **Year 2 Reading** | 71% above | 16% inline | 67% | 18% |
| **Year 2 Writing** | 68% above | 7% inline | 58% | 8% |
| **Year 2 Maths** | 74% above | 19% above | 68% | 16% |
| **Year 6 Reading** | 77% above | 13% below | 73% | 28% |
| **Year 6 Writing** | 67% below | 3% below | 71% | 14% |
| **Year 6 Maths** | 72% inline | 13% below | 73% | 23% |
| **Year 6 Combined** | 54% below | 3% below | 60% | 8% |
| **Progress** | Reading -2.5  Writing -1.5  Maths -2.5 | | | |

**2024 Achievements**

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| --- | --- | --- | --- | --- |
| **2024** | **School** | | **National** | |
| **EYFS** | 79% above | | 67% | |
| **Year 1 Phonics** | 87% above | | 79% | |
|  | **ARE** | **GD** | **ARE** | **GD** |
| **Year 6 reading** | 71% below | 21% | 74% | tbc |
| **Year 6 Writing** | 73% inline | 7% | 72% | tbc |
| **Year 6 Maths** | 68% below | 7% | 73% | tbc |
| **Year 6 Combined** | 56% below | 7% | 61% | tbc |

**Maylandsea Primary School**

**Aims and Objectives 2024-2025**

**Maylandsea Primary School**

**Aims and Objectives 2024-2025**

**Quality of Education**

For our learners become confident mathematicians who use mathematical knowledge, concepts and procedures appropriate to their next step needs with planned opportunities to reason and apply.

To improve the progress children, make in writing to close the gap between the school and national at expected and greater depth by developing effective AfL systems

To ensure the teaching of all subjects meets the needs of all children, particularly those with SEN through robust One Planning and use of SMART targets.

**Behaviour and Attitudes**

Attendance of persistent non-attenders improves to be in line with all other pupils groups of the school.

# 2024-2025

# School Improvement Plan

To continue to improve the mental health and well-being of pupils and staff

Consistently apply the Positive Behaviour Policy, including the deployment of TPP, ‘structured conversations’ to support behaviour management

**Personal Development**

Ensure that the schools' spiritual, moral, social and cultural education is effective and empowers pupils with the knowledge that they need for life in modern Britain.

School values will be taught explicitly to all pupils.

To embed pupil voice in school.

**Leadership and Management**

Leaders have a clear ambitious vision for providing high-quality education for all learners

Ensure subject leaders become experts in their areas by having a clear vision for their subject and support teachers develop subject and pedagogical knowledge by auditing/ monitoring and providing professional development to improve learning

Senior leaders support the mental health and wellbeing of all staff through monitoring workload and work-life balance

**Early Years**

To develop the provision for Forest School and evaluate the impact

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| --- | --- | --- | --- | --- | --- |
| Quality of Education 2024-2025 | | | £ Cost (excluding PP and SF) | | |
| Action | How will this be achieved? | By Whom? | CostResources, CPD | Monitoring | Impact |
| For our learners become confident mathematicians who use mathematical knowledge, concepts and procedures appropriate to their next step needs with planned opportunities to reason and apply. | * CPD for school maths subject leader with Trust maths group and maths advisor * CPD for staff with maths subject leader * Reasoning and problem solving embedded in each and every lesson for all learners including those with SEND * Through effective deployment of LSAs | * SLT / Maths Subject leader * Teachers | * Termly CPD with TELAT maths group – Supply cover cost £200 x 3 * Number stacks licence renewal - £120 for 10 users | * Book looks * Planning * Learning Walks * Pupil perceptions * PMR * Governor monitoring | * End of year data shows that the gap between school data and the national average is reduced. |
| To improve the progress children, make in writing to close the gap between the school and national at expected and greater depth by developing effective AfL systems | * CPD for school English subject leader with Trust English group and Jonathan Bond (Advisor) * CPD for staff with English subject leader * Agreed writing criteria (star writer and AFL) embedded in each and every lesson for all learners including those with SEND * Through effective deployment of LSAs | * SLT / English Subject leader * Teachers | * Termly CPD with TELAT English group – Supply cover cost £200 x 3 * Dyslexia Gold licence renewal - ££££ | * Book looks * Planning * Learning Walks * Pupil perceptions * PMR * Governor monitoring | * End of year data shows that the gap between school data and the national average is reduced and percentage of GD writers increases |
| To ensure the teaching of all subjects meets the needs of all children, particularly those with SEN through robust One Planning and use of SMART targets. | * Review One Plans for SEN children termly * Set SMART Targets and communicate them and timescales with all relevant people * Regularly review One Plans and involve parents * Teachers/LSAs to meet and review all plans termly | * SENCO * Class teachers * LSAs * Parents / carers | * NPQSENCO Qualification for SENCO | * Half termly LSA meetings * Staff meetings for One planning * One Plan meetings with parents * Book looks * Planning * Learning Walks * Pupil perceptions * PMR * Governor monitoring | * All learners able to access the curriculum at their own level and make progress from their induvial starting points. |
| January Update: | | | | | |
| April Update: | | | | | |
| July Update: | | | | | |

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| Behaviour and Attitudes 2024-2025 | | | £ Cost (excluding PP and SF) | | |
| Action | How will this be achieved? | By Whom? | CostResources, CPD | Monitoring | Impact |
| * Attendance of persistent non-attenders improves to be in line with all other pupils groups of the school. | * Attendance in 2023/2024 was 92.8% Persistent absents: 19%   Severely absent: 1%   * informing parents early of attendance issues through letters and meetings. * Checking patterns of attendance * Supporting persistent non-attenders by discussing barriers to attendance and what we can do to support | * Attendance team HT, office manager and admin assistant | * CPD training in new attendance policy * Resources from LA – letters, meeting formats | * Daily register checks * Leave of absence forms * Letters to parents half termly * DFE attendance website checks * Newsletter updates * Governor monitoring | * Level of attendance to increase * Number of absent sessions reduced * Number of persistent absentees reduced |
| * To continue to improve the mental health and well-being of pupils and staff | * Supporting our pupils and staff with mental Health and well being sessions * PSHE lessons to address and discuss any issues raised * DSLs to be aware of any well-being issues * Family Support worker in place to support pupils and families * Continuous checking in with staff and focusing on workload and work life balance * Support for pupils and families through mental health support team | * SLT/ Trust well being group * Family support worker * Teachers and LSAs * Mental Health Support team | * CPD from Mental health support team * Release for wellbeing committee member ½ day termly release * Mental health lead training updates | * Regular check in with staff and pupils * Pupil perceptions * Staff meeting agendas and minutes * Governor monitoring * Supervision for headteachers / deputy heads and TLR | * Mental health and wellbeing of staff is acknowledged and addressed – support is given to those who require it |
| * Consistently apply the Positive Behaviour Policy, including the deployment of TPP, ‘structured conversations’ to support behaviour management | * All staff follow the positive behaviour policy and use the structured conversations from TPP | * SLT * Teachers * LSAs * Governors | * TPP training for all staff through staff meetings and LSA meetings * Train the trainer CPD for SLT in TPP – Cost unknown | * My Concern * Staff meeting agenda and minutes * Pupil perceptions * Learning walks of the classroom and climate walks of the playground. | * The number behaviour incidents decreases with children being able to regulate emotions effectively through support of the adults in school |
| January Update: | | | | | |
| April Update: | | | | | |
| July Update: | | | | | |

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| Personal Development 2024-2025 | | | £ Cost (excluding PP and SF) | | |
| Action | How will this be achieved? | By Whom? | CostResources, CPD | Monitoring | Impact |
| * Ensure that the schools' spiritual, moral, social and cultural education is effective and empowers pupils with the knowledge that they need for life in modern Britain. | * Our school is 97% white British and children need to understand the diversity of the country and the world we live in * Ensure classes take part in Black History month – researching, writing, understanding about the lives of those in minority groups | * Humanities subject leader * Class teachers * Governors * Local Clergy | * Resources – unknown cost | * PSHE lessons * Book looks * Curriculum planning to include other faiths, religions and cultures * Class trips and experience days * Pupil perceptions * Governor minutes | * Whole school approach to being inclusive and understanding diversity across our community, country and the world. |
| * School values will be taught explicitly to all pupils. | * Through whole school assemblies, school values will be discussed and taught, developing children’s understanding | * SLT * Class teachers | * Resources – unknown cost | * Newsletters * Assemblies * Climate walks * Pupil perceptions | * Pupils are empowered by the school values |
| * To embed pupil voice in school. | * Embedding the role of the school council * Class council sessions to allow all pupils to have a voice * Ensuring pupils have a say in decisions about the school that would impact them | * SLT * Class teachers | * Resources – unknown cost * Badges for school councillors - £30 | * School council minutes * Class council minutes * Pupil perceptions * Achievements from school council. | * The pupil voice is strong in the school and pupils use their voice to ensure the school is a place they are proud to be apart of. |
| January Update: | | | | | |
| April Update: | | | | | |
| July Update: | | | | | |

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| Leadership and Management 2024-2025 | | | | | | £ Cost (excluding PP and SF) | | | | | |
| Action | | How will this be achieved? | | By Whom? | | CostResources, CPD | | Monitoring | | Impact | |
| * Leaders have a clear ambitious vision for providing high-quality education for all learners | | * Regular monitoring of vulnerable groups to ensure teaching and learning is ambitious for all learning groups. | | * SLT * Subject leaders * Governors | | * PPG funding to be used to vulnerable pupils * SEND funding to be used to ensure needs are being met for vulnerable groups | | * Climate walks * Planning * Pupil perceptions * Termly monitoring of foundation subjects * Governor minutes * Assessment grids | | * High quality teaching and learning for all groups of pupils including those with SEND / PPG | |
| Ensure subject leaders become experts in their areas by having a clear vision for their subject and support teachers develop subject and pedagogical knowledge by auditing/ monitoring and providing professional development to improve learning | | * Regular updates from subject leaders through staff meeting sessions * Release time for subject leaders in order to track pupils and develop subject pedagogy | | * SLT * Subject leaders * Teachers * Governors | | * Trust subject group – release time * Subject leader release time ½ day termly | | * Climate walks * Planning * Pupil perceptions * Termly monitoring of foundation subjects * Yearly governor meetings with subject leaders * Assessment grids | | * Curriculum is rich and ambitious * Subject leaders are secure in their understanding of their role. * Teachers feel supported in their teaching of subjects. | |
| Senior leaders support the mental health and wellbeing of all staff through monitoring workload and work-life balance | | * Supporting staff with mental Health and well being sessions * DSLs to be aware of any well-being issues * Continuous checking in with staff and focusing on workload and work life balance | | * SLT/ Trust well being group * Teachers and LSAs * Mental Health Support team * Well being governor | | * CPD from Mental health support team * Release for wellbeing committee member ½ day termly release * Mental health lead training updates | | * Regular check in with staff * Staff meeting agendas and minutes * Governor monitoring * Supervision for headteachers / deputy heads and TLR * Staff surveys | | * Mental health and wellbeing of staff is acknowledged and addressed – support is given to those who require it | |
| January Update: | | | | | | | | | | | |
| April Update: | | | | | | | | | | | |
| July Update: | | | | | | | | | | | |
| Early Years 2024-2025 | | | | | £ Cost (excluding PP and SF) | | | | | |
| Action | How will this be achieved? | | By Whom? | | CostResources, CPD | | Monitoring | | Impact | |
| To develop the provision for Forest School and evaluate the impact | * Forest school to be set up and run weekly by EYFS lead * Parent volunteers to support the forest school sessions (DBS checked) | | * Outdoor learning leader * SLT * Governors | | * Resources required – Unknown * Class cover – use of sport premium funding?? * DBS checks for volunteers | | * Impact on child development from sessions * Book looks * Learning walks * Pupil perceptions * Evaluations of sessions (half termly) | | * Confidence: Children are given the space and time to learn and demonstrate independence. * Social skills: Children learn to work together in teams, share tools, and manage conflicts. * Communication: Sensory experiences in the forest help children develop their language skills. * Motivation and concentration: Children are fascinated by the woodland and develop the ability to concentrate for longer periods of time. * Physical development: Children develop physical strength, coordination, and gross motor skills by climbing trees, exploring, and building dens. * Emotional well-being: Spending time in nature can reduce anxiety, depression, and ADHD. * Connection with nature: Children develop a deep connection with the natural world. * Character and personality traits: Children build resilience and self-reliance | |
| January Update: | | | | | | | | | | |
| April Update: | | | | | | | | | | |
| July Update: | | | | | | | | | | |

### Priorities 20(+1 year) – 20(+3 years)

* the quality of education at the school
* the behaviour and attitudes at the school
* the personal development of everyone at the school
* the quality of leadership and management of the school
* early years (if applicable)