A logo with a crest and leaves

AI-generated content may be incorrect.

**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**

* Quantum MAT
* 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**

**2023 Achievements**

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| **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% | 29% |
| **Year 6 Writing** | 73% inline | 7% | 72% | 13% |
| **Year 6 Maths** | 68% below | 7% | 73% | 24% |
| **Year 6 Combined** | 56% below | 7% | 61% | 8% |

# **2025 Achievements**

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| **2025** | **School** | | **National** | |
| **EYFS** | 66% | | 68% | |
| **Year 1 Phonics** | 87% | | 80% | |
|  | **ARE** | **GD** | **ARE** | **GD** |
| **Year 6 reading** | 80% | 30% | 75% | 33% |
| **Year 6 Writing** | 73% | 17% | 72% | 13% |
| **Year 6 Maths** | 76% | 15% | 74% | 26% |
| **Year 6 Combined** | 61% | 8% | 62% | 8% |

# **Maylandsea Primary School**

# **Aims and Objectives 2025 – 2026**

# **Quality of Education**

# Develop and embed SEND Additionally Resourced Provision (ARP)

# Raise attainment and challenge in Maths at Greater Depth

# **Behaviour and Attitudes**

# Embed Trauma Perceptive Practice (TPP) school-wide

# **Personal development**

# Strengthen parental engagement: focus on mobile phone use and digital wellbeing

# Promote Equality and Diversity across curriculum and culture

# **Leadership and Management**

# Effective transition to Quantum Multi-Academy Trust

# **Early Years**

# Develop Characteristics of Learning through ELLI (Effective Lifelong Learning Inventory)

**Quality of Education**

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| **Objective** | **Strategies and Actions** | **Success Criteria** | **Monitoring and Evaluation** | **Evaluation** | **Responsibility** | **Timeline** | **Resources and Budget** |
| Develop and embed SEND Additionally Resourced Provision (ARP) | - Co-plan ARP model with LA SEND department and MAT SEN lead - Appoint experienced Class teacher to lead provision and recruit specialist staff - Establish a purpose-built provision space with appropriate resourcing - Implement personalised learning plans that align with EHCPs - Tiered CPD to mainstream staff: inclusive teaching, understanding complex needs, adaptive strategies - ARP link governor assigned - Develop transition pathways for ARP pupils to integrate with peers | - ARP functioning and fully staffed - Personalised targets consistently met - Inclusive practice evident in classroom walkthroughs - Parents and specialists’ express confidence in provision | - ILP and EHCP reviews each term - External moderation reports - Inclusion audits - Ongoing parent forums and feedback | - 100% ARP pupils have termly reviews - Pupil engagement and progress data show strong impact - Staff CPD tracking shows universal participation | SENCo, HT, Inclusion Governor, MAT Inclusion Lead | Planning: Summer 2 Launch: Autumn Review: Ongoing termly | Staffing and environment CPD and resources |
| **Evaluation** | | | | | | | |
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| **Objective** | **Strategies and Actions** | **Success Criteria** | **Monitoring and Evaluation** | **Evaluation** | **Responsibility** | **Timeline** | **Resources and Budget** |
| Raise attainment and challenge in Maths at Greater Depth | - Use formative data and tests to identify potential GD pupils - Use high-ceiling tasks and NCETM reasoning hubs for enrichment - Introduce ‘Maths Masterclasses’ for selected pupils across year groups - Train staff on questioning and scaffolding to deepen reasoning - Challenge starter activities embedded weekly (“Maths Blast”) - GD Maths journals introduced - Launch ‘Mathematician of the Month’ linked to reasoning skills - Engage with local Maths Hub for coaching and TRGs (Teacher Research Groups) | - Greater Depth cohort increases by 20% across KS2 - Maths books show deep reasoning - Pupils enjoy challenge and explain reasoning clearly - Increased pupil participation in mathematic competitions | - Termly pupil progress meetings - Journals and books monitored for GD evidence - Coaching logs and staff reflections - Participation in Maths Hub initiatives | - KS2 SATs GD attainment increases by targeted 5–7% - Quality of reasoning evidenced in learning journals - Positive pupil voice on challenge and enjoyment | Maths Lead, SLT, Year Group Leads | Identification: Autumn 1 Implementation: Ongoing Evaluation: Summer | CPD funds External moderation Resource packs for challenge |
| **Evaluation** | | | | | | | |
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| **Objective** | **Strategies and Actions** | **Success Criteria** | **Monitoring and Evaluation** | **Evaluation** | **Responsibility** | **Timeline** | **Resources and Budget** |
| To successfully implement and embed the Sonar Assessment System across the school in order to improve the accuracy, consistency, and effectiveness of pupil progress tracking and data-informed teaching. | -Provide staff training on Sonar system functions and assessment principles.  -Develop a school-wide assessment policy aligned with Sonar.  -Establish clear expectations for frequency and consistency of data entry.  -Use Sonar reports to inform pupil progress meetings and targeted interventions.  -Review the effectiveness of the system at the end of each term and make adjustments as needed. | -All teaching staff trained and confident in using Sonar to record and analyse assessment data.  -Assessment information used consistently across year groups to inform planning, differentiation, and interventions.  -Leadership team and subject leaders can use Sonar to monitor pupil progress, identify gaps, and evaluate the impact of teaching.  -Parents receive clear and accessible reports based on Sonar data, supporting home–school collaboration.  -Sonar data informs whole-school self-evaluation and future curriculum planning. | -Senior leadership team to review Sonar data entries termly.  -Feedback gathered from staff on usability and impact.  -Governors updated on progress and outcomes. | -Pupil outcomes tracked over time to evaluate improvement in attainment and progress. | SLT, All teachers | Termly Updates  Initial training required Autumn 1 | Sonar to be running from September 2025 |
| **Evaluation** | | | | | | | |
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| **Objective** | **Strategies and Actions** | **Success Criteria** | **Monitoring and Evaluation** | **Evaluation** | **Responsibility** | **Timeline** | **Resources and Budget** |
| Develop Characteristics of Learning through ELLI (Effective Lifelong Learning Inventory) | - CPD on ELLI’s 7 learning dimensions - Embed ELLI vocabulary in marking and learning outcomes - Half-termly pupil self-assessments via visual ELLI profiles - Class ELLI heroes and focus weeks to deepen practice - Learning Detectives group formed to promote ELLI traits school-wide - Parent sessions to promote traits at home - Link ELLI dimensions to school reward system | - Pupils articulate learning strategies fluently - Staff refer to ELLI traits in planning and feedback - Improved resilience and problem-solving noted across subjects - Parents reinforce ELLI language at home | - Learning walks focus on learning traits - Book scrutiny includes pupil reflection - Pupil conferencing - Feedback from 'Learning Detectives' forum | - 90% pupils can identify and apply 4+ ELLI traits - Learning behaviours improve in lesson observations - Parental involvement improves on homework tasks | DHT, Curriculum Leads, ELLI Champions | CPD: Autumn 1 Launch: Autumn 2 Review each half term | Visual aids and CPD Printing and reward materials |
| **Evaluation** | | | | | | | |
| January: | | | | | | | |
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**Behaviour and Attitudes**

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| **Objective** | **Strategies and Actions** | **Success Criteria** | **Monitoring and Evaluation** | **Evaluation** | **Responsibility** | **Timeline** | **Resources and Budget** |
| Embed Trauma Perceptive Practice (TPP) school-wide | - Whole-school CPD on TPP values, delivered by accredited training provider - Update behaviour and wellbeing policies with TPP principles - Develop consistent de-escalation strategies and behaviour scripts - Weekly staff briefings include positive case studies and trauma-sensitive responses - Schedule class check-ins and daily emotional regulation routines - Trauma-informed supervision framework established - TPP Leads in each phase - Parent training sessions on supporting traumatised children | - Whole-staff understanding evident in conversations and actions - Consistent use of restorative approaches - Decline in reactive behaviours and behaviour logs - Staff and pupil wellbeing indicators improve | - Behaviour logs analysed half-termly - Staff and pupil voice surveys - Parent feedback after workshops - Classroom observations reflect practices | - Recorded incidents decrease by 25% year-on-year - Staff wellbeing surveys show improved confidence in managing behaviour - Positive parent feedback on school support structures | DHT, Pastoral Lead, SENCo | CPD: Autumn Implementation: Ongoing Review: Each term | CPD Resources for zones Protected time for supervision |
| **Evaluation** | | | | | | | |
| January: | | | | | | | |
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# **Personal Development**

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| **Objective** | **Strategies and Actions** | **Success Criteria** | **Monitoring and Evaluation** | **Evaluation** | **Responsibility** | **Timeline** | **Resources and Budget** |
| Strengthen parental engagement: focus on mobile phone use and digital wellbeing | - Initial survey to gather parental insight on digital habits - Host co-production workshops to create a home-school mobile phone protocol - Launch “Digital Awareness Week” with family challenges and assemblies - Weekly digital tips in newsletter - Pupil-led campaign with posters/videos promoting tech-life balance - Parent webinars on digital safety, sleep and mental health | - Agreed parent-school expectations in place - Families engage in non-screen alternatives - Pupils demonstrate focus and regulation in class - Stronger parent-school trust | - Pre/post parental surveys - Attendance and participation in workshops - Home learning analysis - Online safety incident logs | - 85% family agreement rate on digital charter - Drop in screen-related concerns reported by teachers - Positive impact on pupil readiness to learn | AHT, DSL, Family Liaison Lead | Survey: Autumn 1 Workshops: Termly Policy Launch: Autumn 2 | Resources Delivery time External speaker fees |
| **Evaluation** | | | | | | | |
| January: | | | | | | | |
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| **Objective** | **Strategies and Actions** | **Success Criteria** | **Monitoring and Evaluation** | **Evaluation** | **Responsibility** | **Timeline** | **Resources and Budget** |
| Promote Equality and Diversity across curriculum and culture | - Curriculum audit to ensure diversity of voices across topics - Update reading spine and texts to include global majority authors and inclusive themes - Equalities Ambassadors trained to lead assemblies/events - Use No Outsiders and Educate & Celebrate schemes to plan PSHE, assemblies - Staff CPD on unconscious bias and inclusive conversation - Appoint Equalities Governor - Celebrate key cultural and identity dates with child-led activities - Collaborative projects with local community partners | - Diverse representation across subjects validated in planning - All pupils see themselves reflected in curriculum - Assemblies and displays demonstrate inclusive ethos - Reduction in incidents of bias/prejudice - Increased inclusive leadership by under-represented groups | - Medium-term plans reviewed termly - Equality impact assessments - SLT monitoring of PSHE, assemblies - Incident logs and pupil reporting analysed | - 100% curriculum leaders complete diversity audit - Monitoring shows significant increase in culturally responsive planning - Reduction in recorded bias incidents by 50% | PSHE Lead, HT, Subject Leaders, Equalities Governor | Audit: Autumn 1 Implementation: Ongoing Review: Summer term | Diverse books CPD sessions Community project costs |
| **Evaluation** | | | | | | | |
| January: | | | | | | | |
| April: | | | | | | | |
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**Leadership and Management**

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| **Objective** | **Strategies and Actions** | **Success Criteria** | **Monitoring and Evaluation** | **Evaluation** | **Responsibility** | **Timeline** | **Resources and Budget** |
| Effective transition to Quantum Multi-Academy Trust | - Conduct termly information sessions for staff to communicate MAT values and expectations - Align the School Improvement Plan (SIP) and policies with MAT priorities and frameworks - Implement joint CPD sessions with other Quantum MAT schools to build collaborative culture | - Smooth operational and cultural integration into MAT - All stakeholders identify with and articulate MAT values - Staff report increased collaboration and professional development - No disruption to teaching, learning or finance during transition | - Half-termly ELT and MAT implementation reviews - Staff and parent surveys - CPD attendance logs and evaluations - Scheduled MAT visits with feedback reports | - Staff integration surveys show 90%+ confidence - Quantitative audit shows 100% policy alignment - Pupil outcomes and teaching quality remain stable or improve | HT, DHT, MAT CEO, Governors | Term 1–3 2024/25 | Release time for staff CPD costs Communication and resources |
| **Evaluation** | | | | | | | |
| January: | | | | | | | |
| April: | | | | | | | |
| July: | | | | | | | |

**Early Years**

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| **Objective** | **Strategies and Actions** | **Success Criteria** | **Monitoring and Evaluation** | **Evaluation** | **Responsibility** | **Timeline** | **Resources and Budget** |
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