

Mayfield Primary School



SCHOOL DEVELOPMENT PLAN (INCORPORATING GOVERNANCE DEVELOPMENT PLAN)

2024 – 2025 (Part 2: Phase I)

'Is it five years...'

I dream of being...



The Background, Process & Rationale

The summer of 2024 marked the five year point in the 'new' Mayfield journey. Since July 2019, we have moved mountains to take our school from a perceived site of least choice carrying a correct 'Requiring Improvement' judgement legacy from previous school leadership. The new leadership team came officially together in September 2019 and we now have essentially a new school. A 'Good' school. All final outcomes in terms of achievement indicators above or well above national comparisons (sustained over years). Attendance now above national comparisons consistently. Mayfield is now a school of choice for members of the local community who would never have considered it before. A school where its leaders and our innovative systems are recognised externally in our support for other schools. A school where local community partners recognise our unique approach and offer and back that with their support in terms of resources, sponsorship and partner work. A school with a bespoke curriculum with its many enrichments and enhancements where we can measure the positive impact it is making in terms of readiness for the future and captured within a teaching and learning approach (**we urge you to read our approach in full via our website – it's more of a guide than a policy**) which moves to meet need using our horseshoe/station method.

We did this in that 2019-2024 five year process, punctuated half-way by a post Covid-19 inspection which validated our 'Good' judgements. Three years re-setting, wringing every last inch out of our intended actions to create a school that genuinely adds value for our community. Then two years working constantly to sustain, embed and enhance that 'Good' school despite the many challenges of a post-Covid world. When we undertook our Stakeholder Evaluation from March-July 2024, we knew we needed a Part 2. It was a natural stock taking point – the end of Part 1. All leaders sensed it was the right moment based upon what we saw and felt. **A natural new 5 year starting point. What did the next five years need and what could they look like? These were our two questions.** We needed to understand the **threats, potential barriers** and also the **pillars of strength** that we have to underpin our work. Just as before, our action plans and work all stem from this central starting point. A 'Start With Why' philosophy to school improvement. We have captured the phrase '**Why – What – How – So What**' as a thread to our evaluation and development planning and actions. If you like, its our version of '**Intent – Implement – Impact**'. In the end terminology doesn't matter. All that matters is it works and takes the majority of our stakeholders with us for the vast majority of the time. We have even, once again, reviewed and revised our **staffing structure, numbers and needs** so that we can tailor resources directly to need just as we did in Part 1 in 2019.

The rationale for what follows is as simple as that. Please read the self-evaluation to give deeper insight into our position and then the action plans that follow speak for themselves. Everything we do '**Starts With Why**' otherwise it's pretty meaningless.

Part 2: Phase 1 is the initial 2024/2025 set of actions mapped out.

The Cycle Of Self Evaluation And Improvement At New Mayfield
Always 'Start With Why'

WHY – WHAT – HOW – SO WHAT

WHY

**SUMMATIVE EVALUATIONS
FROM STAKEHOLDERS AT
ALL LEVELS**

*What is the national agenda
and wider national picture both
socially and academically?*

WHY

What is our current position?
Then.....**SELF EVALUATION SUMMARY (BROADER 5 YEAR STOCK TAKE: 2024 + FOCUSED ANNUAL REVIEW)**
So what do we need to do to drive forward?
Then.....**A PART 2 DEVELOPMENT PLAN INCORPORATING GOVERNANCE DEVELOPMENT PLAN...SPLIT
INTO PHASED ACTION PLANS.**

WHAT & HOW

SO WHAT

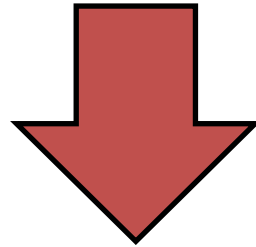
Now monitor the impact of our actions and decisions day-by-day.

LEADERSHIP TEAM MONITORING CYCLE, SELF REVIEWS & PEER CHALLENGE EVENTS
Governing Body Analysis, Resource & Standards Governance, Stakeholder Views,
Achievement & Attendance Comparative Performance, Internal Data Analysis, Current Ofsted AFIs,
Attitudes to Learning and Behaviour, Safeguarding and Pastoral Multi-Agency Team

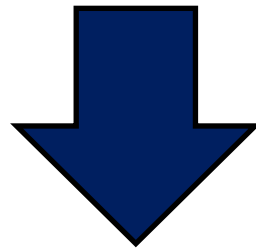
Always 'Start With Why'



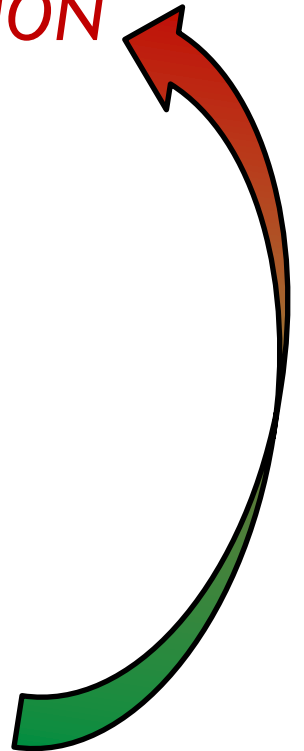
**WHY – SECTION 1 OF THIS SDP PLUS
ACTION PLAN RATIONALES & SCHOOL SELF EVALUATION**



WHAT & HOW: SECTION 2 ACTION PLANS



SO WHAT: SECTION 3 SCHOOL SELF EVALUATION





PART ONE: WHY

5 Year: Threats & Potential Barriers

Readiness for school on entry, both socially and academically, in long term decline.

Pupil and family attitudes to the importance of an education that they play the most important role in.

High SEND and behaviour needs with limited resources, support and budget.

Social demands and needs creating a triage for social care rather than a place of education - disrupting and preventing progress.

The failure of the LA admissions and place planning systems and leaders to be accountable for and re-dress the unnecessary and dangerous imbalance they created without need.

Falling Roll
Falling Budget
The Shadow Cast By Imbalance
High Existing Needs
Influx of Needs
Nursery Requirements

Attendance
Achievement
Classroom Experiences
Role as Citizens

Threats and Barriers can...

- **Reduce staff capacity greatly, in terms of number, time to undertake work properly, motivation to work with aspiration and lead to the lack of retention of key individuals.**
- **Affect the major growth made in community perception about our innovative and forward thinking school.**
- **Hit external performance indicators for school causing unnecessary 'health check' concerns and pressures.**
- **Should these element collide it can threatened the inspection judgement of school and fundamentally affect its future and position within the community.**

Pillars of Strength...

THE SPINE OF SCHOOL

COMPLIANCE,
CONSISTENCY &
MAINTENANCE OF
CURRENT TEACHING
& LEARNING
APPROACH

JM

CITIZENSHIP

Reward Systems
Social Media Safe
Enrichment Spotlights &
Opportunities
Pupil Leadership
Expansion

JG



THE INNOVATIONS: CURRICULUM, TEACHING & LEARNING

THE UNIQUE 'OFFER' OF MAYFIELD

Our Curriculum
Teaching & Learning
Approach
Performing Arts Offer
Sports Offer
Enrichment Expansion

GD

PERSONALISATION OF PROVISION TO MEET STARTING POINT NEED

SEND

Nurture Provision
Family Support
Vulnerable Group
Coastal Collective

RH

MANAGING THE NEW OFFER

School Expansion
After School Provision
Breakfast Provision
Holiday Offer

JT





This structure will alter dependent upon need, budget and NOR. School Leaders can only work with the known and logical projections at all times.

HEADTEACHER

THE INNOVATIONS IN CURRICULUM, TEACHING & LEARNING

In the long term, the differing demands and requirements of the various roles will mean at any stage a colleague may be accountable to more than one leader or the leader they are accountable to may change.



BUSINESS MANAGER

THE NEW OFFER

DEPUTY HEADTEACHER

SPINE OF SCHOOL

PERSONAL ACHIEVEMENT LEAD

MEETING STARTING POINT NEED

CITIZENSHIP LEAD

PUPIL ATTITUDES

CLASS TEACHERS

(NOR Dependent, x9/x10 Offers Ideal Ratios In Line With SDP and Projected Numbers at Sept 2024. Numbers always Include CL and may need to include PAL and DHT.)

TLR 3 SECONDMENTS FOR PILLAR SDP PROJECTS x 2

SITE SUPERVISOR

OFFICE MANAGER

FAMILY LEARNING MENTOR

HLTA x 2 FTE (1 Minimum)

ABILITY TO COVER ACROSS SCHOOL

TA3 x 3 FTE (2 Minimum)

Potential for Other TA3 Qualified to Supplement Team As Required

AFTER SCHOOL TEAM

1 x Leader

Up to 2 x Team Members

TA2 (6 Minimum FTE)

INCLUSIVE OF LSPM ROLE

NEW MAYFIELD PRIMARY SCHOOL
STAFFING STRUCTURE DESIGNED
TO MEET THE NEEDS OF PART 2 SDP

Teaching Staff		Key Responsibilities
Glyn Denton	Headteacher INNOVATIONS	In addition to overall responsibility for school , lead upon: Governance, Website, Leadership Development, Budget, School Development Planning, External Challenge & Accountability, Curriculum Lead & Practitioner, School Calendar/Schedule, Admissions, Attendance, SLT, SCITT School Mentor
Jo Miller	Deputy Headteacher SPINE OF SCHOOL	DSL , Parental Liaison, Lytham Schools Foundation, Educational Visits, Multi Agency Team, Teaching & Learning, Mayfield Together, SLT, Phonics & Early Reading, PSHE & Relationships Lead, Standards Challenge Group, Behaviour (Alongside JG)
Rachel Hinchliffe	Pupil Achievement Leader PERSONALISED PROVISION	SENDCo, Religious Education, Deputy DSL, SLT, Multi Agency Team, Pupil Premium (Alongside HT), Parental Liaison, Mayfield Together, Nurture Lead Teacher, Educational Visits (SEND), Coastal Collective
Jenni Gaskell	Assessment Leader (5)G CITIZENSHIP	Mathematics, Pupil Progress, Data, Assessment & Moderation, Statutory Assessment Compliance, Citizenship, SLT, Reward & Incentives, Behaviour (Alongside DHT), Pupil Leadership, Singing By The Sea Project
Natalie McFarlane (0.8)	EYFS Teacher (EYFS)	Art & Design
Amanda Rickwood	Year 1 Teacher (IAR)	Music & Performing Arts in the Community
Niki Duerden	Year 3 Teacher (3ND)	English
Anna Czarnecka**	Year 4 Teacher (4AC)	Design & Technology, Performing Arts in the Community, Citizenship Project TLR3
Emma Woodcock (0.4)	Leave To June 2025	MFL
Michelle Haythornthwaite	Year 6 Teacher (6MH)	Computing & E-Safety, Social Media & Remote Learning, Care Home Community Project, Citizenship Project TLR3
Vanessa McLintock	Year 4 Teacher (4VM)	Science
Paul Baer (0.8)	Year 2 Teacher (2PB)	Physical Education, Sports Premium (Alongside HT)
Nick Taylor	Year 6 Teacher (6NT)	Geography, History
Support/Additional Staff		
Lisa Carlton	Family Learning Mentor	Safeguarding Team (3), Attendance, Multi Agency Team, Vulnerable Group Leader, PSHE & Relationships
Cheryl Lloyd	Lunchtime Sports Play Manager	Nurture Team
Business/Finance, Administration & Site Team		
Janice Thomason	School Business Manager NEW OFFER	SLT, HR, Health & Safety, Compliance Management, Finance & Budget, Apprenticeship School Based Leader, Marketing, School Administration, Governance Resource Group
Emma Wilmott	Business Support Officer	Multi Agency Team (As Required), Educational Visits, Attendance, Finance Support, School Administration
Alan Smith	Site Supervisor	ABC Theatre Manager, Health & Safety, Support Compliance Management, Grounds & Building Maintenance, Project Management – Buildings & Grounds
Teaching Assistant Team		
Michelle Bairstow (TA3), Charlotte Carr (TA2), Alison Denton (HLTA), Liz Fleming (TA2 P/T), Serena GeBauer (TA3), Michelle Howland (TA2 P/T), Sue Ingham (TA2), Kelly Knox (TA2), Tina Lane (TA2 P/T), Haley Lawson-Glew (TA2), Cheryl Lloyd (Nurture/Behaviour), Helen Lucius (TA2), Amelia McCormack (TA3), Ester Morris (TA2 P/T), Chrissy Smith (TA2), Karen Waugh (TA2 P/T), Rosie Young (TA2)		

** Agency Contract To 20.07.25

POLICY OVERVIEW: CYCLE OF RENEWAL & RESPONSIBILITIES

Policy Number	Policy Owner	Policies (including final approval if required/requested)	Deadline for Policy Presentation
1	HT	Admissions Arrangements (Now as links to LCC Admissions Page & Procedures – Not Paper Policy)	SUMMER FGB 6
2	SBM	Charging & Remissions (LCC Lettings Policy behind this as required. Not currently required.)	AUTUMN FGB 1
3	SBM	Data Protection: GDPR + Autumn Review with Lead Governor	AUTUMN FGB 1
4	SBM	Biometric Data	AUTUMN FGB 1
5	DHT	Complaints Policy including Serial, Persistent & Unreasonable Complaints Autumn Full Governing Body	SUMMER FGB 5
6	DHT	Capability Autumn Full Governing Body	SPRING FGB 3
7	HT	ECT Autumn Full Governing Body	AUTUMN FGB 2
8	HT	Staff Discipline, Conduct & Grievance Spring Resource Group	SPRING FGB 3
9	DSL	Child Protection/Safeguarding & Cyber Bullying Including Allegations of Abuse Against Staff (In conjunction with the Schools Safeguarding Policy)	AUTUMN FGB 1
9.1	DSL	Online Safety	AUTUMN FGB 1
9.2	DSL	Child on Child Abuse	AUTUMN FGB 1
10	SBM	Pay (Including Statement on Governors' Allowances)	AUTUMN FGB 1 – LCC DEPENDENT
11	SENDCo	Accessibility Autumn Full Governing Body (Every 3 Years, next Review due Summer 2026)	SUMMER FGB 5
12	HT	Attendance Policy (Information rather than approval. Standards Challenge Group) No Formal Governor Approval Required	AUTUMN STANDARDS: INTENT
13	DHT & EYFS LEADER	EYFS Delegated to Lead Governor as Required Standards Challenge Group	AUTUMN STANDARDS: INTENT
14	SENDCo	SEND & Supporting Pupils with Medical Conditions (and those who cannot attend school) Autumn Full Governing Body & Named SEND Governor	AUTUMN FGB 2

15	PSHE Lead	SRE Policy (Sex, Relationship & Education) Summer Standards Challenge Group	SUMMER STANDARDS: IMPACT
16	Citizenship Lead	Behaviour Autumn Standards Challenge Group	AUTUMN STANDARDS: INTENT
16.1	Citizenship Lead	Anti-Bullying Autumn Standards Challenge Group	AUTUMN STANDARDS: INTENT
17	SENDCo	Equality Information & Objectives (Every 4 Years, next review 2027) Summer Full Governing Body	SUMMER FGB 6
18	SBM	Health & Safety & First Aid in School LCC Led & Approved	SUMMER FGB 5
19	HT & DHT	Teaching & Learning Policy (Information rather than approval.)	AUTUMN STANDARDS: INTENT
20	HT	Middle Leadership Handbook	
21	HT	Knowledge/Staff Handbook	
22	English Lead	Handwriting Policy	SPRING STANDARDS: IMPLEMENTATION
23	DHT	Presentation & Marking Policy	SPRING STANDARDS: IMPLEMENTATION
24	SBM	Leave of Absence Policy : Teachers & Support Staff Spring Resource Group	SPRING FGB 3
24.1	SBM	Short Term Sickness Absence Procedure Spring Resource Group	SPRING FGB 3
24.2	SBM	Long Term Sickness Absence Procedure Spring Resource Group	SPRING FGB 3
24.3	HT/DHT	Code of Conduct	AUTUMN FGB 2
25	Pho/ER LEAD	Phonics & Early Reading	SUMMER STANDARDS: IMPACT
26	SENDCo	Local Offer	AUTUMN FGB 2
27	SBM	Menopause Policy	SUMMER FGB 5
28	HT & DHT	Appraisal Policy (For Forthcoming Year)	SUMMER FGB 5
29	SBM	Internal Financial Regulations	AUTUMN FGB 1
N/A	SBM	Privacy Notices: Third Party, Workforce, Families & Pupils	AUTUMN FGB 1

SBM	<p align="center">Register of Business Interests Live Document – Formally Reviewed: Autumn Resource Committee</p>
HT	<p align="center">School Exclusions - Hyperlink already on website Autumn Week Four - Headteacher Review</p>
Office Team	<p align="center">Register of Pupils' Admission & Attendance Live Document, Available to Governing Body (As required.)</p>
HT	<p align="center">Website Live Document, Named Governor to Check Compliance</p>
DSL & SBM	<p align="center">Single Central Record Live Document, Named Governor to Check Compliance – Autumn, Spring & Summer Prior to Full Governing Body Meeting</p>
SBM	<p align="center">Premises Management Documents Live Documents, Available to Governing Body (As required.)</p>
CoG & HT	<p align="center">Instrument of Government – Review (Annual) & Audit Cycle (In Line with GDP) Summer (Outside of FGB Mtg Boundary)</p>
SENDCo	<p align="center">SEND Annual Information Report Autumn Full Governing Body & Named SEND Governor</p>



PART TWO: WHAT & HOW

Long Term Overview and Projection of Priorities

AREAS	Year One: 2024/2025	Year Two: 2025/2026	Year Three: 2026/2027	Year Four: 2027/2028 & Year Five 2028/2029
QUALITY OF EDUCATION Including EYFS SS/I	<ul style="list-style-type: none"> * Self Review Cycle x2 (Sept-Feb) (Mar-July) * Appraisals Goal 1 (Sept/Oct) * External Pupil Premium Review * Knowledge Books: Implementation * Substantive/Disciplinary Knowledge Training (Cont.) * Peer Challenge Day x3 (Aut/Spr/Sum) * Subjects: SCI/HIST/GEOG * External Advisory Time Built Into Peer Challenges * Phonics & Early Reading Review & Refresh Training (Autumn) * Mathematics (Mental Arithmetic Focus) * English (Units of Work) * Formative Assessment/Outcomes: New RFTF Approach 	<ul style="list-style-type: none"> * Self Review Cycle x2 (Sept-Feb) (Mar-July) * Appraisals Goal 1 (Sept/Oct) * External Impact Review of Sports Premium (Autumn) * Knowledge Books: Reviews * Peer Challenge Day x3 (Aut/Spr/Sum) * Subjects: ART/DT/PE * External Advisory Time Built Into Peer Challenges * Phonics & Early Reading Review & Refresh Training (Autumn) * Mathematics * English (Handwriting) * Assessment/Outcomes: RFTF Revisions at Stage 2 	<ul style="list-style-type: none"> * Self Review Cycle x2 (Sept-Feb) (Mar-July) * Appraisals Goal 1 (Sept/Oct) * External SEND Review (Previous Review 2023/2024) * Knowledge Books: Reviews * Peer Challenge Day x3 (Aut/Spr/Sum) * Subjects: MFL/COM/RE/MUSIC * External Advisory Time Built Into Peer Challenges * Phonics & Early Reading Review & Refresh Training (Autumn) * Mathematics * English (Speaking & Listening) * Assessment/Outcomes: RFTF Embed 	<p>Year Four: 2027/2028 - Overview Completed on Trigger of 2025/2026 Year</p> <p>Year Five: 2028/2029 - Overview Completed on Trigger of 2026/2027 Year</p>
BEHAVIOUR & ATTITUDES/ PERSONAL DEVELOPMENT C/PA	<ul style="list-style-type: none"> * Citizenship Full Review * Consider TLR3 Citizenship Project Roles * PSHE/Relationship Education Consultation/Renewal * Termly Review: Behaviour/Inclusivity Records * Review of Attendance & Punctuality (Weekly) * Development of Connect Community Groups & Knights Care Home Group Partnerships 	<ul style="list-style-type: none"> * Citizenship: Ambassadors * Consider TLR3 Need (Annual) * PSHE/Relationship Education Consultation/Renewal * Termly Review: Behaviour/Inclusivity Records * Review of Attendance & Punctuality (Weekly) 	<ul style="list-style-type: none"> * Citizenship: Rewards * Consider TLR3 Need (Annual) * PSHE/Relationship Education Consultation/Renewal * Termly Review: Behaviour/Inclusivity Records * Review of Attendance & Punctuality (Weekly) 	
LEADERSHIP & MANAGEMENT (Including Governance) NO//SS/PA	<ul style="list-style-type: none"> * Full External Governance Review * Curriculum Expanded Focus Within Standards Comm. * TLR3 x2 Citizenship Project Support Teachers (£1000) * Review of Policies (July) * Safeguarding Updates & Training (September) * MLDP (Middle Leader Development Programme)(Cycle 1) * Staffing Structure Full Review * Coastal Collective SEND/Inclusion Partnership * Bright Futures/Breck Partnership (ITT/School Improvement) * PAN Review – Consult LCC (Including annual staffing structure checks through budget.) * Nursery Consultation * Kinderhouse/Mayfield Pre-School 	<ul style="list-style-type: none"> * Governance Review Update * MLDP (Middle Leader Development Programme)(Cycle 2) * Staffing Structure: Fit For Purpose Checks * Review of Policies (July) * Safeguarding Updates & Training (September) * PAN Review – Consult LCC (Including annual staffing structure checks through budget.) * Nursery Launch? * Kinderhouse/Mayfield Pre-School 	<ul style="list-style-type: none"> * Governance Review Update * MLDP (Middle Leader Development Programme)(Cycle 3) * Staffing Structure: Fit For Purpose Checks * Review of Policies (July) * Safeguarding Updates & Training (September) * PAN Review – Consult LCC (Including annual staffing structure checks through budget.) * Kinderhouse/Mayfield Pre-School 	
KEY ONGOING WORK	<ul style="list-style-type: none"> * Continued curriculum knowledge enhancements. * Compliance Calendar (H&S/Buildings) * SCITT Provision x3 Place Offer (Not EYFS) * Wider Curriculum Offer: Clubs * New Offer Continuation: After School * New Offer Enhancement: Breakfast * New Offer Review: Holidays (HAF/Sports Cool) 	<ul style="list-style-type: none"> * Continued curriculum knowledge enhancements. * Compliance Calendar (H&S/Buildings) * SCITT Provision x3 Place Offer (Not EYFS) * Wider Curriculum Offer: Clubs * New Offer Continuation: After School * New Offer Enhancement: Breakfast * New Offer Review: Holidays (HAF/Sports Cool) 	<ul style="list-style-type: none"> * Continued curriculum knowledge enhancements. * Compliance Calendar (H&S/Buildings) * SCITT Provision x3 Place Offer (Not EYFS) * Wider Curriculum Offer: Clubs * New Offer Continuation: After School * New Offer Enhancement: Breakfast * New Offer Review: Holidays (HAF/Sports Cool) 	
PLANNED BUILDINGS EXPENDITURE <i>Smaller projects may be undertaken, list is not exhaustive or reflects unknown reactive need.</i>	<ul style="list-style-type: none"> * Re-decoration: Main Corridors from ABC Theatre upwards. * Cricket Pavilion Completion * Netball Arena Completion * Wizard of Oz Garden Refurbishment * Outdoor Nurture Class Expansion (Bid Dependent) * Play Zone Enhancements * After School Provision (Capital Bid Dependent) 	<ul style="list-style-type: none"> * Re-decoration: Cloakrooms (All School) * Artificial Grass/Re-turf Remaining EYFS Outdoors * After School Outdoor Provision * Next Stage Lighting Upgrade 	<ul style="list-style-type: none"> * Re-decoration: Gym & ABC Theatre * Football Pitch Upgrade/Renewal * Next Stage Lighting Upgrade 	

PILLARS: SS=SCHOOL SPINE I=INNOVATIONS C=CITIZENSHIP NO=NEW OFFER PA=PERSONALISED PROVISION

INNOVATIONS

Enhance staff understanding of 'subject knowledge' in readiness for use in curriculum upgrades.

FOCUS B

INNOVATIONS

New curriculum planning materials developed and implemented from current planning mats and progression documents.

FOCUS C

INNOVATIONS

Capturing and using children's learning, knowledge and outcomes in more memorable and meaningful ways i.e. display boards, brain gym, marking and progress tutorials, oracy big questions.

FOCUS D

SPINE OF SCHOOL

Ensure consistency of standards and expectations across school through the review/goal/peer challenge monitoring system.

FOCUS A

Mayfield Primary School
Part 2 Development Plan

Overview of Action Plan Focus Areas
From September 2024



CITIZENSHIP

The immediacy of reward and recognition as a revised approach to acknowledging personal achievement and conduct.

FOCUS E

NEW OFFER

After the interim Summer 2024 offer, develop the After School's Cool into a long term offer in line with the school's wider wrap around provision.

FOCUS H

PERSONALISED PROVISION

Establish the latest developments in the school's nurture curriculum and provision.

FOCUS G

CITIZENSHIP

Focusing upon lunchtimes, refresh the citizenship routines and expectations highlighting ownership and accountability in the 'social' timetable of school.

FOCUS F



GOVERNANCE DEVELOPMENT: FOCUS
Curriculum Expansion Focus Within Standards Committee
Commission Full External Review of Governance



PILLAR ONE SPINE OF SCHOOL' ACTION PLAN

Consistency, Compliance and Maintenance of the Agreed Approaches (Quality of Education/Behaviour & Attitudes/EYFS/Leadership & Management)

WHY – WHAT – HOW – SO WHAT/INTENT – IMPLEMENT – IMPACT

The Rationale. Start with why.

The strongest aspect of school, which has seen the greatest impact has been the consistent implementation of our teaching and learning approach. This policy and its intent was established within the first two academic years of Part 1 SDP from Sept 2019 to July 2021. The model has constantly evolved and developed in the three years since with different accents and nuances to each development plan matching the shifting needs of our children. Now, we need to ensure that consistency of the current model. The latest evolution involved the continued reduction in teacher/child ratios and the developments made to Year 1 and Nurture provision but it is clear that we must now hold a twelve month period of consolidation. It's about making sure our intended plans are implemented each and every day to maximum impact. Our monitoring denotes that we have reached this fallow point on development and instead need to take stock, watch and absolutely embed before moving forward again. A year of measurement and insistence upon standards is the right move, right now.

We have termed this pillar 'The Spine of School' in our latest Part 2 SDP and that defines where we are perfectly. It has been our concentrated and innovative work upon this teaching and learning approach that we have built like a thread running through everything and we need our returning, from headship secondment, DHT to lead upon this. This is the ideal moment for her to be the insistent voice on this and lead on the subsequent monitoring and self-review processes to measure impact.

Let's make this clear, the teaching and learning consistency is running alongside the innovation to the curriculum and the subject knowledge work with colleagues and leaders. The two arms are running in parallel and it was clear to leaders that we have to keep one ongoing, without major enhancements whilst the other aspects receives the necessary time and upgrade to meet need otherwise we are working on too many shifting sands and this doesn't work for our staff and children.

A major part of the work in this pillar is the drive of self-review. We have begun the self-review 'ideology' during the last two years and tried to move towards an even more 'Fear Less' outlook to individual colleagues evaluating and reviewing their current performance and standards. The first year of this shift in 2023-2024 has been a nervous shift but a generally positive movement based upon that control and direction that we want the teachers, in particular, to take to professional development. We want to turn more ideas into action for each colleague in the year ahead and focus them stronger upon them personally driving those improvements in their work and their projects that so importantly feed into greater teaching and learning approach improvements. The DHT will have ownership of this body of work as it seems has to work seamlessly with the earlier aspects considered in this rationale.

During 2023-2023, we moved the teaching and learning monitoring towards broader Peer Challenge events (and Governor Challenge events involving SEC governors) aimed at putting leaders judgements to the test and diving deeper into specific lines of enquiry. This had mixed results in terms of its actual longer term impact but on the events themselves we saw lots of gain for individual leaders. 2023-2024 saw a shift towards the pure self-review model partially due to limited staff cover options due to class based demands, a push upon pupil needs requiring more intensive support and the full-time DHT headship secondment. We are going to put this back in 2024-2025 at the start of SDP Part 2. The many leadership positives mean it has the potential for great leadership impact and we have considered how we can use our learning even more directly in the classroom which is a message for improvement that we took from before. The major development that leaders need at this stage is the external challenge to take it the next level and from a governance perspective to consider how we can engage them even more directly in this process as well. Alongside the HT involvement, we will explore the external viewpoint on this looking into advisers and other colleagues coming into this process or aspects of it.

The success criteria. What impact do we want to see as a result?

- * The Teaching & Learning Approach monitoring is showing strong and sustained outcomes in pupil's work and knowledge aided by our consistent methods and systems.
- * Self-Review is working effectively across the year.
- * Peer Challenge is providing that broader accountability for leaders via an enhanced layer of internal and external challenge.
- * DHT is able to provide an accurate evaluation of 'Quality of Education' and attitudes to learning to well-informed governors who are able to act as the critical friend.

OVERALL MILESTONE/OUTCOME

SCHOOL'S QUALITY OF EDUCATION AND ATTITUDES TO LEARNING FROM EYFS TO YEAR SIX CONTINUE TO SHOW WE ARE ADDING VALUE FROM STARTING POINTS, ARE ALL AT LEAST CONSISTENTLY GOOD, VALIDATED JUDGEMENTS AND INDIVIDUAL COLLEAGUES ARE DEMONSTRATING STRONG, VALIDATED SELF-REVIEW PERFORMANCES OVER TIME.

What & How

FOCUS A: Ensure consistency of standards and expectations across school through the review/goal/peer challenge monitoring system.

Focus	Actions to Achieve This & Lead Name	Training/Support/Monitoring/Evaluation – Internal & External	Resources	Measuring Progress: Milestones & Dates (RAG Rated)	
A	Meet with all teaching colleagues to undertake Teacher Appraisal with a focus on School Priorities and personalised targets generated from subsequent App/SR (JM)	JM to undertake research on new Appraisal Guidance for Sept 24 Dates populated between 9 th -20 th September	Staff Cover on dates agreed to free staff to attend appraisal meetings.	Staff all familiar with school's priorities and own personal targets for years appraisal cycle 20 th September 2024	
A	A baseline of Quality of Education, Behaviour, Attitudes to Learning and Consistency across school is required to inform next steps (JM)	9 th -27 th September - drop in's/learning walks/book looks/social time observations (JM)	Day diary to reflect free time for JM to undertake series of baseline activities.	Baseline complete by 27 th September to feed into Self-Reviews/Peer Challenge Events enabling reports to HT/FGB.	
A	JM to meet with GD to discuss self-review findings from academic year 23/24 (JM out on secondment since Oct 22 PT April 23 FT) with a view to teachers new starting points for 24/25 academic year (JM)	Meeting time with JM/GD to determine individual/whole school/group training opportunities	Diarised time prior to 1 OCT for JM/GD to meet	JM fully aware of all priorities for all relevant stakeholders.	
A	JM to familiarise self with SR process and paperwork to ensure process is undertaken consistently (JM)	Meeting time with GD Self-directed time to familiarise self on process	1 x morning to meet GD 1 x afternoon to familiarise and read previous SR	JM able to fully understand updated SR process and elements of measuring individual progress	
A	Undertake Self Review Cycle with all teaching staff (JM) SRI OCT-JAN SR2 MAR-JULY	<ul style="list-style-type: none"> • 1 OCT VM • 8 OCT ND • 15 OCT AC • 30 OCT NM • 12 NOV AR • 19 NOV PB • 3 DEC JG • 14 JAN NT • 21 JAN MH 	<ul style="list-style-type: none"> • 4 MAR VM • 11 MAR ND • 1 APR AC • 30 APR NM • 7 MAY AR • 19 MAY PB • 3 JUNE JG • 24 JUNE NT • 1 JULY MH 	Staff cover required for 1 x half day for professional discussions Oct-Jan Mar-July Staff relevant to Key stage to be used - day diary to reflect this	Staff aware of own starting points and CPD with focus points fed back to SLT (GD) for focused work
A	Leadership Challenge Events over the academic year with LEA Advisor SO (JM)	Half Day with Sam Oates and JM 6 NOV Further days to be confirmed for LEA/External Support x 2	3 x Half Day of Advisory Contract time. 3 x Half Day JM LEA SIO SLA Budget	Feedback from Sam Oates with recommended points for improvement for future support for 2024/2025.	
A	Peer Challenge Activities Undertaken each term with external support/challenge and validated judgements (JM)	<ul style="list-style-type: none"> • One per term in 2024/2025. • LEA Advisor SLA work • Governor Challenge linked to SEC - TBC 	Time allocated for GD/JM/RH/JT/JG in diary – as required.	Peer Challenge outcomes and observations from Autumn to inform Spring and Summer training and CPD needs and bespoke 1:1 focused work with GD	
A	Update of Teaching and Learning Policy (JM/GD)	Work with GD on new innovations T&L and Pedagogy of teaching in line with subject knowledge	Time allocated to work with GD	Teaching and Learning Policy updated to reflect new innovations and pedagogy of teaching in line with new curriculum work	
A	Fulfil all report deadlines to relevant stakeholders.	<ul style="list-style-type: none"> • Reports for leadership reports • Reports for SEC • Additional reports for external validation when required 	Allocated time TBC throughout year reflected in weekly overview	All stakeholders informed of current standards and quality of education through various reports and feedback.	

PILLAR TWO 'INNOVATIONS' ACTION PLAN

Curriculum, Teaching & Learning: Innovations & Enhancements (Quality of Education/Behaviour & Attitudes/Leadership & Management)

WHY – WHAT – HOW – SO WHAT/INTENT – IMPLEMENT – IMPACT

The Rationale. Start with why.

School has established a bespoke curriculum across all subjects during the previous 5 year journey and is currently in the process of refining its specific knowledge content across all subjects both in terms of what we deliver and how we deliver it. This work has been ongoing for the previous 4 terms but remains within a programme of development at September 2024. Leaders are in the process of sharpening the knowledge that the children will learn and looking at specific areas of knowledge (rather than broader areas when the new curriculum's first and second evolutions rolled forward in 2020 and 2022).

Current work and feedback from curriculum and subject leaders, in addition to most recent monitoring and self-review cycle work, has highlighted the need to undertake this next stage in curriculum planning and at two levels.

1) Targeting the knowledge that we intend our children to gain and how they will gain it - by refining current planning mats and progression and milestone documents.

2) Targeting the training of teachers in relation to substantive and disciplinary knowledge in their subjects and year groups including their pedagogical knowledge.

From previous evaluations and studies of where training has had the greatest impact, we will follow a process of targeting specific year group and leaders to trial our methods. Allowing leaders to tightly measure impact with a small range of children and staff. We will then roll this out across other year groups in stages allowing for learning from this control group and allowing leaders to use successful templates and ideas. We will use whole school training for the wider subject knowledge input that all staff require, but will approach more specific subject work in smaller groups throughout the process using staff cover to enable this.

During the previous school development cycle, school leaders invested time and resources into a targeted assessment project run by the local authority. Whilst school would not normally jump onto any 'new initiative' quickly, this was identified as an ideal way to begin considering differing ways to assess children's learning, knowledge and outcomes. This also provided the opportunity to test a range of our current and new memorable learning strategies in addition to deploying a greater accent upon oracy – which has been a defined need coming through during each of the monitoring cycles in 2023/2024.

School leaders have used their external professional advisory support to consider the question of subject knowledge within the curriculum this year. In readiness for 2024/2025, the Headteacher has undertaken the first level of this work through personal learning in readiness to lead upon this and has also worked with other school partners beyond the immediate locality to design and test ideas together leading to trial work with the trainee teaching programme on future planning and curriculum design.

During 2023/2024, class teachers in Year 6 have been identified to trial a range of possible ideas for use within this wider 2024/2025 year action plan. Spring Term and Summer Term have been spent drilling down subject content, how it is delivered and how work and outcomes are captured. These colleagues will now play an important role in the roll out process to follow. Equally, the Year 5 teacher has commenced a marking tutorial programme to consider how we capture, use and guide children's current knowledge and can use this to reinforce knowledge and set pertinent targets that are more specific than merely our current broad marking podium. This work is ongoing, but has been timed to support this action plan in 2024/2025.

Governors have used their Challenge Visits, to monitor this initial, trial work in 2023/2024 prior to ensuring that the next stage was both ready and proving a worthwhile use of targeted time and money resources. Governors, as school leaders, are therefore invested in this next stage and have already drawn upon a SEC calendar of work that allows for the continued spotlighting and challenging of this priority into its next action (Part 2: Phase 1 2024/2025).

The success criteria. What impact do we want to see as a result?

- * To increase the children's declarative (what) and procedural (how) knowledge across the seven year cycle.
- * Our curriculum is designed so that learning can be remembered in detail.
- * Knowledge is sequenced and mapped deliberately and coherently across all subjects.
- * Develop all teachers understanding of 'subject knowledge' in terms of substantive and disciplinary knowledge.
- * Develop all staff's pedagogical subject knowledge and strategies to aid learners' subject knowledge acquisition.

OVERALL MILESTONE/OUTCOME

MONITORING OF TEACHING, LEARNING AND OUTCOMES WILL ULTIMATELY DEMONSTRATE THE IMPACT OF THE ABOVE CRITERIA LEADING TO AT LEAST GOOD STANDARDS IN QUALITY OF EDUCATION AND LEARNER BEHAVIOURS AND ATTITUDES - WHERE SIGNIFICANT VALUE IS ADDED FROM STARTING POINTS.

What & How

FOCUS B: Enhance staff understanding of 'subject knowledge' in readiness for use in curriculum upgrades.

FOCUS C: New curriculum planning materials developed and implemented from current planning mats and progression documents.

FOCUS D: Capturing and using children's learning, knowledge and outcomes in more memorable and meaningful ways i.e. display boards, brain gym, marking and progress tutorials, oracy big questions.

Focus	Actions to Achieve This & Lead Name	Training/Support/Monitoring/Evaluation – Internal & External	Resources	Measuring Progress: Milestones & Dates (RAG Rated)
B	Meet with NT to map out planning training session with focus upon Year 6 full year History and Geography knowledge. Sort key ideas, concepts and disciplinary skills/knowledge. (GD/NT)	<ul style="list-style-type: none"> MONDAY 22ND APRIL AT 3.30 MONDAY 29TH APRIL AT 3.30 	After school agreed meeting. 2 x 1 hour	NT ready to support GD training and input in subsequent twilight sessions.
B	<p>Subject Knowledge introductory training session in readiness for Autumn Term Planning 2024. (GD)</p> <p>Start with analysis of current planning and lack of lasting key knowledge evident in learners. (GD)</p> <p>Key message: subject leaders must lead on the knowledge choice, sequence and organisation. Inspection trends. (GD)</p> <p>TASK: Subject leaders to gather key ideas and disciplinary skills as starting point for next session. (GD)</p>	<ul style="list-style-type: none"> TWILIGHT 3 – SUMMER TERM WK 4 	<p>Use of twilight from INSET disaggregation.</p> <p>SK Powerpoint training utilised at recent SCITT training session for Bright Futures.</p>	<p>Teachers/HLTA/TA3 ready to begin looking at Autumn Term subject themes and mapping out knowledge according to key ideas and disciplinary skills.</p> <p>Subject leaders understand the importance of their control of knowledge progression and direction across the seven years (six years of resources).</p>
B	<p>Share key ideas and disciplinary skills in History & Geography. Discuss final choices. (GD/NT)</p> <p>Establish key ideas and disciplinary skills in remaining WIGU subjects. (GD/NT)</p>	<ul style="list-style-type: none"> TWILIGHT 4 – SUMMER TERM WK 5 TWILIGHT 5 – SUMMER TERM WK 7 (Extra time if needed.) 	Use of twilight from INSET disaggregation.	Final key ideas and disciplinary skills are determined and agreed ready for subject leaders to build upon.
B	Establish substantive knowledge in WIGU subjects for each year group. (GD)	<ul style="list-style-type: none"> TWILIGHT 6/7 – SUMMER TERM WKs 8/9 	Use of twilight from INSET disaggregation.	Subject leaders have gathered and determined substantive knowledge for use in planning for each of the NC Year Groups and as guidance for EYFS.
C	Year 6 team to continue creating History Resource Books for Spring and Summer Term as models. (NT/MH)	<ul style="list-style-type: none"> FROM MARCH 2024 – CONTINUOUS TO JUNE 28TH. 	Release created through Summer Show timetable creating mutual times for work – as discussed.	Resource Books are ready for use as WAGOLLS by INSET DAY Summer Wk 8.
C	Release COMPUTING LEAD: Computing Y1/Y2 Autumn Resource Books (MH).	<ul style="list-style-type: none"> HALF DAYS FROM SUMMER WKs 6-13 	Any additional half days created by EW/MB cover post SATs.	Y1 & Y2 Computing Resource Books ready to show at INSET DAY JUNE 28 TH in working version.
C	<p>FEAR LESS OUTCOMES/BIG QUESTION TALKS & RESOURCE BOOKS Show Y6 & Computing Models as Training Points Led by GD/MH/NT.</p> <p>First Round: Autumn Term 2024 Only</p>	<ul style="list-style-type: none"> TWILIGHT 8/9/10 – SUMMER TERM WKs 10/11/13 Twilight 8: Fear Less Outcomes MH/NT Twilight 9 & 10: Resource Books Work INSET DAY: JUNE 28th – SUMMER TERM WK 10 Resource Books 	<p>Use of twilight from INSET disaggregation.</p> <p>FINAL 2023/2024 INSET DAY Just contracted staff: Teachers/HLTA/TA3s</p>	<p>Subject leaders are clear on work to be undertaken by September 2024: 6 x Resource Books for their subject and direction/coverage indication for EYFS.</p> <p>Class teachers can prepare with Fear Less Outcomes and Big Question Talks in mind.</p>
B/C	Sam Oates (LCC Advisor) to evaluate current planning work with subject leaders in cross-section of subjects: NT/VM/MH.	<ul style="list-style-type: none"> HALF DAY TBC DURING MAY ADVISOR VISIT 	<p>1 x Half Day of Advisory Contract time.</p> <p>Class Cover x3 Half Day</p>	Feedback from Sam Oates ratifies the choices made and direction taken with advisory points and notes for future support into 2024/2025.
B/C	READINESS FOR NEW TERM: RESOURCE BOOKS/FEAR LESS OUTCOMES/BIG QUESTION TALKS. (GD/NT/MH)	<ul style="list-style-type: none"> SEPTEMBER INSET DAY – AM Alongside Safeguarding Training 	Use of INSET Half Day for 24/25. All staff requested to attend input. TA Team not contracted will be paid for.	Resource Books for Autumn 2024 Ready Fear Less Outcomes Planned & Resourced Big Question Talks Timetabled for Implementation

Focus	Actions to Achieve This & Lead Name	Training/Support/Monitoring/Evaluation – Internal & External	Resources	Measuring Progress: Milestones & Dates (RAG Rated)
D	Self Reviews to create latest starting point list for individual teacher support in the year ahead. (GD)	<ul style="list-style-type: none"> FROM EASTER: ALL CLASS TEACHERS WORKING WITH GD FOR A FULL DAY ACROSS 9 WEEKS. 	<p>Class cover required on Self Review Day x 1 half day maximum per teacher (9 teachers)</p> <p>Cover drawn from existing staff model – no additional costs beyond budget.</p>	<p>Self Reviews complete by July 2024.</p> <p>List of individual priorities identified by class teachers by July 2024.</p> <p>GD has list of priorities for 2024/2025 support by July 2024: both individually and whole school/group training - where determined.</p>
D	<p>Timetable drawn up for Autumn CPD including:</p> <ul style="list-style-type: none"> Individual Timetable for Autumn Staff Training/Mtg Timetable Self-Review Order for 2024/2025 	<ul style="list-style-type: none"> SLT TO MEET AND DRAW UP TIMETABLE AND PROCESSES. CONSIDER EXTERNAL ADVISOR INVITE FOR PEER CHALLENGE DURING THESE PLANNING MTGS. 	<p>SLT Mtg Time to July 2024.</p> <p>Cover for JG required. EW & MB to provide this when meeting in school time – within existing budget.</p>	<p>By Spring Bank 2024, timetable is drawn up by SLT to enable time with each colleague.</p>
D	<p>Identify if, and where, external support could help from a technical advice point of view for identified individuals.</p>	<ul style="list-style-type: none"> TIMETABLE OF ADVICE RUNS WITHIN DAY DIARY FROM SEPTEMBER 2024. PEER CHALLENGE TO MEASURE CURRENT PROGRESS AND IMPACT FROM AUTUMN TERM 2024. EXTERNAL PROFESSIONAL WITHIN THIS. 	<p>Costs TBC – based upon any external colleague agreement and use.</p> <p>Cover for teachers drawn from existing staffing budget. No additional costs.</p>	<p>By September 2024, individuals identified for external advice and contact made with identified external colleagues – as required.</p>
D	<p>Peer Challenge events devised that will monitor current impact of work with individual teachers.</p>	<ul style="list-style-type: none"> ONE EVENT PER TERM IN 2024/2025. GD TO FORM PART OF PROCESS. EXTERNAL ADVISOR INVITE. GOVERNOR INVOLVEMENT - TBC 	<p>Agreed Cost for External Professional – may come from LCC School Improvement SLA already budget allocated.</p> <p>May come from a further budget allocation identified during April/May 2024 if colleague beyond LCC.</p> <p>Cost of JG cover if required to take part in some/all processes.</p> <p>Time allocated for GD/JM/RH/JT/JG in diary – as required.</p>	<p>Autumn Term 2024 Peer Challenge fully organised by July 2024.</p> <p>Full academic year of events diarised by July 2024.</p> <p>Spring and Summer only at diary dates level. Learning will be taken from Autumn Term event to inform Spring and Summer needs and format.</p>

PILLAR THREE 'CITIZENSHIP' ACTION PLAN

Reward Systems, Pupil Leadership, Social School, Star Safe & Its Audience (Behaviour & Attitudes/Personal Development)

WHY – WHAT – HOW – SO WHAT/INTENT – IMPLEMENT - IMPACT

The Rationale. Start with why.

All school recorded data including that of our Multi-Agency team and the DSL CPOMs system denotes an increase in the social challenges that school faces as a result of the behaviours that children present on entry to school or bring in to school as significant changes and challenges in home life take hold. Whilst school has been successful in meeting the challenges faced by such scenarios since 2019, there is no doubt that this challenge is increasing significantly. It centres largely upon three aspects:

- 1) Children's lack of patience and understanding of each other and the needs of others. This was first noticeable in the twelve months after Covid lockdown 2.
- 2) The increasing impact of social media networks beyond school control but impacting upon children's school relationships – and parental unwillingness to grab the responsibility on this.
- 3) Children's ambitions for the future and the importance of their education – see the national attendance decline as a wider indicator of a 'self-fulfilling prophecy'.

School's 'in year' migration into school is hugely notable. Our strong, ever-growing reputation after five years of positive development is pulling families, discontented with the inflexible approach to needs from neighbouring schools, are leaving those settings and moving to ourselves in considerable numbers. This is clearly great in many ways but in doing so it immediately places unexpected strain upon the existing social challenges that the school faces i.e. in the previous twelve months Spring Term (Jan) 2023 – Spring Term (March) 2024, we have seen 34 of 44 new arrivals, join school with a background of social challenge, previous school friendship issues, parent wider behaviours and beliefs impacting upon their children's mental health or individual needs underpinning matters. A group of these 44 children have actually left a nearby school due to dissatisfaction of their dealing of friendship matters and brought the whole matter to us – including all the children. Great that they believe in us, but it doesn't remove the challenge and the sudden need to be responsive to a deeply entrenched social matter from another setting. These are just examples of the reason why this pillar of previous success must now be stepped up to avoid it becoming a threat to school's long term health and well-being in every sense.

It is interesting to note that the impact of our responsive social media work and our planned e-safety units within our curriculum demonstrates children who fully understand the rights and wrongs of such behaviours, how to avoid situations and how to safely deal with things, however this does not transfer in all cases to behaviours at home. Children's knowledge is clear and good, sadly means and opportunity afforded from home life are undermining this. We need a different target for this work or certainly a widening of the target audience. A minority of families see us as the cure to their social media fall-outs but are not yet prepared to understand their role of central control or their failure to heed our messages. We have to try and move this on – if possible.

Whilst we have ongoing methods and strategies that continue to work and not any major issues, being able to evaluate position and need is sometimes about sensing and understanding a potential storm and how this can be prevented rather than cured when the time comes. It feels that the sense of wider social challenge, individual entitlement and altering attitudes to perceived public institutions including education is creeping into school culture and we have to identify, acknowledge and be ready to create the antidote for this. We were hugely successful in creating a school social antidote upon the return of children of forced lockdown closures. Those immediate months worked well and created a heavy leaning upon an active, social, good routines timetable with the promotion of new embryonic leadership opportunities for our children within a re-vamped 50 minute lunchtime climate. We need to re-set and re-fresh aspects of this alongside new aspects that have this proven impact for our children in our community.

The work of the Multi-Agency team remains unaffected by this, as do the current DSL Team systems. This is about the day-to-day social tone, emphasis, reward, expectations and opportunities. It is also important to state the any impact from our actions will, to a degree, be beyond our control. There must be an acceptance of the vital importance that the increasing challenge of dealing with parents who have rights and entitlements high on their agenda without the importance of their own overriding accountability to their children. We can sense, see the intent, implement well-determined measures and consider impact but we cannot 100% be in control of this – this is clearly most obvious to see in relation to social media friendships and behaviours that families allow outside of our control.

The success criteria. What impact do we want to see as a result?

- * Wider and extra-curricular enrichment and provision is tightly focused upon attendance, attitudes, rewards and ambition for the future.
- * The continued increase in pupil leadership opportunities and the tight linked management of this.
- * A heightened social media and friendship accent to a newly relaunched Star Safe campaign is in place, with a focus upon parental responsibility and choices outside of school. A different audience!
- * The key lunchtime period (wider enrichment opportunity) is showing safe and active children busily engaging in the zones of choice.

OVERALL MILESTONE/OUTCOME

ALL SCHOOL INDICATORS, BOTH NUMBERS AND VIEWPOINTS, DEMONSTRATE THE POSITIVE IMPACT OF THE RAISED CITIZENSHIP WORK. ENSURING THAT CONCERNS AND ISSUES REMAIN EXTREMELY LOW AND EFFECTIVELY MANAGED TO THE SATISFACTION OF ALL CONCERNED STAKEHOLDERS.

What & How

FOCUS E: The immediacy of reward and recognition as a revised approach to acknowledging personal achievement and conduct.

FOCUS F: Focusing upon lunchtimes, refresh the citizenship routines and expectations highlighting ownership and accountability in the 'social' timetable of school.

Focus	Actions to Achieve This & Lead Name	Training/Support/Monitoring/Evaluation – Internal & External	Resources	Measuring Progress: Milestones & Dates (RAG Rated)
F	Send out TLR3 advert to recruit additional team members to support the new lunchtime offer. (JG)	<ul style="list-style-type: none"> ADVERT SENT OUT 01/07/24 RESPONSES REQUIRED TO JG BY 04/07/24 	Time to write advert drawn from SLT cover time – no additional cost.	All teachers received TLR3 advert and have the opportunity to apply for role.
F	Appoint 2 TLR3 roles (MH and AC) to form a team to develop and refresh the lunchtime offer. (JG/GD)	<ul style="list-style-type: none"> 08/07/24 - MEET WITH 2 CANDIDATES (MH AND AC) TO OFFER THEM THE TLR3 ROLE FOR THE FOLLOWING ACADEMIC YEAR WITH GD 	Agreed 30 minutes meeting after school	Newly formed team to develop and refresh the lunchtime offer.
F	First meeting to inform the new TLR3 members of the team the initial plan for lunchtime – including the buddy system, new seating arrangements and the revamped zones system outside. (JG/GD/AC/MH)	08/07/24 – MEETING WITH MH AND AC	Agreed 30 minutes meeting after school	All members of the team are aware of the new plan for lunchtimes.
F	Team meeting to agree - <ul style="list-style-type: none"> New layout for the dinner hall and tables. Creating a buddy system initial pairing list with 6NT and IAR Creating a buddy system initial pairing list with 6MH and EYFS Create a timetable for JG/AC/MH for indoor and outdoor lunchtime duties. Organise logistics of day to day organisation (JG/AC/MH) 	MEETING WITH MH AND AC	Class cover for 1x afternoon for JG/AC/MH to meet	<p>New layout for dinner hall agreed</p> <p>Initial lists for buddy system in place</p> <p>Timetable for lunchtime duties for JG/AC/MH</p>
F	Meeting to decide upon new play zones and agreed areas for September 2024 (GD/CL)	GD/CLI MEETING	Cover for GD and CLI to meet	New play zones agreed and mapped out
F	AS to create new play zones as agreed. (AS)	<ul style="list-style-type: none"> AS TO CARRY OUT BUILDING WORK TO CREATE FENCES AROUND NETBALL PITCH AS TO CREATE PATH NEAR TO CRICKET SHED FOR NEW ZONE AS TO MOVE EQUIPMENT AROUND FOR NEW ZONES 	Time for AS to carry out building work	New zones created as per map of play zones.
F	Work with TA Team to identify new play zones, including their individual roles and responsibilities (GD)	GD TO MEET WITH STAFF TO IDENTIFY THEIR PLAY ZONES AND THE RULES AND RESPONSIBILITIES FOR EACH ZONE	Time used from September INSET for GD to meet with staff	Staff are aware of the zones they are responsible for and understand their lunchtime roles.
F	6NT and IAR to work together to introduce the children to their buddies.	6NT AND IAR TO SPEND TIME AT BRAIN BREAKS AND SOME CLASS TIME TO GET TO KNOW EACH OTHER	Time used from normal school day	Year 1 children and year 6 children are aware of their buddies in preparation for sitting together.
F	Create table signs for classes to signpost which tables are for which class. (AC)	MAKE CLASS SIGNS	No additional time	All tables are clearly marked with classes so that children are able to independently find the correct table to sit at ensuring smooth transitions.
F	Create rota for lunchtime break for JG/AC/MH (JG)	CREATE DUTY ROTA TO COVER LUNCHTIMES FOR WHEN JG/AC/MH ON LUNCHTIME DUTY	No additional time	HLTAs/TA to have a rota to cover lunchtime break for JG/AC/MH
F	Adapt timings for lunchtime servings to ensure all children have sufficient time to eat. (JG)	EYFS TO COME EARLIER FOR LUNCH ENSURE TABLES ARE SET OUT PUNCTUALLY	No additional time	Tables are out and EYFS are in with enough time to ensure they can eat.

F	Create lunchtime rota for when it is wet/indoor lunchtimes. (JG/CLI)	STAFF ARE AWARE OF THEIR ROLES WHEN IT IS WET/INDOOR LUNCHTIME.	No additional time	All staff know their role when it is an indoor lunchtime.
F	Send out TLR3 advert to recruit additional team members to support the new lunchtime offer. (JG)	ADVERT SENT OUT 01/07/24 RESPONSES REQUIRED TO JG BY 04/07/24	Time to write advert drawn from SLT cover time – no additional cost.	All teachers received TLR3 advert and have the opportunity to apply for role.

PILLAR FOUR 'PERSONALISATION OF PROVISION' ACTION PLAN

What the approach to learning needs to look like to meet our vast range of challenging starting point needs. (Quality of Education/Behaviour & Attitudes/Personal Development)

WHY – WHAT – HOW – SO WHAT/INTENT – IMPLEMENT – IMPACT

The Rationale. Start with why.

Leaders have always had 'starting point need' as a paramount phrase in mind. This has never been more relevant in relation to our provision for a minority of our children from our most challenging vulnerable group and the high level of need displayed by a number of our SEND group and the level of personalised learning associated with this. Whilst always being an area of strength for school during our initial five year plan, it is again notable how the needs of an increasing number of children are hitting higher and higher levels of intervention in order to access even parts of the regular school day. This is a trend upon children's entry to school and the lack of external professional support that can really make a difference is leaving school's resources more and more stretched and having to become more and more innovative in our desire to meet the needs of all children but at the same time ensure no-one is left short as a result.

This in itself has the ability to become a threat to school over the coming 5 year period, as it is not a question of something sneaking up that we are not aware of or working hard at. Instead is a question of how, with increasing layers of need, limited resources, a falling budget and non-existent support externally, we can meet every individual's learning and behaviour challenges? This is where school leaders at all levels see that threat and therefore we have tried to capture this within the following two areas and use our existing pillar of strength as the mechanism to dilute and solve the potential problems as much as we can to the benefit of all learners. These two areas are:

- 1) How can we best establish provision for children who cannot fully access a standard school day and can create 'lesson stopping' scenarios if not managed well and receive the provision and support they need?
- 2) As the children of highest concern receive significant existing funds and resources based upon a hierarchy of need, how can we deliver our desired teaching and learning approach with the many children requiring lower additional support but being compromised by the constant stretch on resources, funds and expertise?

Planning consistently for the five years ahead is difficult. This is an ever changing situation and with the high levels of migration inwards and the high layer of needs: emotionally; socially; academically etc.... it is impossible to settle on just one model that will fit permanently. Any plan must have an element of shift and adaptation built in as needs move. However, the PAL, alongside other senior leaders has set out two initial action plans that will fit on top of their core ongoing work as we aim to meet the needs that we know and can see at this point in time.

Throughout though, it is important to remember the limitations we have on: budget in relation to need; pure experience and expertise that fits within this and the need to upskill identified individuals when possible.

The success criteria. What impact do we want to see as a result?

- * The nurture provision will be working daily across school utilising at least one setting with a team well prepared and managed to work within this resource.
- * Support staffing's positioning within school will be biased to the targeted areas of need and ensuring that the identified children are accessing as much of the school routines and day as possible.
- * Challenging, lesson stopping potential will be at its lowest measurable minimum meaning safe and happy cycles of learning are working successfully for our highest layer of social, emotional and academic needs children.

OVERALL MILESTONE/OUTCOME

AS FAR AS POSSIBLE WITHIN RESOURCE LIMITATIONS, SCHOOL IS ABLE TO CONSISTENTLY MEET THE NEEDS OF OUR IDENTIFIED CHILDREN ENSURING THAT ALL COHORTS AND GROUPS CAN LEARN EFFECTIVELY AND MAKE GOOD PROGRESS RELATIVE TO THEIR WIDE RANGING, AND OFTEN CHALLENGING, STARTING POINTS.

What & How

FOCUS G: Establish the latest developments in the school's nurture curriculum and provision.

Focus	Actions to Achieve This & Lead Name	Training/Support/Monitoring/Evaluation – Internal & External	Resources	Measuring Progress: Milestones & Dates (RAG Rated)
G	Identify highest needs pupils with consideration given to statutory entitlement & specific needs	SLT discussion GD/JM/RH/JG/JT	RH admin time & professional knowledge	By July 2024 but ongoing for pupils new to roll or where statutory entitlement changes
G	Appoint support staff & allocate roles & hours	Ensure that newly appointed staff are aware of roles & responsibilities. Equal opportunity to attend training both internal & external.	Recruitment process for Internal temporary staff. RH/JM/JG/JT	Process complete by July 2024 ready for new school year
G	Secure funding from Coastal Collective/ District 4 Hub	Work with these external partners to ensure that Mayfield is aware of all potential funding sources. RH to identify training opportunities for other staff & discuss with JM.	RH release time to attend cluster meetings, D4H & CC to be aware of free training & available grants. NO ADDITIONAL EXPENDITURE	Funding is currently a rolling programme with District 4 Hub. CC Funding 2024/25 to be confirmed Autumn Term
G	Identify space to be used & what is required to meet purpose	Training in Equals Curriculum RH training course & disseminate Consider resources matched to children's needs recommendations made by external colleagues	CC designated funding package to fund resources & AS hours. Secure Outdoor area Changing facilities	Room ready to be used by September 2024.
G	Purchase resources & bespoke curriculum packages	Resources matched to children's needs recommendations made by external colleagues Training in Equals Curriculum RH training course & disseminate Support from Waite Psychologies (external SLA)	Equals Informal Curriculum TacPac Sensory Package	Nurture base will be running effectively with a timetabled flow of pupils between base & classroom by October 2024
G	Liaise with outside agencies to arrange training for staff	Makaton Training Language Development in Early years Sensory Intensive Interactions	CC Funding Free training from NHS Training opportunities through Blackpool Council Training included with purchased resources.	14/10/24 INTENSIVE INTERACTIONS 22/11/24 MAKATON L2 (AMc CLL) Ongoing due to availability of colleagues & changing needs of pupils. Ensure that Inclusion & Personalised Provision remains high profile addressed at least termly in staff meetings & training.
G	Liaise with other professionals to meet specific needs	Speech & Language Therapists Team Blackpool Council SEND Advisory Service School Nursing Team Waite Psychologies Stepping Stones Key to Life R&L Education	Time for colleagues to meet with other professionals RH to facilitate meetings & cover when possible. Some class cover needed by TA3s / HLTA	Ongoing due to availability of colleagues & changing needs of pupils. First meetings took place in Autumn term week 1
G	Disseminate training information to wider school staff	RH to arrange external professionals to work with both specific staff members & whole staff. RH to deliver training & updates to whole school staff.	Through Staff meeting time:	Sessions already confirmed: 25/09/24 SEND OVERVIEW & EXPECTATIONS 02/10/24 MY HAPPY MIND Ensure that Inclusion & Personalised Provision remains high profile addressed at least termly in staff meetings & training.
G	SEND in Action	RH & JM Learning walks & drop ins Embed new TLPs – monitor Work with subject leaders to designed/adapted/scaffolded work to meet the needs of children with SEND Continue to use graduated approach to secure statutory support from LCC	Release time for Subject Leaders to work with RH / classteachers looking at greatest needs pupils ensuring tasks are inclusive. RH to continue to use & record working processes	To be included as part of appraisal process for 2024/25

PILLAR FIVE 'MANAGING THE NEW OFFER' ACTION PLAN

Breakfast/After School/Holidays & Nursery? (Leadership & Management)

WHY – WHAT – HOW – SO WHAT/INTENT – IMPLEMENT – IMPACT

The Rationale. Start with why.

The ability of school to meet the wider needs and demands of the community have been a central focus of school leadership work for the past two years of SDP Part I. After the initial phases focusing almost exclusively upon necessary teaching, learning, behaviour and curriculum developments as we established a 'good' school. Eyes of leadership have gradually been able to move onto the wider offer we can create. Not only was there clear need for such provision, but there was also the mandate to create such an offer to ensure that we are not only competitive with our closest local schools but actually offering a better wrap around provision alongside our innovative and better teaching and learning experience. Basically our ambition as school leaders is clear, our offer must be ahead of the rest. In order to compete with other schools we have to set a standard which shows others what they are missing as we aim to recruit more and more families who we believe should come to our New Mayfield. The appalling and unwarranted addition of 30 places to our nearest school has destabilised the schools across the area and we are tightly focused upon garnering as many families as possible largely because of the move taken by LCC in 2015.

Our first action focused upon Breakfast provision in SDP Part I: Phase 3. We must maintain and enhance this offer alongside our current partners Magic Breakfast. It is not necessarily a case of developing this offer, it fits need and must be solidly available at current standards through the coming academic year. It works and it must continue to work. This is the goal right now for our families.

The after school provision has formed the final part of our SDP Part I work. Meeting our goal to establish provision before the end of the 2023/2024 academic year, our goal will be to build upon our trial term of Summer 2024 by attracting new families to the offer and being able to establish the strongest working patterns to make the provision just right for our children. Finding that mix between fun, active, stimulating and maintaining positive behaviours and attitudes. As this remains in its infancy there is the need for much more financial and HR based work as this project grows and therefore requires more in terms of the SBMs focus in the year ahead than the Breakfast Early Risers provision.

Similarly, after school leaders identified and consulted upon the need for bespoke holiday provision for our families SDP Part I culminated with the locating of partners at Fylde Borough Council and Sports Cool to create a fully funded holiday offer for the three main termly holidays. As we write, we are two holidays down the line and continuing to evaluate its effectiveness and tweak plans. So far, the offer has sold out on both occasions – proving a success and meeting need. All families accessing provision have responded wholly positively and are keen for the offer to remain. What we need to do now is exactly that. Maintain the offer and the partnerships in the same accessible manner. The work for SBM here is to ensure this is the case.

These are key features to school's growing reputation and its competitive ability to challenge all other schools for places and families. An attractive offer must include a good, well established wrap around offer fit for the needs of modern families. The rationale for this work is as strong as for any of our pillars and is a vital area for our continued positive growth.

Can we expand school in other ways is the next question for leaders: **namely our own Nursery provision**. We are currently in discussions with LCC about this but it would be wrong to commit any further action plans until such discussions progress to a green light phase. We are certainly due their support after their appalling lack of judgement, accountability and their flagrant inconsistencies with regards to place planning during the last decade. Watch this space on this aspect of what we can do next.

The success criteria. What impact do we want to see as a result?

- * Breakfast Early Risers offer continues to work effectively serving the school community and meeting need.
- * After school provision is proving financially sustainable and has added numbers from starting point at Easter 2024.
- * Holiday provision for Summer, Christmas and Easter continues to be available and affordable.

OVERALL MILESTONE/OUTCOME

THE WIDER WRAP AROUND OFFER IS ESTABLISHED AND WORKING EFFECTIVELY, DEMONSTRATING FINANCIAL SUSTAINABILITY AND SERVING THE REASONABLE NEEDS OF OUR COMMUNITY IN A CONTINUED AFFORDABLE AND ACCESSIBLE APPROACH.

What & How

FOCUS H: After the interim Summer 2024 offer, develop the After School's Cool into a long term offer in line with the school's wider wrap around provision.

Focus	Actions to Achieve This & Lead Name	Training/Support/Monitoring/Evaluation – Internal & External	Resources	Measuring Progress: Milestones & Dates (RAG Rated)
H	School Expansion Regular meets with Marketing Lead to establish further ways to promote the Mayfield Model into the local community and beyond. (JT/CM)	In-house regular meetings and briefings.	Meeting release time to match diaries	Periodic impact measures against the pupil numbers on roll.
H	After School Provision Working closely with the Marketing Lead at school to promote the After School Provision to the family community, ensuring all new parents to school are aware of the provision and are making best use of the facilities.	<ul style="list-style-type: none"> Regular meetings and discuss best ways to promote the club and review the impact of the promotion. Meeting with ASC members 		
H	Build upon the good working relationship currently held with outside providers who attend after school club offering an alternative selection of activities. It is hoped this will encourage more children wanting a place at the club or for those already attending, a more enjoyable after school provision so they want to come along.	Internal meetings	Meeting release time to match diaries	Monitoring of club members with half termly checks with the number of attendees.
H	Stay active and informed on new and previous funding streams and apply where appropriate.	<ul style="list-style-type: none"> LASBM – School Business Manager’s Network Platform. SLT Colleague notifications. Internal meetings. 	Time management to prioritise funding applications to meet deadlines.	Meeting successful funding criteria and monies in budget/unofficial school fund bank account
H	Establish good working relationships with the LCC Wraparound Funding Team to enable additional funds to be applied to the school budget to enhance the provision of resources further.	Submit funding application within timescale advertised.	Regular meetings/communication with the assigned school officer from LCC to give the school the best chance of bid success.	Successful criteria met and funding application accepted.
H	Breakfast Club Magic Breakfast – excellent working relationships with the team Budget for supplies to be in school budget Kelloggs funding application Early Risers Breakfast Club	<ul style="list-style-type: none"> Maintain the excellent relationship between school and the Magic Breakfast Team so we remain eligible for the subsidised breakfast offer currently available. Ensure the subsidised monies offer is considered within the school budget funding. Submit Kelloggs Breakfast Club Funding Application for another year, with a view to a successful outcome. This will allow school budget monies to be utilised in other areas of the curriculum. Continue to promote the Early Risers Breakfast Offer, through the school’s Social Media Channels, School Newsletter, Word of Mouth from Pupils 		
H	HAF (Holiday & Food) Sports Cool Fylde Council	<ul style="list-style-type: none"> With support from the Headteacher and Family Learning Mentor making sure we are in a good position to offer the HAF club throughout the academic year with priority made available for the children at this school. 		

		<ul style="list-style-type: none"> • Liaise with HAF and Holiday Club provider, Sports Cool in advance so the school is ready and prepared to offer the service. • Ensure Fylde Council are working in partnership with the HAF providers so there is no gap in funding and no delay with payment to school. 		
H	AFTER SCHOOL/HOLIDAY LETTINGS PQA Raise a Ruckus Theatre Co SPORTSCOOL	Work closely with lettings companies to ensure they have all the correct access to equipment to fulfil the letting.	Seen regular in and around school. Any queries or concerns are raised and resolved.	Lettings companies renew their agreements with school.

Planned Larger Scale Expenditure

Within any development plan, we feature our larger scale planned expenditure work. In most cases this work overlaps with the specific actions plans relating to the pillars we have discussed but the importance of this work, when it can happen, how it may be funded and where it may be positioned within school is essential.

As a result, this action plan is split into three areas:

1) **CONFIRMED** work currently being undertaken;

2) **PENDING** work that is awaiting budget or permission to commence work;

3) **DESIRABLE** projects but not currently in the pipeline.

This action plan is focused upon physical site development in order to support our plans for long term progress and development. It does not consider essential maintenance and routine replacement of items.

This is about upgrades, refurbishments and new learning spaces which will enhance our teaching, learning and pastoral offer.

PRIORITY	REASONING/IMPACT	ESTIMATED FUNDING	TIMESCALE
Cricket Pavilion Completion	Sports Premium Action Plan: - Increase the number of participants. - Target increase in less active pupils. - Promote competitive sport at Mayfield. - Create lasting resource for a legacy of sport at Mayfield. - Increase participation of girls in competitive sport at Mayfield.	£2000	Ready for September 2024
Field Pathway & Picket Panels for Football Stadium		£1000	Completion During Autumn Term 2024
Netball Arena		£2000	July 2024
Play Zone Enhancements: Fencing For New Zones Car Control Track Wizard of Oz Garden Refurbishment (Reading Zone)	CITIZENSHIP Focusing upon lunchtimes, refresh the citizenship routines and expectations highlighting ownership and accountability in the 'social' timetable of school.	£2000	Completion During Autumn Term 2024
Outdoor Nurture Classroom Expansion	PERSONALISED PROVISION Establish the latest developments in the school's nurture curriculum and provision.	£6000 (Coastal Collective Grant)	Must be complete by end of Summer Holidays 2024.
Re-Decoration of Main Corridors (From ABC Theatre Upwards)	Maintain new environment created in 2019-2021.	Tenders Being Gathered: TBC	School Holidays: August 2024
After School Provision: Outdoor Space Development	NEW OFFER After the interim Summer 2024 offer, develop the After School's Cool into a long term offer in line with the school's wider wrap around provision. <ul style="list-style-type: none"> Increase the offer available, in terms of activities and zones. Increase the physical space available for children. Increase the number of places available to more than the current 30. Assist in the potential increase of hours to 6.00pm each evening. 	Expanded Provision Bid	Bid By July 2024 If successful: Work undertaken in Autumn 2024/Spring 2025 Outcome Pending
Additional Tools/Machinery/Hire For Projects	Support the completion and maintenance of above projects.	£250 £265 (Purchase: Trailer for Mower)	As required. Trailer an immediate purchase: Summer 2024