



**Mayfield
School**

School Improvement Plan - September 2022 - 2023

Mayfield's Strengths

- Staff knowledge of pupils
- Relationships with pupils
- Preparation for Adulthood is strong
- Staffs professional development is prioritised
- Quality of teaching
- Unlocking potential
- Total and Communication approach
- Bespoke curriculum - personal pathways to accreditation
- Safeguarding vulnerable pupils
- Range of therapies
- MOVE - Regional Centre
- Outward facing school - supporting other schools
- Well supported by parents and the local community
- Purpose built split site facility enhances Outstanding Education

Aspect of School Improvement	<p style="text-align: center;">Priorities</p> <p style="text-align: center;"><u>To continue to manage the growth of Mayfield School and liaise with LA re future options for increasing numbers</u></p>
The Quality of Education	<ul style="list-style-type: none"> • To continue to review the curriculum so that it identifies and builds upon the prior knowledge, understanding and skills of pupils and promotes the fullest independence for all pupils, with clear pathways for learning and progression. • To ensure that assessment measures the wider achievements of pupils as well as curriculum progress.
Behaviour and Attendance	<ul style="list-style-type: none"> • To improve overall attendance to at least 94%. • Ensure that attitudes to learning and behaviour remains outstanding.
Personal Development	<ul style="list-style-type: none"> • To continue to increase the range of provision for pupils in mental health and additional therapies • To deliver and evaluate Relationship and Health Education curriculum, in turn improving pupils understanding of healthy relationships.
Leadership and Management	<ul style="list-style-type: none"> • To continue to promote high quality leadership training and development at all levels • To maintain and further develop the strategic role of <i>Governors</i> • To continue to promote safeguarding effectively
Early Years	<ul style="list-style-type: none"> • To monitor knowledge rich curriculum within the new EYFS framework • To develop the outdoor space for continuous provision
Sixth form	<ul style="list-style-type: none"> • To embed careers education into Key Stages 2, 3 and 4 • To further increase the number and breadth of links with employers and continue preparation for adulthood • To prepare for effective transition to the new site

The aim of this plan is to secure pupils' achievement and personal development and prepare our young people as fully as possible for an independent, healthy and fulfilled life.

The School Improvement Plan sets out the school's strategy and development planning for the years 2022-2023.

The plan is developed through discussion by, and consultation with, staff, governors and an external consultant and is informed by school self-evaluation.

The plan incorporates the school's response to the recommendations made in its last Ofsted inspection report along with its clear commitment to achieve our whole school community vision statement "Everyone Thinking, Everyone Learning"

Our Governing Body sees monitoring and evaluation as vital to continued improvement. A rigorous approach to monitoring of the school has been adopted.

The school was last inspected in January 2018. The school was judged as outstanding.

The school's priorities are set out under the headings of the Ofsted framework:

- Quality of education
- Personal development
- Behaviour and attitudes
- Leadership and Management
- Early Years

Throughout the plan, senior leadership members and governors responsible for leading on themes, monitoring and revising action plans and leading the process of making judgements about impact and effectiveness are referred to by initials:

Governors

GM Ged McGrath (Chair)
DB David Batten (Vice Chair)
ML Health and Safety
JS Jonathan Sunter (Safeguarding)
GO Grant O Townson (Data)
AW Andrew Wallams (Sixth form)

Senior Leaders

SK Sam Kidd (Headteacher)
SCr Shelley Crowe (Inclusion Lead)
SC Stephen Chambers (Assistant Headteacher)
CW Carolyn Westnedge (Assistant Headteacher)
RP Rhyannan Porter (Assistant Headteacher)

Quality of Education Vision priority: To continue to review the curriculum so that it identifies and builds upon key knowledge essential for our pupils and promotes the fullest independence for all pupils, with clear pathways for learning and progression		Governor Leads: DB, GM, AW SLT Leads: SK, SCr, SCh, CW, RP			
Context: Observation shows that Mayfield offers a broad curriculum which prepare pupils effectively for independence and life after school. There are many opportunities to enrich the curriculum and promote independence. There are three curriculum pathways. Curriculums are planned effectively but more work needs to be done on identifying component parts of knowledge that lead to an effective end point.		Key Success Criteria The curriculum has key component parts identified which lead to an effective end goal. The curriculum, its design and purpose is understood by all and led effectively. There are clear learning pathways for all pupils Phonics taught consistently and pupils develop a fluency and love of reading. Texts are matched to phonics and to knowledge base			
Strategy/Action	Lead	Implementation Milestones and Key Indicators for Success	Cost	Monitoring and Evidence	
Curriculum content and implementation is understood by all and pupils make at least good progress	SK All	<ul style="list-style-type: none"> Curriculum pathways are clear (Autumn 2022) Sequential learning planned and fully implemented (Autumn 2022) Component knowledge identified within each curriculum pathway (Spring 2023) Pupils make at least good progress (Summer 2023) 	Nil - time	Governor Monitoring	
				Staff meetings	
				Professional dialogues	
				Observation	
Phonics continues to be rolled out to classes	RP All	<ul style="list-style-type: none"> All appropriate classes are assessing and teaching phonics (Autumn 2022) Sequential learning in reading planned and fully implemented (Autumn 2022) 	Nil - time	Governor Monitoring	
				Staff meetings	
				Professional dialogues	

Autumn Term Narrative and Impact Statement 2022:

<p>Quality of Education Vision priority: To ensure that assessment measures the wider achievements of pupils as well as curriculum progress.</p>		<p>Governor Link: DB, GM SLT Lead: SCr</p>		
<p>Context The school reviewed its assessment system and the wider systems of measuring progress toward EHCP outcomes in the previous school year. The latter piece of work is ongoing. The impact was that progress, targets and achievements were able to be evaluated and tracked. This large piece of work needs to be continually embedded to ensure compliance with the Code of Practice but also that pupils wider progress is recorded and presented. This links to the component parts of knowledge - we need to ensure our assessment links effectively with what we teach and when.</p>		<p>Key Success Criteria</p> <ul style="list-style-type: none"> • Assessments are effectively planned and linked into the key knowledge components • Teachers work load, in terms of assessment, is consistent across the school • Summative assessment is moderated and accurate. Professional conversations takes place three times / year. 		
Strategy/Action	Lead	Implementation Milestones and Key Indicators for Success	Cost	Monitoring and Evidence
Assessments and pupil progress meetings are integral to teaching and learning.	SCr / CW	<ul style="list-style-type: none"> • Assessment is used consistently with robust pupil progress meetings in place (Autumn 2022 onwards) 	Meeting time	Staff Meetings Progress discussion

Moderation meetings are in place across curriculum pathways to ensure that data is accurate	SCr / CW / SCh/RP	<ul style="list-style-type: none"> Professional conversations take place three times / year (Autumn 2022 onwards) Assessment refined to match component curriculum parts (Autumn 2022) 'Wider achievements' are valued and outcomes (end of Key Stage 5) celebrated. 	Staff meeting time KS meetings	Staff Meetings Data Analysis Work Scrutiny Presentations Professional conversations	
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Autumn Term Narrative and Impact Statement:

Behaviour and attitudes

Behaviour and attitudes Vision priority Improve overall attendance to 94% Decrease the number of pupils with persistent absence (This excludes pupils in hospital) Maintain the support for pupils when not in school Ensure that attitudes to learning and behaviour remains outstanding.		Governor Link: JS SLT Lead: SCr			
Context Attendance is a key priority for all Cumbria Special Schools and is shared at Headteacher meetings regularly. Pupils at Mayfield attend roughly in line with National figures for special schools. Attendance during COVID and during the COVID years was high and school remained open during lockdown. A few pupils with complex health needs have, however, skewed the attendance data, however extensive support was given to these pupils in terms of home learning.		Key Success Criteria <ul style="list-style-type: none"> Attendance improves overall to 94% Pupil premium unauthorised attendance drops by 1% Pupils outstanding attitudes to learning and behavior are maintained Exclusion remains at 0 			
Strategy/Action	Lead	Implementation Milestones and Key Indicators for Success	Cost	Monitoring and Evidence	
Ensure attendance is monitored and follow up first day call	SCr	<ul style="list-style-type: none"> Attendance continues to be a regular governor and SLT item (weekly and at every FGB) 	Nil	HT Report	
Ensure that resources are prioritised for those pupils unable to attend school	SK	<ul style="list-style-type: none"> Pupils discussed at SLT Resources prioritised e.g. a TA in the home. Regular reviews of pupils wellbeing and progress as a result 	£24000	HT Report	
Ensure excellent links are made with home by class staff and the school nurse. As a result, strategies are in place to ensure that attendance of all pupils is understood and shared	SCr	<ul style="list-style-type: none"> Attendance continues to be a regular governor and SLT item 	Nil	HT Report	
				Attendance	
				GB Monitoring	

Ensure that pupils behaviour and attitudes to learning remain outstanding	SCh SK	<ul style="list-style-type: none"> • Ensure teaching remains at least good and adaptations ensure that activities match pupils abilities and interests • Ensure staff training prioritises curriculum and also wellbeing and de-escalation techniques so that pupils are engaged and respected and their needs met. 	Nil	HT Report Attendance GB Monitoring	
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Autumn Term Narrative and Impact Statement:

Personal development

Vision priority: To promote mental health and additional strategies and therapies in school to improve support for young people To continue to prepare young people for adulthood and the wider world around them		Governor Link: JS, GM SLT Lead: SK		
Context Personal development is strong throughout the school. The school has, and continues to invest heavily in mental health training and a range of interventions for the wider wellbeing of pupils. COVID had an impact on the mental health of some pupils. Therapies and training have allowed and continue to allow anxieties to be addressed effectively. School remains committed to developing this strand of its work. Preparation for adulthood starts with our youngest pupils in the way we prepare them for learning and continues throughout the school with a range of external events and internal opportunities for them to gain work experience, manage budgets etc. There are many opportunities throughout school for careers advice but these need to be planned systematically from Year 5 onwards.		Key Success Criteria <ul style="list-style-type: none"> • Pupils mental health is effectively supported within school • Pupils needs are met in school • Pupils are well prepared for adulthood and the wider world around them allowing them to be as independent and confident as they can be • 		
Strategy/Action including Budget	Lead	Implementation Milestones and Key Indicators for Success	Cost	Monitoring and Evidence
Continue to develop training and expertise in mental health first aid and a range of additional therapies.	SCr	<ul style="list-style-type: none"> • The team of mental health first aiders is increased and pupil's needs are met well. • Additional therapists are appointed and pupil's needs are met well: Sand play therapist (Autumn 2022) 	£25000	Pupils records Staff feedback Pupil interview
Preparation for adulthood is planned effectively from the youngest of pupils, consolidating and building on experiences and opportunities which lead to pupils being as confident and independent as they	SCr	<ul style="list-style-type: none"> • Opportunities for independence, work experience and experiences of the wider world are planned and consolidated from the youngest pupils onwards 	£15000	Pupils records Staff feedback Pupil interview

can be. <i>This links to leadership and management and the leadership of subject communities.</i>	SCh	<ul style="list-style-type: none"> Preparation for Adulthood is consistent across the special schools (Autumn 2022) 			
A systematic entitlement for pupils to careers advice and guidance and workplace opportunities is planned from Year 7 upwards. (Autumn 22 onwards-Well funding)	SCh S Cr	<ul style="list-style-type: none"> A stable and structured careers programme is planned and embedded (Autumn 2022) Well research continues until 2024 	£13800 / year	Pupils records Staff feedback Pupil interview	
Autumn Term Narrative and Impact Statement:					
Personal development Vision priority: To deliver and evaluate Relationship and Health Education curriculum, in turn improving pupils understanding of healthy relationships.			Governor Link: JS SLT Lead: SK		
Context Personal development is strong throughout the school. The school has developed a scheme of work for RHE but COVID has interrupted its embedding. It is now being embedded by all. It is effectively led.		Key Success Criteria <ul style="list-style-type: none"> Pupils RHE is planned and evaluated sequentially, key knowledge is identified. 			
Strategy/Action including Budget	Lead	Implementation Milestones and Key Indicators for Success	Cost	Monitoring and Evidence	
To plan and deliver the new Relationship and Health Education curriculum, in turn improving pupils understanding of healthy relationships.	SCr RP BC	<ul style="list-style-type: none"> RP, BC to lead on relationship education in school, RHE (continued from 2021) All classes to have a programme of relationship education (Autumn 2022) 	£1000	Feedback Training notes Observation	

Autumn term narrative and Impact Statement

Leadership and Management

Leadership and Management Vision priority: <ul style="list-style-type: none"> To continue to promote high quality leadership training and development at all levels including Early Career Teachers To maintain and further develop the strategic role of Governors To continue to promote safeguarding effectively 		Governor Link: GM SLT Lead: SK		
Context Leadership is strong. There is an effective SLT and GB. The development of leadership within the school is strong with Governors committed to staff professional development. Curriculum leaders are rapidly developing in the leadership of their subjects. This needs to be continue to be upskilled in order to lead areas across the three pathways and across all 5 key stages. The school has four ECTs and three identified mentors and an identified ECT Governor.		Key Success Criteria <ul style="list-style-type: none"> Curriculum leads know their subjects/areas well and are able to identify strengths and further areas of improvement. All middle leaders are strategic in their roles Governors fulfil their statutory duties effectively Mayfield remains a hub of excellent and timely safeguarding practices. 		
Strategy/Action	Lead	Implementation Milestones and Key Indicators for Success	Cost	Monitoring and Evidence
Subject teams to lead subjects and areas across the whole school	SK	<ul style="list-style-type: none"> Core subject teams continue to work together (Autumn2022) Regular opportunities for monitoring and evaluation and feedback 	Nil to school	Work scrutiny Feedback Reports from leaders on aspects of learning
Continue to promote high quality leadership training and development at all levels including Early Career Teachers	SK	<ul style="list-style-type: none"> Increase the number of staff undertaking NPQs (Ongoing) Increase number of staff accessing external professional development opportunities (Ongoing) 	Nil to school	Work scrutiny Training records/ Feedback

		<ul style="list-style-type: none"> • Ensure training is linked to other special schools (LEAPS)(Autumn 2023) • Ensure the ECTs support is in place and monitored 		Reports from leaders on aspects of learning	
Safeguarding led effectively		<ul style="list-style-type: none"> • Regular updates of safeguarding delivered to all staff • Strategic Governor training undertaken • Regular Governor monitoring of safeguarding ensures best practice recommendations are implemented. • Supervision detailed and recorded 	<p>Nil to school</p> <p>£6000</p>	<p>Feedback</p> <p>C Poms</p> <p>Governor monitoring</p>	
Governors fulfil their statutory duty effectively and, with the Headteacher, lead and shape the direction, ethos and curriculum of the school.		<ul style="list-style-type: none"> • Annual skills audit continue to take place (Autumn 2023) • Governor monitoring takes place termly, the impact being that Governors continue to know the school well. (Ongoing) 	Nil	Governor minutes	

Autumn Term Narrative and Impact Statement

Early Years

Early Years Vision priority: <ul style="list-style-type: none"> • Early years continuous provision is developed in the outdoors and school is fully compliant with the EYFS expectations. • To monitor knowledge rich curriculum within the new EYFS framework • 		Governor Link: G OT SLT Lead: CW			
Context for the school priority Early Years provision within Mayfield is strong. Pupils make outstanding curriculum gains. Transition into school is well embedded and there are excellent links with home. The curriculum is broken down into small component parts as well as smaller steps for assessment. There have been changes to the EYFS framework and school, keen to be an example of excellent practice, signed up a year early. Pupils moved into a new classroom mid 2022 with additional outdoor space. The outdoor CP is an area of continuous development.		Key Success Criteria <ul style="list-style-type: none"> • Key curriculum knowledge is identified and assessed • Outdoor provision is further improved to allow learning in all areas of development to take place in the outdoors. 			
Strategy/Action	Lead	Implementation Milestones and Key Indicators for Success	Cost	Monitoring and Evidence	
Ensure that outdoor provision to ensure it fully meets the needs fo the pupils.	AC RP GOT	<ul style="list-style-type: none"> • Audit and evaluate appropriate outdoor provision (Summer 2022) • Purchase outdoor equipment. (Autumn 2022) • Model the use of appropriate play in outdoor equipment (Autumn 2022) • Monitor learning and behaviors (Autumn 2022 onwards) 	£15000	Observation	
Key curriculum knowledge is identified and assessed	AC RP GOT	<ul style="list-style-type: none"> • Audit of curriculum takes place • Key knowledge and assessment points identified (Ongoing) 	Nil	Observation	
				HT feedback	
				EYFS feedback	

Autumn Narrative and Impact Statement

Sixth Form

Sixth form Vision priority <ul style="list-style-type: none"> To embed careers education from a successful sixth form into Key Stages 2, 3 and 4 To further increase the number and breadth of links with employers and continue preparation for adulthood To prepare for effective transition to the new site 		Governor Link: AW SLT Lead: SCh		
Context for the school priority Sixth form provision within Mayfield is strong. Transition from school is well developed and there are numerous opportunities for VocEd and sports. Links with local businesses and employers are good, but more could be done. Gatsby indicators are fully met. Careers programmes should now be developed further down the school. 100% leavers in 2021 accessed further education and in 2022, all secured their first choice The new community based sixth form will need to ensure stronger links with community based employers. Well funding allows this to be prioritise for the next three years.		Key Success Criteria <ul style="list-style-type: none"> Opportunities for careers education is embedded at KS5 and developed further at KS 3 and 4 100% of pupils have access to high quality careers education. Links with employers are developed even further at KS5 		
Strategy/Action	Lead	Implementation Milestones and Key Indicators for Success	Cost	Monitoring and Evidence
Embed careers education from a successful sixth form into Key Stages 2, 3 and 4 To further increase the number and breadth of links with employers and continue preparation for adulthood	TM GA	<ul style="list-style-type: none"> Link with Bright Stars and other mainstream schools (Autumn 2022) Appoint a KS 3, 4 and 5 careers lead / link (Autumn 2022) Opportunities for pupils from Year 7 - Y11 are planned into the curriculum (Autumn 2022) 90% of Key stage 3 and 4 pupils take up the offer of advice (Spring 2023) 	Nil £25000	Observation HT feedback Pupil feedback
Prepare for effective transition into the new site		<ul style="list-style-type: none"> Building starts (Autumn 2022) Curriculum further planned with community links enhanced (Autumn 2022) 	Nil to school	Regular HT and Governor feedback

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| | | <ul style="list-style-type: none">• Staff and pupils move into new build (Spring 2023).• Quality of curriculum and wider links is improved (Spring 2023) | | | |
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Autumn Term Narrative and Impact Statement