



Trumps Green Infant School

School Development Plan 2021 - 2022

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Trumps Green Infant School is committed to safeguarding, child protection and promoting the welfare of children and young people. We expect all members of the school community including staff, parents, carers, volunteers and governors to demonstrably share this commitment.

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Our Mission

We encourage all children to be.....

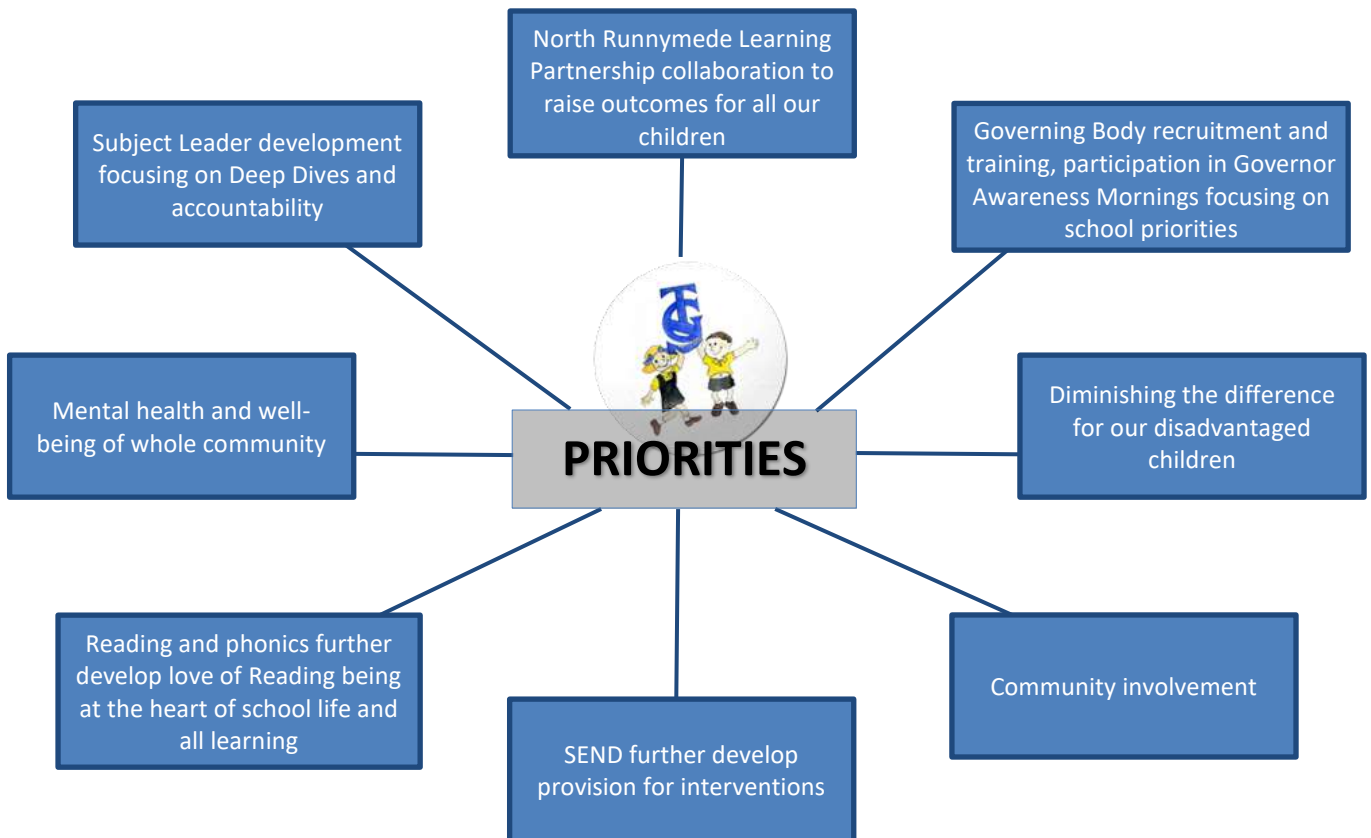
- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

Our school aims

- Trumps Green Infant School is committed to safeguarding, child protection and promoting the welfare of children and young people. We expect all members of the school community including staff, parents, carers, volunteers and governors to demonstrably share this commitment.
- Each child who attends the school will receive an education of the highest quality within a stimulating, well-resourced environment.
- We have high expectations in all areas of learning and encourage the pursuit of excellence intellectually as well as spiritually, morally, socially and physically.
- We promote equality by recognising and celebrating differences within a values' based school ethos of care, mutual respect and discipline.
- We value each person's contribution and prepare all pupils for their role as responsible, caring citizens in our diverse society.

Identified Priorities and SDP Targets 2021 - 2022

Priorities have been selected in relation to school self-evaluation, "Safe" KNSA (Key Needs Self-Assessment) July 2021 visit, Ofsted Report January 2009, the Ofsted School Inspection Handbook September 2021, NRLP5 collaboration and other local and national initiatives. Our school budget supports SDP aims and expenditure is evaluated against impact.



TARGET 1: Quality of Education – Intent, Implementation and Impact

Outstanding criteria

Our school meets all the criteria below consistently and securely and the quality of education is exceptional

Intent

- Our curriculum is ambitious and gives all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.
- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.
- Our curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

Implementation

- Our teachers have good knowledge of the subjects they teach.
- Our teachers present subject matter clearly. They check pupils' understanding, identify misconceptions and provide clear, direct feedback. They respond and adapt their teaching as necessary.
- Our teaching is designed to help pupils to remember long term and to be able to transfer skills and new knowledge into larger ideas.
- Our teachers and leaders use assessment well to help pupils embed and use knowledge fluently, to check understanding and inform teaching.
- Reading is prioritised to allow pupils to access the full curriculum. A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. Reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read. The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.

Impact

- Our pupils develop detailed knowledge and skills across the curriculum and consistently achieve highly.
- Our pupils are ready for the next stage of education.
- Our pupils with SEND achieve exceptionally well.
- Our pupils' work across the curriculum is consistently of a high quality.
- Our pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

TARGET 2: Behaviour and attitudes

Outstanding criteria

Our school meets all the criteria below consistently and securely and behaviour and attitudes are exceptional

- Our school has high expectations for pupils' behaviour and conduct. These are understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct allowing for maximum learning. Leaders support all staff well in managing pupil behaviour.
- Our leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.
- Our pupils' attitudes to their education are positive, they are committed to their learning, know how to learn effectively and do so, are resilient to setbacks and take pride in their achievements.
- Our pupils have high attendance and punctuality. When this is not the case, the school takes appropriate, swift and effective action.
- Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively.
- Relationships among our pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

TARGET 3: Personal development

Outstanding criteria

Our school meets all the criteria below consistently and securely and personal development is exceptional

- Our curriculum extends beyond the academic and provides for pupils' broader development. Our school is committed to enhance pupils' spiritual, moral, social and cultural development and this is of a high quality.
- Our curriculum and school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.
- Our school provides high-quality pastoral support. Our pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.
- Our school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Our pupils appreciate these and make good use of them.
- Our school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.
- Our school promotes equality of opportunity and diversity effectively. As a result, our pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Our pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
- Our school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.

TARGET 4: Leadership and Management

Outstanding criteria

Our school meets all the criteria below consistently and securely and leadership and management are exceptional

- Our leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.
- Our leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time
- Our leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off rolling.
- Our leaders engage effectively with pupils and others in their community, including parents, employers and local services. Engagement opportunities are focused and purposive.
- Our leaders engage with staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.
- Our leaders protect staff from bullying and harassment.
- Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.
- Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.
- The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.

**ACTION PLANS FOR IMPROVEMENT
TARGETS
2021-2022**

TARGET 1: Quality of Education - Intent, Implementation and Impact

Overarching Aim for Intent

- Our curriculum is coherently planned and sequenced ,is ambitious and gives **all** pupils, particularly disadvantaged pupils and including pupils with SEND, the sufficient knowledge and skills for future learning and employment
- Our curriculum is successfully adapted, designed or developed to meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.

Overarching Aim for Implementation

- Our teachers use assessment well to help pupils embed and use knowledge fluently, to check understanding and inform teaching.
- Reading is prioritised to allow pupils to access the full curriculum. A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. Reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read. The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.

Overarching Aim for Impact

- Our pupils consistently achieve highly and our pupils with SEND achieve exceptionally well.
- Our pupils' work across the curriculum is consistently of a high quality.
- Our pupils read widely and often, with fluency and comprehension appropriate to their age.

Objectives	Action	Milestones Timescale	Resources Lead/cost	Success Criteria	Monitoring	Progress G/Y/R
To promote a topic based curriculum ensuring coherency, sequence and progression alongside creativity	In staff meeting review topics/subjects ensuring intent meets the needs of our children Plan our curriculum from a variety of starting points - what is the hook in, what is the purpose, where is the engagement, active learning, outside learning, ensure pupils are part of the planning process to aid ownership	September 2021 onwards	All teachers staff meeting time	SWOT analysis of subjects and topics to evaluate	SLT Subject Leaders to monitor for progression, continuity and engagement	

TRUMPS GREEN INFANT SCHOOL

<p>To improve teaching of Phonics and Reading to ensure we raise standards</p>	<ul style="list-style-type: none"> • New teaching staff to complete the DFE "A systematic Approach to Teaching Phonics for Reading and Spelling" by reading lead • To use school agreed resources (sound charts, freezes, sounds and word cards, cumulative texts) and gestures to ensure consistency across school and avoid cognitive overload • To teach according to Letters and Sounds programme with confidence and understanding • To teach using specific activities in the SSP, not falling behind in termly schedule • Undertake training in Little Wandle Letters and Sounds SSP • To assess/pay particular attention to those falling behind and address through interventions daily • To continue to develop expertise in new Reading books (Big Cat Phonics) and as a team within class ensure children have access to required books to develop 95% fluency • All children read at least once a week with class teacher and once a week with class TA and the lowest 20% to read at least 3 times a week in addition • To timetable a daily 20 minute story time to include all genre - fiction, non-fiction • Develop provision of fiction, non-fiction and poetry • Weekly library visit • Reading/Book week/Storytellers/authors to visit • Reception reading meeting /Section on website on how to read with your child • Headteacher to hear group of 6 children each half term, starting with lower achieving year 2 groups 	<p>10.2021</p> <p>Implement from 2.11.20 across whole school</p>	<p>New teaching staff - meeting time</p> <p>Cost settled by FOTG - £600</p> <p>English leader Headteacher</p>	<p>Phonics check results in Year 1 rise to 95% in a 2 year time frame to 6.2022</p> <p>Reading data improves</p> <p>Pupil feedback</p> <p>Parental feedback</p>	<p>Headteacher</p> <p>English Lead</p> <p>SLT</p> <p>Governors</p>	
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TRUMPS GREEN INFANT SCHOOL

<p>To achieve above National and in line with Surrey in GLD and KS1 SAT's in Reading/Writing/Maths</p>	<ul style="list-style-type: none"> • Ensure highest quality First Quality teaching • To utilise all teaching assistants to maximum effect/impact • To analyse data termly and have interventions/teacher focus groups to accelerate progress/plug gaps 	<p>Results June 2022</p>	<p>All teachers</p>	<p>Data</p>	<p>SLT to monitor data on ongoing basis</p>	
<p>To accelerate progress and raise attainment of lowest 20% and all disadvantaged children</p>	<ul style="list-style-type: none"> • Employ qualified teacher (within Catch up programme regulations of cost) for 4 mornings a week to work as small group teacher for lowest 20% within class. • 2 discrete teaching sessions per day, then additional support within the classroom for lowest 20% 	<p>Termly data</p>	<p>Funded by Government</p>	<p>Results June 2022</p>	<p>SLT</p>	
<p>English/Maths Leader to be accountable for standards in EYFS, Year 1/2 Vulnerable groups make accelerated progress and difference is diminished</p>	<ul style="list-style-type: none"> • English/Maths leads analyse data termly • Work with SLT, Senco to distribute staff, resources and intervene where appropriate to address gaps and accelerate/boost learning • Review interventions every 6 weeks to ensure maximum impact timetabled • Approach external agencies if considered necessary • Termly Pupil progress meetings focussing on disadvantaged children, all vulnerable groups and pupils with SEND 	<p>Termly throughout 21/22 December, April, July</p>	<p>English and Maths Leader time SLT meetings</p>	<p>No significant gender gap, all vulnerable groups make accelerated progress against ALL children.</p>	<p>SLT</p>	
<p>To improve Challenge and Feedback throughout the school</p>	<ul style="list-style-type: none"> • Two members of staff to complete CPD Challenge and Feedback using "Outstanding Teaching Programme" led by Nick Austin • CPD cascading to teaching staff by participants and across year groups 	<p>September 2021</p>	<p>Paid for</p>	<p>Improvement in teaching/data</p>	<p>Headteacher/SLT and Governors through drop ins, learning walks and formal lesson observations</p>	

TRUMPS GREEN INFANT SCHOOL


TARGET 2: Behaviour and attitudes

Overarching aims:

- Our school has high expectations for pupils' behaviour which are understood and applied consistently and fairly. Our pupils' positive behaviour and conduct allows for maximum learning and we are further developing Behaviours for Learning.
- Our pupils' attitudes to their education and their school are positive; they are committed to their learning, know how to learn effectively and do so, are resilient to setbacks and take pride in their achievements.
- Our pupils have high attendance and punctuality.
- Relationships among our pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

Objectives	Action	Milestones Timescale	Resources Lead/cost	Success Criteria	Monitoring	Progress G/Y/R
<p>To ensure children are:</p> <ul style="list-style-type: none"> • ready to learn • intrinsically motivated • taking responsibility for their learning and that of their peers 	<ul style="list-style-type: none"> • Promote active/engaging learning, "Can do" attitude, challenge, risk taking, problem solving throughout the school for children and staff and this is evidenced in planning/class/school display and modelling of behaviour from all staff • Revisit Behaviour Policy, improve, in staff meeting and support staff meeting • Ensure it is followed consistently throughout school - classroom contracts in place from September 2021/link PSHE/Jigsaw charters 	<p>September 2021</p> <p>To continue throughout 21/22</p>	<p>Staff meeting time</p> <p>Support staff meeting time</p>	<p>Anecdotes from children, staff, parents, ELSA of an increase in self-motivation, risk taking</p>	<p>Drop ins, learning walks, formal lesson observations by SLT</p>	
<p>To meet our vision that all children are developing as rounded responsible citizens</p>	<ul style="list-style-type: none"> • Reintroduce Heart of the Community" awards • Reintroduce STEP badges • Reintroduce School Council • British Values • RHSE 	<p>September 2021</p>	<p>Badge cost £200</p>	<p>At year end Governors to come to a citizenship celebratory assembly</p>	<p>Headteacher English Lead</p>	

TRUMPS GREEN INFANT SCHOOL

	<p><u>Emotional rucksack</u> To use pastoral files to record any well-being issues/review in SLT monitoring schedule All staff to be aware of pastoral issues of children in their care Use case studies to record Big Picture for relevant children Promote the use of ELSA for all those children in need</p>	<p>To continue as focus 2021/22 with well-being and mental health being high on agenda re COVID</p>	<p>SLT</p>	<p>Case studies for all vulnerable children ELSA evaluations indicate positive outcomes</p>	<p>SLT</p>	
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TARGET 3: Personal Development

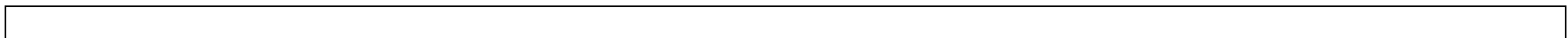
Overarching aims:

- Our school is committed to enhance pupils' spiritual, moral, social and cultural development and this is of a high quality.
- Our curriculum and school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.
- Our school provides high-quality pastoral support. Our pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.
- Our school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Our school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.
- Our school promotes equality of opportunity and diversity effectively.
- Our pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
- Our school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.

Objectives	Action	Milestones Timescale	Resources Lead/cost	Success Criteria	Monitoring	Progress G/Y/R
To provide a dedicated safe sensory space for children in need, well-being "Happy Hut"	Convert hut into sensory calm space Equip with rugs, beanbags, sofa, lighting, sensory resources, books, black out blinds Outside to be repainted to enhance look with flowers, calming motifs	October 2021	FOTG have agreed to pursue funding from Tesco tokens £1000 estimate	Space used by ELSA and all those in need	Headteacher, and English Lead as Mental Health Leads	
Provides a range of opportunities to nurture, develop pupils' talents and interests	Investigate and plan opportunities to increase assembly diversity through speakers from all faiths	October 21 newsletter COVID dependent	Minimal costs or donations	Heightened community involvement	Governors SLT	

TRUMPS GREEN INFANT SCHOOL

To promote holistic learning developing resilient, confident, independent and creative learners	To recruit Forest School Leader (research website) for the year Experiences include: Nature crafts and land art Scavenger hunts and adventures Building dens and structures, using tools Offer opportunities to take supported risks appropriate to environment	Forest school week per term COVID dependent continue 20/21	£160 per day - approx. 5 days x 3 = £2400	Pupils to have participated, developed a variety of life skills	Governors SLT	
Our pupils engage with views, beliefs and opinions that are different from their own in considered ways	Develop diary plan for year of special days/weeks to include: Mindfulness Traditions week Creative Week Maths day Science day	September 2021	Possible costs for hiring specialists /FOTG fund	Range of opportunities given throughout year to enrich curriculum	Governors SLT	
Provide pupils with opportunities to understand how to be responsible, respectful, active citizens	Invite parents/family members who have "inspiring" roles or stories to share with the children in assemblies or classrooms.	October 21 newsletter COVID dependent	No cost	Enhanced community involvement in school, pupil feedback	Governors SLT	
To further develop school as an eco-school	Environmental issues covered in three+ areas of curriculum evident in pupil's work, schemes of work, lesson plans across the school. <u>Eco-Committee</u> details all work on the Eco-Schools Seven Steps and chosen topic actions. This includes: Eco-Committee members from all year groups, meeting minutes, a copy of our Eco-Schools Environmental Review, our Action Plan, examples of Monitoring and Evaluation and your Eco-Code.	3 - 6 months from start	Eco Schools leader time	Achieve Eco Schools Silver award	SLT	



TRUMPS GREEN INFANT SCHOOL

Eco-Committee uses a variety of mediums to help communicate our topic actions: newsletters, school website, Connections
Our whole school and wider community is involved in Eco-Schools work in and around the school, for example: parents/carers, local authorities, businesses, other national and regional charities, neighbouring schools and residential groups and homes.

TARGET 4: Leadership and Management

- We have a clear and ambitious vision for providing high-quality education to all pupils and strong, shared values, policies and practice.
- We focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment.
- We create an inclusive culture and do not allow gaming or off rolling.
- We engage effectively with pupils and all stakeholders ensuring all engagement opportunities are focused and purposive.
- We are realistic and constructive in the way we manage staff, including their workload.
- Our Governors understand their role and carry this out effectively holding leaders to account for the quality of education.
- Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.

Objectives	Action	Milestones Timescale	Resources Lead/cost	Success Criteria	Monitoring	Progress G/Y/R
To develop role of Governing Body to lead school effectively alongside Headteacher and SLT	Seek assistance from Strictly Education /Safe to meet with Headteacher/Chair of Governors October 2021 to develop action plan Formally adopt flat structure (TBC) To then further train Governors in expectations of the role To assist with recruitment of Governors To monitor Governor effectiveness as a school priority to ensure we are compliant and OFSTED ready	From October 2021	Consultancy fees TBC	We have required number of Governors Skill, knowledge and understanding of the role are improved	Headteacher Ruth Murton	
To maximise expertise to lead whole school development and improvement	SLT to have additional leadership time to work alongside Headteacher on projects: Assessment (foundation subjects as priority, then review Pupil Asset and Replace) Mental health leadership Development of teaching skills/focus on pedagogy	September 2021 2021/2022	Supply costs once a term plus ad hoc for Deputy Headteachers	SLT has developed and provides both staff and Governors with united leadership	Headteacher SLT Governors	

TRUMPS GREEN INFANT SCHOOL

	RAG NRLP5 improving outcomes for lowest 20%					
To work collaboratively with NRLP5 schools to improve education and opportunities for all our children	Headteachers steering group to plan shared working calendar for the year Deep dives carried out between partner schools, first Thorpe Lea and Maths as focus Raising Achievement Group (RAG) to focus on provision in each other's schools for lowest 20% with school visits Cross moderation once a term of Writing, Maths and Reading Headteachers to discuss academy agenda and way forward for 5 schools	2021/22 throughout year	Supply costs	Action planning/change in practice as consequence and celebration of good practice shared	Headteacher English Lead Governors	
To focus on mental health/well being	Headteacher and PSHE Lead to complete Mental Health Leads course As a result develop action plan	Autumn 2021	£300	Course completed action plan developed	Governors	
To improve language skills of lowest 20% in reception	Apply/be accepted as NELI school Reception team to undertake NELI training NELI National Early language Intervention to deliver in January	Autumn 2021	Up to 10 hours training TA cost	Accepted as NELI school	Headteacher English Lead	
Subject leaders to be accountable for their subject across the whole school (EYFS and KS1) and increase teacher expertise	Subject Leaders to monitor subject half termly and complete subject monitoring form termly to include: <ul style="list-style-type: none"> • Planning/Learning scrutiny - sequence of observations with Headteacher • Displays • Interviews/anecdotes from children • CPD for all staff • Action points for leader/SLT/Governors 	Staff meeting schedule	CPD focus on subject Leadership Supply cost approx. £250 a day	Leaders have broad understanding of their subjects learning and teaching across the whole school	Monitoring forms to be analysed by SLT and Governors	

TRUMPS GREEN INFANT SCHOOL

To develop Governors knowledge of teaching and learning	English/Maths Leader to report to SLT and Governors on progress/attainment on a termly basis, including action points and interventions/staff deployment	Jan, April, July 22	English/Maths Leader	Standards in attainment and progress have improved	SLT will analyse data termly	
	Plan for 3 Governors awareness mornings per year 1. Phonics/Reading focus 2. Disadvantaged children 3. Maths supporting vulnerable groups Initial training aspect followed by time spent in the classrooms witnessing practice Feedback to Headteacher First planned session on Phonics	November 21, February 22 and June 22	English/Maths Leader at Autumn/Spring learning committee	Governor feedback	Headteacher Governors	

COVID targets

Objectives	Action	Milestones Timescale	Resources Lead/cost	Success Criteria	Monitoring	Progress G/Y/R
To comply with COVID restrictions in order to keep children and staff as safe as possible during COVID 19	<ul style="list-style-type: none"> • SLT and Governors to read all Gov.uk and SCC documents sent daily and weekly respectively • Headteacher read every communication from Gov, PHE, Dfe and Surrey to ensure knowledge is current • All staff to have required policies relevant to COVID • All staff and Governors to be fully compliant with COVID risk assessment and guidance for staff document • All staff to adhere to health and safety measures within school • Put in place Breakout Management Plan as required. 	<p>Ongoing</p> <p>All staff read risk assessment and relevant policies September 2021</p>	No cost	Policies and procedures being followed	Headteacher, SLT and Governors	
To provide high quality learning in the event of a partial or full school closure as required by Government	<ul style="list-style-type: none"> • Teachers to provide high quality remote learning using Microsoft Teams • Teachers to have daily contact with children during any closure/lockdown as appropriate • Teachers to have live sessions with children weekly to ensure contact maintained and nurture/well-being is addressed 	As needed	No cost	High quality learning provided	Headteacher, SLT Governors	