



Trumps Green Infant School
School Development Plan 2024 - 2025

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TRUMPS GREEN INFANT SCHOOL

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

- Our school is committed to safeguarding, child protection and promoting the welfare of children. 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 environment.
- We have high expectations in all areas and encourage the pursuit of excellence intellectually as well as spiritually, emotionally, morally, socially and physically.
- We promote equality by recognising and celebrating differences within a values' based school ethos of care and mutual respect.
- We value each child's contribution and prepare all children for their role as responsible, caring citizens in our diverse society.

Identified Priorities and SDP Targets 2024 - 2025

Priorities have been selected in relation to school self-evaluation, Ofsted Report September 2022. Our school budget supports SDP aims and expenditure is evaluated against impact.

<u>Behaviour</u> To further embed our high expectations of behaviour, ensuring whole school training on policy and practice and adherence to	<u>SEND</u> To promote inclusivity, equal opportunity and reasonable adjustments in order to ensure ALL children, regardless of need, succeed and flourish Focus on early intervention	<u>Mental Health</u> To focus on early recognition of mental health and well-being of children, staff and community
<u>Mission:</u> Enable children to become: 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		
<u>Phonics/Reading</u> To ensure fidelity of "Little Wandle" scheme To further develop love of Reading being at the heart of school life and all learning	<u>Safeguarding</u> To ensure our Culture of Safeguarding is at the centre of everything we do	<u>Standards</u> To at least maintain attainment and achievement being in line with Surrey and above National data To raise attainment in EYFS

OFSTED 9.22 areas to develop

- Further develop staff subject knowledge so that the revised curriculum is delivered consistently well across the school and adapted well enough to support pupils' emerging needs, particularly for pupils with SEND.
- Leaders should make sure that all staff have the strength and depth of subject knowledge to adapt and deliver the curriculum confidently and effectively for all pupils.

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Target 1 Quality of Education - Intent, Implementation and impact

Objectives	Action	Resources Lead/cost	Success Criteria	Monitoring	Progress G/Y/R
To improve teaching of Phonics and Reading to ensure we raise standards	<ul style="list-style-type: none"> • Reading Lead to model teaching to new members of staff and also teach across the school on a timetabled basis • New teaching staff to be trained in Little Wandle (2 teachers and 1 TA) • To assess (3 week schedule) and for those falling behind address through daily "Keep Up" sessions, use of heat maps • To ensure children books match phonic stage perfectly • All children on the phonics scheme to read at least 3x a week. • To timetable a daily 20 minute story time to include all genre • Promote reading for pleasure across school community through SWAP boxes, bedtime book bags, library, trips to Virginia Water library • Develop provision of blending books, fiction, non-fiction and poetry across curriculum • Reading/Book Week/Storytellers/authors to visit • Reading volunteers give extra opportunities for reading • Whole school Reading meeting/Website how to read with your child • Yearly Reading newsletter to Parents/Carers written by English Lead 	No cost	Data for PSC Year 1 June 25 to be 85%+ Year 2 retakes to be 65%+	English Lead	
To achieve above National and in line with Surrey in GLD, PSC and KS1 in R, W, M	<ul style="list-style-type: none"> • To have focus on GLD to improve outcomes - include NELI • Ensure highest First Quality teaching link Appraisal targets • To utilise all teaching assistants to maximum effect/impact • To analyse data termly and have interventions/teacher focus groups to accelerate progress/plug gaps • To embed assessment replacing SAT's 	All teachers	Data Summer 2025 GLD 75%+ Phonics 85%+ KS1 R 75%+, W 65%+, M 75%+	SLT/Maths Lead to monitor data on ongoing basis	
To accelerate progress and raise attainment of lowest 20%, SEND and all disadvantaged children	<ul style="list-style-type: none"> • Use OAP to RAG rate our provision and identify children with needs/barriers to learning • Staff work with Senco to establish early interventions/identifications • Senco engaging effectively with external agencies to secure early support • Utilise teaching staff appropriately ensuring IMPACT targeting key skills for lowest 20%/SEND/disadvantaged within class. 	All teaching staff	Data Summer 2025 evidences all vulnerable groups progress is higher than ALL	SLT	

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Target 2 Behaviour and Attitudes

Objectives	Action	Resources Lead/cost	Success Criteria	Monitoring	Progress G/Y/R
Positive Behaviour culture is paramount	<p>Headteacher and Deputy Headteacher to complete the Behaviour Hub Programme by December 2024 entailing:</p> <ul style="list-style-type: none"> • Successfully completing all actions on Action Plan • Visiting Behaviour Hub Lead schools for second time - Charles Dickins, Manor Park, Cheeping View to continue CPD, observations and engage in high quality conversations with Lead Schools experts • Rolling out new Behaviour Policy to staff and children in September 2024 • Informing parents of new Behaviour Policy and practice through written communication and in year group Welcome meetings • Ensuring all classes are following our scripts and routines and all classes/whole school areas are displaying scripts, expectations of Behaviour and Proud Promises • SLT monitoring the implementation of our Behaviour Policy through learning walks , drop ins and formal lesson observations • Governor monitoring through focussed Governor Awareness Morning of implementation of new Behaviour Policy • Children/staff and parent questionnaires to be completed by November 2024 with specific reference to Behaviour and our dedication to ensure a safe, calm and purposeful learning environment • Evaluation of consequences, Cpoms behaviour incidents at SLT/Governor level • Use case studies to record Big Picture/barriers to learning for relevant children • Promote/ensure the use of ELSA for all those children in need 	No cost	<p>Seen in observations, learning walks, drop ins and on Governor Awareness morning 21.11.24</p> <p>Bespoke Behaviour Questionnaire feedback from children, families and staff undertaken in December 24 shows improvements to same questionnaire taken in June 25</p>	SLT Governors	

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Target 2 Behaviour and Attitudes

Objectives	Action	Resources Lead/cost	Success Criteria	Monitoring	Progress G/Y/R
To further develop staff expertise in behaviour/well-being and mental health of children through CPD	<p>CPD</p> <ul style="list-style-type: none"> • Zones of Regulation - to further embed • Teacher CPD - Trauma Informed Approach, SEND, Inclusion from STIP/STIP clinics • National College courses • Fortnightly support staff training 	No cost	All training completed and implemented/ embedded into practice - observation feedback write ups as evidence	SLT	
With new intake to ensure children are: ready to learn, intrinsically motivated and taking responsibility for their/others learning	<ul style="list-style-type: none"> • Classroom charters in place from September 2024/link PSHE/Jigsaw • First week - include teaching/learning around Behaviour, scripts, routines, Zones of regulation, Safeguarding, trusted adult, British Values • Use class celebrations (Golden Time) to reward good behaviour on Fridays 	No cost	Seen in classrooms	Drop ins, learning walks, formal lesson observations by SLT	

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Target 3 Personal Development

Objectives	Action	Resources Lead/cost	Success Criteria	Monitoring	Progress G/Y/R
To meet our vision that all children are developing as rounded responsible citizens and are celebrated	<ul style="list-style-type: none"> • "Heart of the Community" awards • STEP badges • School Council • Eco schools • School Educational visits • Visiting local residences for retired/elderly • Enrichment weeks 	Badge cost £200	At year end Governors to come to a citizenship celebratory assembly	SLT Governors	
To utilise "Happy Hut" to assist with anxiety/mental health/challenging behaviour	"Happy Hut" used daily for all children who need calm space to reflect, calm reset and restart	None	Space used by ELSA and all those in need ELSA/teacher feedback	Mental Health Leads	
To improve opportunities for children with anxiety	Provision of Therapy Dog 6 children per half term to have "weekly" session reading to Mischa	No cost Volunteer/ charity	Pupil voice Teacher observation ELSA/teacher feedback	SLT	
Pupils engage with views, beliefs and opinions that are different from their own	Investigate and plan opportunities to increase assembly diversity through speakers from all faiths	Minimal costs or donations	Heightened community involvement, evidenced by diarised events increasing	Governors SLT	

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Target 3 Personal Development

Objectives	Action	Resources Lead/cost	Success Criteria	Monitoring	Progress G/Y/R
To promote holistic learning developing resilient, confident, independent and creative learners	To use the forest/local area as a resource to participate in: <ul style="list-style-type: none"> • Nature crafts and land art • Scavenger hunts and adventures • Building dens and structures, using tools • Any linked curriculum/topic activities for learning • Offer opportunities to take supported risks appropriate to environment 	No cost	Pupils to have participated, developed a variety of life skills, evidenced through Personal Development questionnaire and assembly at year end	Governors SLT	
Pupils are offered an enriched curriculum to develop character, talents and interests	Develop diary plan for year of special days/weeks to include: <ul style="list-style-type: none"> • Book week • Feeling Good Week • Future selves week • Enrichment week Maths day, Science day, Eco schools, "Elderly Residences" visits Expanding After School Club provision - MFL, Yoga, Judo, cooking Extend peripatetic music lessons - to include well being/music appreciation	Possible costs for hiring specialists /FOTG fund	Range of opportunities given throughout year to enrich curriculum, evidenced in newsletter and VW magazine	Governors SLT	

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Target 4 Leadership and Management

Objectives	Action	Resources Lead/cost	Success Criteria	Monitoring	Progress G/Y/R
To ensure financial sustainability of our school	Governors to consider all "raising income" possibilities SBM and Headteacher to continue to investigate all cost saving opportunities/application for any suitable Grants To continue to advertise our school to attract new Reception children/families - tours, booklet for potential families etc	No cost	We are financially sound/Budgets approved	Headteacher SBM Governors	
To provide Deputy with access/achievement of NPQH qualification	Headteacher to support all requirements for Deputy Headteacher to achieve qualification	No cost	Qualification achieved Spring 2025	Headteacher Governors	
Senco to lead CPD for all staff, monitor SEND provision to ensure it is high quality Senco and Headteacher to work on all SEND together	Senco and Headteacher to attend all CPD provided by Surrey and complete National College courses that are relevant Senco to lead teacher CPD once a term as a minimum Senco to disseminate OAP document leading to early identification Senco to have termly meetings with class teachers to discuss need and support Senco to access external training Senco to monitor SEND register Senco to work with external agencies including STIP to gain support for children Senco to monitor progress of children with SEND across the curriculum Senco to report to Governors once a term on SEND in general Senco to ensure housekeeping aspects of SEND eg policy are updated and shared	No cost	All actions achieved Analysis of SEND data throughout the year	Headteacher Governors	
To work collaboratively with RLP 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 Raising Achievement Group (RAG) work together on agreed focus Cross moderation once a term of Writing, Maths and Reading	No cost	Evaluation of work undertaken at year end, reported to Governors	Headteacher and Governors	

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Target 4 Leadership and Management

Objectives	Action	Resources Lead/cost	Success Criteria	Monitoring	Progress G/Y/R
English/Maths Leader to be accountable for standards in EYFS, Year 1/2	English/Maths Leaders analyse data termly followed by: <ul style="list-style-type: none"> Termly Pupil progress meetings focussing on disadvantaged children, all vulnerable groups and pupils with SEND Work with SLT, SENDCO to distribute staff, resources and intervene where appropriate to address gaps and boost learning Review interventions every 6 weeks to ensure maximum impact timetabled, including use of number Stacks' 	English and Maths Leader time SLT meetings	Data Summer 25 GLD 75%+ Phonics 85%+ KS1 R 75%+, W 65%+, M 75%+ No significant gender gap, all vulnerable groups make accelerated progress	SLT	
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"> Policy check CPD for oneself and all staff (NC +) Planning/Learning scrutiny Displays Interviews/anecdotes from children Analyse assessment sheets and develop CPD as a response to any needs, whether children or staff training Observations where possible (budget implications) Subject Leaders to meet with respective Subject Governor to review Subject 	One staff meeting every half term devoted to subject leadership	Leaders have understanding of subjects learning/teaching across school Governor feedback as to understanding of subject area Subject leader yearly governors reports as evidence	Monitoring forms to be analysed by SLT and Governors	
To develop Governors knowledge of teaching and learning	Plan for 3 Governors awareness mornings <ol style="list-style-type: none"> Behaviours 21.11.24 SEND 6.3.24 Culture of safeguarding 19.6.24 	No cost	Increased Governor knowledge Governor evidenced on Feedback forms	Headteacher and Governors	

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Target 4 Leadership and Management

Objectives	Action	Resources Lead/cost	Success Criteria	Monitoring	Progress G/Y/R
To ensure Safeguarding Culture is paramount	<p>DSL/DDSL complete all Safeguarding training including:</p> <ul style="list-style-type: none"> • Annual Certificate in Safeguarding • KCSIE • Working Together to Safeguard children • PREVENT • Safer recruitment • DSL • Health and Safety • Fire Safety • Filtering and Monitoring • Cyber Security <p>DSL/DDSL - To attend DSL network meetings termly DSL/DDSL Analyse all CPoms, share re HT Governors reports Work closely with external agencies including Children's Services ensuring we question them in our pivotal role of knowing our children best DSL hold termly meeting with safeguarding Governor DSL report to Governors termly of all Safeguarding matters</p>	No cost	<p>Children questionnaires re Safety All Safeguarding information shared with staff in weekly staff meetings and fortnightly support staff meetings - minuted All course/meetings attended - Record kept in training folder hard copy plus on National College learning records</p>	Governors	

Additional targets within Subject Leaders plans including SEND/EYFS