School Development Plan 2018-2021 (Year 1)

All Saints C of E Infant School Tilford

'Love to learn....Learn to love'

Outstanding

Nurturing

High achieving for all children

Research demonstrates high pedagogy and curriculum based learning

Centre of outdoor excellence

Vision Statement

'Love to Learn and Learn to Love'

To ensure children are happy, inspired, challenged and 'Love to Learn' through a rich, broad, balanced curriculum.

To achieve outstanding outcomes through continuity, consistency and precision.

To embed a strong set of Christian values and experiences (7 by 7).

To become a centre of excellence for learning outside the classroom.

Long Term Priorities

The priorities will remain for the 3 year period but the actions will be changed annually. This will take into account school improvement, school development, local and national changes.

Phase Aims	Initiate/Review Audit/review, Evaluate, Raise awareness	Develop Draw up, Consult, Give training, Coach, Give acceptance	Consolidate Monitor progress, Advise/support Resource, Embed	Maintenance Monitor progress, Advise/support Maintain
Year 1 2018/19	EYFS Curriculum Circle 10 Behaviour Log – Track vulnerable Governor PR team Designated time for website management Pupil Ambassadors Develop local Head school improvement network £500 Formalised Curriculum Coverage Planning Mentor training Carpets Damp in Front Room Roof joins – damp in join? Staff recruitment and retention Community Project	Update our PSHE Curriculum Update our RSE Curriculum and Policy Link Days at the end of a theme EYFS Outdoor area EYFS Leadership NQT +1 Leadership Curriculum Outdoor Classroom (FOAS/PE Funding) New Server Facebook Governor communications e.g. Gallery of Governors, Governor clinic External fence replacement and security gate £10,000? (DFC) Outdoor Classroom (FOAS/PE Funding) Reflective Garden (Sugar Tax) EYFS Curriculum	Share RSE training, Curriculum and Policy with all stakeholders Marking – Internal Assessment Meta Cognitive tools e.g. Learning Line, Chilli Challenge Behaviour SEN Communication between interventions and classroom	Christian Values Existing wooden playground/field equipment £4,500?? IT Equipment (FOAS) Hall Redecoration Reading books, quality picture books linked to themes, guided reading £1,200 (FOAS)
Year 2 2019/20	PSHE Training and evaluation £600 RSE Training Eco Warriors Potential EYFS Training Open discussions and approach to academy/hub Review and develop stronger teacher training links Building review Grounds review ICT audit and renew – plan budget £10K?? Research development Website host renewal £1,500 EYFS Baseline EYFS morning support (1 month) Office Support 2 mornings (1month) Playground markings/equipment £5k PE Funding?	PSHE Training and evaluation RSE Training Governor PR team £1000 Designated time for website management Pupil Ambassadors Develop local Head school improvement network Formalised Curriculum Coverage Planning ICT audit and renew Research development SKITT student/SI work Wildlife Garden (regeneration of Veg plot) FOAS built Staff recruitment and retention Community Project	Update our PSHE Curriculum Update our RSE Curriculum and Policy Link Days at the end of a theme EYFS Outdoor area NQT +1 Leadership Curriculum EYFS Leadership Outdoor Classroom Reflective Garden EYFS curriculum Circle 10 Behaviour Log – track vulnerable	Share RSE training, Curriculum and Policy with all stakeholders Marking – Internal Assessment Meta Cognitive tools e.g. Learning Line, Chilli Challenge Behaviour SEN Communication between interventions ad classroom Carpet in HomeLodge
Year 3 2020/21	Year 2 Assessment changes – Training £500 ICT audit and renew – plan budget £? Local Initiatives National Initiatives	EYFS Training Open discussion and approach to academy/hub Teacher training links Year 2 assessment changes £500	PSHE Training and evaluation RSE Training Governor PR team Designated time for website management Pupil Ambassadors Head school improvement network Formalised Curriculum Coverage Planning ICT audit and renew Research development SKITT student/SI work Wildlife Garden/Regeneration EYFS morning support (1 month) Office Support 2 mornings (1month)	Update our PSHE Curriculum Update our RSE Curriculum and Policy Link Days at the end of a theme EYFS Outdoor area NQT +1 Leadership EYFS Leadership Outdoor Classroom EYFS Baseline

School Development Plan 2018-2021 Future Priorities

These following priorities have been co-produced with all stakeholders, following the completion of the School Self Evaluation *(September 2018)* via a pre-working party and School Development Evening *(September 2018).* This plan sets out the agreed priorities for All Saints C of E Infant School over 2018-2021.

Outcomes

Priority 1: To ensure a continued upward trend in attainment and progress across the school within a rich and broad curriculum.

Why is this a priority?

- The school is committed to providing excellent outcomes within a Curriculum that is balanced, engaging and meets the needs of all learners.
- The school has worked hard to meet the challenges of new assessments and continues to challenge all groups of children.

Success criteria:

- Sustained upward trend in all subjects and groups of children.
- Effective use of EYFS on entry data to set challenging targets and track progress.
- Effective interventions that narrow the gap through rigorous scrutiny of internal and external data.
- New EYFS and KS1 assessments effectively embedded amongst all staff.
- 'Greater Depth' schemes of work, planned into a broad and balanced curriculum, maximising opportunities for pupils to achieve Greater Depth in KS1 /Exceeding in EYFS.

How will the school achieve this?

- Analyse internal and external data with greater scrutiny to identify risk of volatility (with particular focus on vulnerable children) and identify and monitor progress of Interventions for narrowing the gap.
- Monitor the content, process and changes to EYFS baseline to ensure effective assessment and useful tracking opportunities.
- Monitor the content, process and changes to KS1 assessments and plan accordingly.
- Dedicated leadership time to ensure core subjects are taught in a broad curriculum, allowing for outdoor learning opportunities.
- Dedicated weekly meeting time for EYFS to ensure that accurate and timely observations will lead to personal and relevant assessments.

Leadership and Management

Priority 2: To ensure a safe, sustainable and challenging culture for pupil, staff and school security.

Why is this a priority?

- Children are entitled to a robust culture of safeguarding that is monitored by leadership and management and is integral to the school ethos.
- Strong leadership from all teaching staff and governors ensure global responsibility, ownership and improvement.
- There is a declining local birth rate and local schools are under subscribed.
- The school is part of and proactively responding to Guildford Diocese's 5 year strategy for the future of small, local schools.

- An embedded culture of Safeguarding and safety that includes an effective PSHE and RSE curriculum embedded within the curriculum and school ethos.
- Maintain 'outstanding' across all areas of the school.
- A strategic and vibrant PR team ensuring strong admissions.
- Middle leader that is confident to demonstrate an academically robust and value based curriculum.
- Middle leader who has the resources to lead EYFS team to outstanding.
- Unique and vibrant outdoor learning space that is used to enhance learning and outstanding outcomes.

How will the school achieve this?

- Continual development of safeguarding training embedding culture through regular interviews of stakeholders.
- Monitor premises for safety; replace external fencing and gate; and look to develop site for uniqueness.
- Model and monitor PSHE, RSE and Hot topics.
- Develop middle leaders through CPD and research to create a clear, challenging, broad and balanced curriculum that inspires all groups of children.
- Appoint a Governor with PR experience and create a dedicated committee.

Quality of Teaching

Priority 3: To challenge all groups of children through the use of enabling environments and meta-cognition.

Why is this a priority?

- Belief in the whole child and that young children should learn holistically in an integrated curriculum.
- Research demonstrates that talking about how children learn has a big impact on pupil outcomes in all subject areas.
- Striving for enabling environments that challenge children working at Greater Depth, thinking as a subject expert e.g. Scientist, Historian.
- Whole school focus on maths to ensure outcomes remain in the top 5% nationally.
- Continued analysis of data to ensure all groups reach the very best.

Success Criteria:

- Enabling environments backed by quality research that are integral to a school curriculum and support all groups of learners.
- An All Saints curriculum that integrates schemes of work for deeper learning in a broad and balanced, values based curriculum.
- All staff to be confident to promote opportunities for metacognition across the curriculum especially in reading, writing and maths.
- Children confident to discuss their learning and challenge themselves.

How will the school achieve this?

- Focus on meta-cognition in reading to drive imaginative and confident writing for all groups of children.
- Research and create environments that enable and challenge all groups of children to talk about their learning.
- Weekly meetings to plan for deeper learning and the use of meta-cognition throughout the Curriculum.

- Creation of All Saints Curriculum booklet incorporating values based curriculum, schemes of work that encourage Greater Depth in a broad and balanced environment and a research backed rationale.
- Involve all stakeholders in the importance of talking about books and reading for meaning.
- Dedicated maths sessions that focus on meta-cognition and mathematical reasoning to really challenge children.

Personal Development, Behaviour and Safety

Priority 4: To demonstrate the school's core values within the community and ensure all pupils have a voice.

Why is this a priority?
- The school introduced and developed core values and SMSC ethos during last SDP cycle (2015-2018).
- Children and staff will start to look to the wider community to demonstrate these values more widely.

Success Criteria:
- All children know an adult and circle of peers that that make them feel safe through their 'Circle of 10'.
- Vulnerable log is embedded and analysed by school staff.
- All children know how to keep themselves safe and can talk about healthy relationships and understand their role to create a happy environment for themselves and others.
- Children thrive in a values rich environment that promotes the 'whole child' e.g. 7 by 7 achieved by all children (seven challenges by the time they are seven).

How will the school achieve this?
- Develop a 'Circle of 10' to support emotional security of all children.
- Provide opportunities for all children to apply Christian and British Values.
- Relaunch the 7 x 7 challenges.
- Community Link project.
- Promote pupil wellbeing through PSHE and RSE planning.
- Systematically track, monitor and address the behaviour of vulnerable children.
- Monitor the impact of these initiatives.

Outcomes

Priority 1: To ensure a continued upward trend in attainment and progress across the school within a rich and broad curriculum.

Success criteria:

- Sustained upward trend in all subjects and groups of children.
- Effective use of EYFS on entry data to set challenging targets and track progress.
- Effective interventions that narrow the gap through rigorous scrutiny of internal and external data.
- New EYFS and KS1 assessments effectively embedded amongst all staff.
- 'Greater Depth' schemes of work, planned into a broad and balanced curriculum, maximising opportunities for pupils to achieve Greater Depth in KS1 /Exceeding in EYFS.

Objective	Action	Lead	A	Sp	S	Resources	Monitoring and Evaluation	Impact
1.1 To analyse internal and external data with greater scrutiny to identify risk of volatility (with particular focus on vulnerable children) and identify and monitor progress of Interventions for narrowing the gap.	• Analyse school data with local and national results share with staff and governors. • Identify trends for vulnerable groups and share with staff and governors. • Plan interventions accordingly. • Analyse internal progress trends with staff and share with governors. • Plan interventions accordingly. • Analyse interventions for narrowing the gap and share with staff and governors. • Investigate research for narrowing the gap and share with staff. • Develop resources for Speech and Language, autism. • Develop support for families and pupils with EAL. • Develop strategies for writing and recording in all year groups.	SB LW FGB SB LW Teachers SB LW Teachers SB CPi Teachers AT SM TC SM AT SB SB MA Teachers				SEN support In Y1 Community LSA 1 afternoon Staff meetings	Pupil Progress ASP results Governor visits (AT SM)	
1.2 To continually monitor the content, process and changes to	• EYFS to attend hub and support training to identify changes to curriculum and assessment. • EYFS lead to feed back to teachers and EYFS staff. • EYFS lead to meet Leadership to identify changes and adapt any assessments/changes to the curriculum. • Whole staff training sessions for EYFS team.	CP CP CP/LW/SB EYFS team CP/ SB				Training and supply	Pupil Progress ASP results Governor visits (AT SM)	

EYFS baseline to ensure effective tracking.	• Moderation of EYFS baseline and end of year with local schools. • Analysis of results with local and national attainments. • Ensure Baseline data can set accurate and challenging targets for KS1. • Ensure excellent transition to Y1 through challenge, planning alongside KS1, and sharing best practice.	CP/SB/LW CP/SH/SB CP/SH/TC						
1.3 To embed and monitor changes to KS1 assessments whilst maintaining outstanding results	• Y2 Lead to attend hub and support training to identify changes to assessment. • Y2 Lead to meet Leadership to share changes, identify changes to curriculum and assessment. • Y2 to share assessment changes with teachers and LSAs to maximise opportunities for providing excellent assessment. • To buy, collect resources/research to ensure outstanding outcomes are maintained.	TC TC SB LW TC SH LW RH CP JR JH TC			Training and supply	Pupil Progress ASP results Governor visits (AT SM)	
1.4 To embed a rigorous curriculum where core subjects are taught within a broad curriculum.	• To recognise where greater depth learning has been planned effectively to achieve outstanding outcomes. • Curriculum Lead to collate Curriculum booklet that ensures Reading and Writing, Maths, and Science are taught in a rich vibrant curriculum. • Pedagogy Lead to ensure curriculum design is based on accurate and valid research. • Opportunities for Greater Depth are planned within Foundation subjects to enable excellent outcomes in Maths, Reading and Writing, and Science. • New EYFS curriculum enables opportunities for greater inclusivity with KS1 and opportunities for challenge, which will support transition.	SB Teachers SH SB TC SB SH TC CP All			Staff meetings Leadership time (planned) Leadership team and supply 3 days INSET	Pupil Progress ASP results Governor visits (AT SM)	

Leadership and Management

Priority 2: To ensure a safe, sustainable and challenging culture for pupil, staff and school security.

Success criteria:

- An embedded culture of Safeguarding and safety that includes an effective PSHE and RSE curriculum embedded within the curriculum and school ethos
- Maintain outstanding across all areas of the school.
- A strategic and vibrant PR team ensuring strong admissions.
- Middle leader that is confident to demonstrate an academically robust and value based curriculum
- Middle leader who is confident to lead an EYFS team to outstanding.
- Unique and vibrant outdoor learning space that is used to enhance learning and outstanding outcomes.

Objective	Action	Lead	A	Sp	S	Resources	Monitoring and Evaluation	Impact
2.1 To maintain outstanding practice and outcomes at all levels.	• Regularly self-review against Ofsted criteria using all stakeholders. • Questionnaires, interviews with all stakeholders. • Monitor all initiatives in new SDP for effectiveness. • HT to work alongside other schools to identify connections for school improvement plan/ external review. • HT and SIL to devise external school Improvement visits for staff to outstanding schools. Plan for professional dialogue and reporting back. • HT and SIL to improve use of Internal Review to include greater peer to peer observation and self-reflective practice. • Complete self-review for small schools from the Diocese and plan accordingly. • Succession planning for leadership (Chair and HT considering local and national initiatives). • Governors to know the school and be able to discuss strengths and areas for improvement. • Governors to share with parents and children their role and how they ensure outstanding practice (newsletter, website, clinic). • Plan for financial sustainability through prudent budgeting and keeping abreast of changes. • To plan and consider strategies for retention and re-	SB/TR AT TR/AT SB SB LW SB/LW FGB FGB FGB SM LT JW TR KB SB				Supply HT mentor links	Governor visits Governor interviews Committee meetings Visit reports FGB meetings	

	cruitment of outstanding teachers.							
2.2 To ensure that the reputation of the school is celebrated within the community to ensure strong admissions.	• Identify the uniqueness of All Saints. • Create PR Committee led by governor. • Identify and centralise school branding. • Recognise what the school does well and share with community. • Consider opportunities for advertising e.g. create brochure/card for prospective parents/visitors. • Investigate social media opportunities e.g. potential of Facebook. • Review website and improve – action plan. • Website host renewal. • Parent view/questionnaires. • To initiate community projects that make links with the wider community and give back to the community. • Governors to create links with children, e.g. school council interview governors.	All SB/LT SM SM/SB SM and team PR team KB HM					Parent/pupil community opinion Facebook And website use/feedback	
2.3 To ensure a safeguarding culture is embedded amongst all stakeholders.	• Whole school/governor INSET with personal actions identified. • New Safeguarding Governor appointed and complete audit of all practices. • Action planned shared with stakeholders. • Governors/staff take professional responsibility for their own training/actions. • Monitor Mobile Phone Policy. • Monitor E-safety Policy, culture. • Monitor effectiveness of E-safety evening. • Monitor 'Circle of 10' and Vulnerable Log. • Health and Safety walk round with school council. • Exterior fencing replaced and new security gate installed.	All CPa LT CPa All CPa CPa SH CPa SH AC JW/SB				Supply SH (DFC)	Safeguarding Training Log Governor actions shared and completed Staff actions completed Visit reports Report to FGB AC CPa	
2.4 To maintain and create a unique and vibrant outdoor & indoor learning space that enhances well-	• Complete Outdoor Classroom and Reflection Garden and identify aim and expectations of use. • Celebrate educational benefits of new outdoor spaces and share amongst community. • Monitor use as part of a rich and vibrant curriculum. • Maintain and repair wooden structures and play equipment to ensure environments can be best used	JW AC C&S SB SB JW/ AC					Website Newsletter Visit report Health and Safety Report	

being and out-standing out-comes.	• Investigate an outdoor renewal plan/services. • Investigate renewal of Vegetable plot as a Wildlife Garden. • Identify and complete maintenance of interior e.g. carpet HomeLodge, painting. • Evaluate use of PE funding for improving and main-taining outdoor learning/wellbeing.	SB JW AC JW AC JW TR					Visit report and PE funding re-port to FGB Minutes	
2.5 To ensure that Middle Leaders have the support and resources to lead significant areas of the school.	• Allocate set time for EYFS Lead and Curriculum Lead to review, create, embed and monitor areas of re-sponsibility • Book relevant training and identify opportunities for visits and professional links to be established. • Coach action planning, teaching team and monitoring outcomes with leaders. • Coach problem solving and communications if/as they arise. • Identify time for Leaders to share initiatives and eval-uate with governors. • Monitor alongside leaders identifying success and ar-eas for improvement. • Curriculum Lead to create a booklet showcasing All Saints Curriculum design alongside Pedagogy Lead. • EYFS Lead to embed outstanding practices amongst new team.	SB/LW SB/LW/JW SB/LW TR KB SB/LW KB SH CP				See below Smooth EYFS to KS1 transi-tion	Performance management Curriculum file Outcomes Book scrutiny Pupil progress Governor visits (SM AT)	

Quality of Teaching
Priority 3: To challenge all groups of children through the use of enabling environments and meta-cognition.

Success Criteria:
- Enabling environments backed by quality research that are integral to a school curriculum and support all groups of learners.
- An All Saints curriculum that integrates schemes of work for deeper learning in a broad and balanced, values based curriculum.
- All staff to be confident to promote opportunities for metacognition across the curriculum especially in reading, writing and maths.
- Children confident to discuss their learning and challenge themselves.

Objective	Action	Lead	A	Sp	S	Resources	Monitoring and Evaluation	Impact
3.1. To research and create environments that enable and challenge all groups of children to talk about their learning.	• Externally research learning environments that enable all groups of children to talk about their learning. • Share rationale and research about outdoor learning with all stakeholders. • Plan for the use of the Outdoor Classroom in all year groups. • Plan for consistent use of the Learning Line in all year groups. • Assess the impact of Outdoor Classroom.	TC/SH TC/SH/CP SM AT				CPD Supply Weekly time Staff meeting	Performance management Staff meeting minutes Outcomes Pupil and parent views Research file Governor Visits	
3.2. To embed meta-cognition in reading to drive imaginative and confident writing for all groups of children.	• Teach weekly reading sessions in all year groups that focus on meta-cognition and reading for meaning. • Core text to be at centre of writing planning. • Observe reading sessions in all year groups. • Hold 'Assessment and Reading' meeting for parents. • Research and create environments that enable and challenge all groups of pupils in reading. • Research the teaching of vocabulary in each year group. • Research methods of ensuring that children are accessing a wide range of text genres. • Track writing progress of summer born and vulnerable boys in all year groups.	LW SB/LW TC/SH/LW TC/SH/LW/CP LW LW SM AT				Staff meeting Supply CPD	Performance management Book scrutiny Outcomes Pupil progress Staff meeting minutes Governor visits (SM AT)	
3.3. To produce and	• Dedicated weekly time allocated to Curriculum and Pedagogy Lead to plan for Greater Depth and meta-	TC/SH			*	Release time	Performance management	

embed schemes of work that develop greater depth for all groups of children in a broad and balanced curriculum.	cognition throughout the Curriculum. • Create a Curriculum booklet for all holistic topics incorporating values and subject skills. • Create a research based rationale for the school's Curriculum. • Research ways in which vocabulary developments can be planned for within each unit of work. • Plan alongside EYFS to ensure curriculum opportunities are extended and Greater Depth opportunities supported. • Plan for 'Links Days' at the end of each unit that allow children to talk about the connections they have made with their learning. • Assess the impact of 'Link Days'. • Create vocabulary lists that are sent home before each unit begins to reinforce vocabulary. • Involve parents in supporting children's vocabulary development. • Assess termly the impact of schemes of work that plan for Greater Depth. • Share curriculum booklet and rationale with stakeholders.	SH TC Teachers CP/SH LW SM AT SB			CPD Staff meeting	Curriculum file Outcomes Book scrutiny Pupil progress Governor visits (SM AT)	
3.4. To embed meta-cognition and mathematical reasoning in maths to challenge all groups of children.	• Teach dedicated maths sessions that focus on meta-cognition and mathematical reasoning. • Research vocabulary and sentence stems to support meta-cognition in maths. • Research and create environments that enable and challenge all groups of pupils in maths. • Track girls' maths progress termly. • Model metacognitive talk to all year groups and support use of Learning Line and Chilli Challenges in all year groups.	TC/LW LW All teachers			CPD Staff meeting	Performance management Outcomes Book scrutiny Pupil progress Governor visits	

Personal Development, Behaviour and Safety

Priority 4: To demonstrate the school's core values within the community and ensure all pupils have a voice.

Success Criteria:
- All children know an adult and circle of peers that that make them feel safe through their 'Circle of 10'.
- Vulnerable log is embedded and analysed by school staff.
- All children know how to keep themselves safe and can talk about healthy relationships and understand their role to create a happy environment for themselves and others.
- Children thrive in a values rich environment that promotes the 'whole child' e.g. 7 by 7 achieved by all children (seven challenges by the time they are seven).

Objective	Action	Lead	A	Sp	S	Resources	Monitoring and Evaluation	Impact
4.1. To promote pupil wellbeing through PSHE and RSE planning.	• Attend diocesan training. • Share new developments with staff. • Create long- and medium-term planning for PSHE and RSE that demonstrate progression. • Organise meeting with parents to share RSE Policy and Curriculum. • Ensure PSHE and RSE Curriculum is embedded within the school's broad and balanced Curriculum. • Monitor the impact of PSHE and RSE Curriculum across the school.	LW LW/SH LW HM JM				CPD Supply Staff meeting Training costs	Performance management Staff meeting minutes Book Scrutiny Learning Walks Policies on website	
4.2. To systematically track, monitor and address the behaviour of vulnerable children.	• Share rationale behind use of behaviour log with all staff. • Track vulnerable children through the use of a behaviour log. • Analyse and address behaviour accordingly. • Monitor the impact of the behaviour/vulnerable log.	SB All SB CPa HM				Inset Training	CPD Training file HT Report Safeguarding File	
4.3. To develop a 'Circle of 10' to support the emotional security of all children.	• Share rationale about 'Circle of 10' with all staff. • Allocate adults to the 'Circle of 10' groups. • Allocate children to the 'Circle of 10' groups. • Plan regular opportunities for 'Circle of 10' groups to meet. • Incorporate 'Circle of 10' planning into medium term planning for PSHE. • Share rationale with parents.	TC				Inset Training Staff meeting time	Pupil Interviews Parent feedback Governor visits Learning walk – classroom environment	

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	• Add rationale to the website. • Monitor the impact of the 'Circle of 10'.	LW HM JM						
4.4. To provide opportunities for all children to apply Christian and British Values.	• Link School Council and Governors with concept of democracy and election e.g. interview governors – video clip • Interview politician; and School Council to visit Houses of Parliament. • Relaunch 7x7 challenges. • Create Class Ambassadors who greet school visitors. • Explore opportunities for children and staff to work with the community within schemes of work. • Work alongside designated Governor to focus on Community links and diversity e.g. Islamabad, Farnham Assist. • Create a school wildlife garden. • Organise regular meetings with School Council and Worship Team. • Create an Eco Team that focuses on looking after our local environment. • Plan worship and PSHE themes that focus on respect and looking after local environment. • Investigate mental health research e.g. impact of school dog for pupils with emotional and learning needs. • Monitor the impact of these initiatives.	HM KB/SB/LW LW/SB KB SB/LW LW HM JM TC LW SB KB HM				Staff meeting time Designated meeting times for children Materials for wildlife garden Eco equipment	Parent feedback Learning Passports Governor visits Minutes from Worship/Eco/ School council	

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