# Polesden Lacey Infant School - School Development Plan (SDP)
# Summary 2021 - 2022

**Purpose:** This plan is designed to ensure that all pupils who attend our school enjoy learning, and realise their highest potential throughout their time at our school, whilst enjoying a rich and balanced curriculum. In alignment with our values of courage, fairness, respect, resilience, curiosity and caring, we aim to provide a happy, stimulating and secure community for every child. This will enable them to develop a sense of independence, a love of learning and respect for others and the world around them.

| Goals: | |
|---|---|
| **(A) Prepare children for life with excellent education** | 1. High quality teaching using innovative tools & practices to drive progress and improvement in attainment for all pupils |
| | 2. Deliver a broad curriculum through exceptional opportunities in science, the arts and outdoor activities enriching pupils' cultural capital |
| | 3. Broaden pupils' minds and develop pupils' sense of responsibility for the world and other people |
| | 4. Forge a productive parent-teacher partnership |
| **(B) Safety and Wellbeing** | 5. Provide a safe, secure and challenging learning environment, fostering a growth mindset that allows children to develop resilience, social skills and take risks in order to learn, be happy and healthy, rewarding excellent behaviour & attendance |
| **(C) Sustainability** | 6. Sustain pupil numbers by raising school profile |
| | 7. Co-operate with other schools to share good practice |
| | 8. Potential school structures explored by SLT and Governors |

**Guiding Principles:**

- Embed our vision and values throughout the school
- Communicate our strategic intentions with clarity and consistency
- Strive for and be relentless in our commitment to being outstanding in all areas
- Embrace innovation.
- Efficiency and effectiveness in our use of resources
- Optimism for every child, in every facet of their development.

| Objective | Success Criteria i.e. How will we know we have achieved this? |
|---|---|
| **1. To embed the new school curriculum and to ensure it is broad and balanced, providing the best educational** | • The online learning plan supports pupil progress and leads to improved pupil outcomes and is adapted to ensure that pupils engage with the full curriculum.<br>• The curriculum meets the needs of all learners within school including those with Special Educational Needs. |

| | |
|---|---|
| **opportunities and memorable learning experiences for the pupils at Polesden Lacey Infant School.**<br><br>**This includes:**<br><br>The introduction of the new statutory Early Years Foundation Stage to Reception<br><br>**Lead/s:** Subject leaders | • Wider opportunities for learning are provided through extracurricular activities and enables pupils to develop their knowledge.<br>• The curriculum promotes equality, inclusivity and fosters greater understanding of others.<br>• Ensures pupils are aware of how to keep themselves safe including online.<br>• The Relationship, Sex and Health Education Policy is implemented across the school.<br>• All subject leaders are confident in and knowledgeable in what is being taught in their subject areas.<br>• Teachers are clear on the standards in other subjects within the curriculum and progress is tracked<br>• All Curriculum Areas have a dedicated area on the school website |
| • **To work towards continuous improvement in the standards and quality of teaching and demonstrate the impact of teaching on pupil outcomes.**<br><br>**This includes:**<br>• Embedding maths mastery<br>• Developing maths fluency<br>• Reviewing teaching of phonics<br>• Closing the gap between the lowest 20% of readers and their peers, including SEND and PPG pupils.<br>• Continuing to develop the quality of teaching and learning in Writing across the school.<br>• Extending greater depth writers<br>• Improving the comprehension of pupils<br>• Reviewing our book selection throughout the school to ensure it reflects the diversity of our world.<br><br>**Lead/s:** Rebecca Mole, Emily Binding and Anne Quinn | • Pupils needing additional support, due to school closure, identified and support put in place.<br>• Curriculum supports the teaching of content not taught due to the closure of the school.<br>• Robust assessment policy and procedures in place and being used consistently throughout the school<br>• Staff feel confident in planning for the needs of pupils with additional needs.<br>• All pupils feel included in the classroom<br>• Targets are clear to pupils who know the next steps they need to take to improve.<br>• Consistent procedures to monitor and feedback on the quality of Teaching Assistant and Learning Support Assistant teaching.<br>• Maintain staff quality via ongoing support of the professional development and personal well being.<br>• Triangulation of monitoring during the summer term demonstrates the quality of teaching throughout the school is outstanding.<br>• Clear skills progression is evident throughout the school.<br>• Maintain the high number of pupils working at Age Related expectations at the end of Year 2 and increase the percentage of pupils who attain at Greater depth in Writing and Maths.<br>• All groups of pupils are supported to make good or above progress. These groups are; Gender, SEN, PP, FSM, Looked after, Disadvantaged, EAL and Ethnicity.<br>• Children are risk takers and adopt a growth mind-set. |

| | |
|---|---|
| **2. To continue to build relationships with the local community**<br><br>**This includes:**<br>• **Current and prospective families**<br>• **cooperation with other schools, and local organisations.**<br><br>**Lead**: Rebecca Mole | ● Pupil numbers are above 85<br>● Overall number of choices are above 120<br>● Website is easy to use, current and actively sells the school<br>● Parental engagement at school events, in person or virtually, is above 80% for curriculum based events<br>● Funding opportunities are identified and result in additional funds for the school.<br>● Families feel that they have a good understanding of the progress of their child and are happy with the information that they receive about this progress. |
| **3. To continue to develop the school environment, with a particular focus on the Reception outside grounds to support pupil learning, development and wellbeing**<br><br><br>**Lead/s:** Rebecca Mole and Emily Binding | **Success Criteria:**<br>● Realise plans to provide Reception with a consistently used outside play space to facilitate learning opportunities and the development of the whole child.<br>● Continue to develop a wider range of play activities/facilities in the main playground to support active and enjoyable lunchtimes.<br>● Review the allotment to ensure that it supports the curriculum and contributes to pupils' understanding of being an ECO school.<br>● Fully utlise opportunities for the learning to be taken outside<br>● New Forest School leader is trained to Level 3 |

RM September 2021