

# Polesden Lacey Infant School

## School Development Plan (SDP) Summary 2022 - 2023

**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	Success Measures and Key Focus Areas
<b>(A) Prepare children for life with excellent education</b>	<ol style="list-style-type: none"><li>1. High quality teaching using innovative tools &amp; practices to drive progress and improvement in attainment for all pupils</li><li>2. Deliver a broad curriculum through exceptional opportunities in science, the arts and outdoor activities enriching pupils' cultural capital</li><li>3. Broaden pupils' minds and develop pupils' sense of responsibility for the world and other people</li><li>4. Forge a productive parent-teacher partnership</li></ol>
<b>(B) Safety and Wellbeing</b>	<ol style="list-style-type: none"><li>5. Provide a safe, secure and challenging learning environment, fostering a growth mind-set that allows children to develop resilience, social skills and take risks in order to learn, be happy and healthy, rewarding excellent behaviour &amp; attendance</li></ol>
<b>(C) Sustainability</b>	<ol style="list-style-type: none"><li>6. Sustain pupil numbers by raising school profile</li><li>7. Co-operate with other schools to share good practice</li><li>8. Potential school structures explored by SLT and Governors</li></ol>

### 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:
<p><b>1. To work towards continuous improvement in the standards and quality of teaching and demonstrate the impact of teaching on pupil outcomes.</b></p> <p><b>This includes:</b></p> <ul style="list-style-type: none"> <li>• Rolling out the use of Little Wandle phonics and reading programme</li> <li>• Closing the gap between the lowest 20% of readers and their peers, including SEND and PPG pupils</li> <li>• Embedding maths fluency</li> <li>• Extending greater depth writers</li> </ul> <p><b>Lead/s:</b> Rebecca Mole, Emily Binding, Laura Mathews and Nicole Joslin</p>	<ul style="list-style-type: none"> <li>• Teachers have taken part in the ‘Walkthrus’ project with Schools Alliance for excellence and are implementing strategies to improve learning opportunities for all pupils.</li> <li>• Triangulation of monitoring during the summer term demonstrates the quality of teaching throughout the school is outstanding.</li> <li>• Observations of Phonics and guided reading sessions show consistency, challenge, engagement and progress</li> <li>• 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.</li> <li>• Targets are clear to pupils who know the next steps they need to take to improve.</li> <li>• Maintain staff quality via ongoing support of the professional development and personal well-being.</li> <li>• Consistent procedures to monitor and feedback on the quality of Teaching Assistant and Learning Support Assistant teaching.</li> <li>• Support staff understand the role they play in support the progress of pupils and have the knowledge and skills to fulfil this role.</li> <li>• Clear knowledge and skills progression is evident throughout the school.</li> <li>• Curriculum maps succinct and being followed consistently</li> <li>• 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 Reading, Writing and Maths.</li> <li>• Children are risk takers and adopt a growth mind-set.</li> <li>• All pupils feel included in the classroom</li> </ul>
<p><b>2. To continue to build relationships with the local community</b></p> <p><b>This includes:</b></p> <ul style="list-style-type: none"> <li>• <b>Current and prospective families</b></li> <li>• <b>cooperation with other schools, and local organisations.</b></li> </ul> <p><b>Lead:</b> Rebecca Mole</p>	<ul style="list-style-type: none"> <li>• Pupil numbers are above 85</li> <li>• Overall number of choices are above 120</li> <li>• Website is easy to use, current and actively sells the school</li> <li>• Parental engagement at school events, in person or virtually, is above 80% for curriculum based events</li> <li>• Funding opportunities are identified and result in additional funds for the school.</li> <li>• 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.</li> </ul>

**3. To continue to develop the school environment, with a particular focus on the Reception outside grounds to support pupil learning, development and wellbeing**

**Lead/s:** Rebecca Mole and Emily Binding

- Realise plans to provide Reception with a consistently used outside play space to facilitate learning opportunities and the development of students.
- Continue to develop a wider range of play activities/facilities in the main playground to support active and enjoyable lunchtimes.
- Review the allotment to ensure that it supports the curriculum and contributes to pupils' understanding of being an ECO school.
- Fully utilise opportunities for the learning to be taken outside
- The new outdoor classroom is by all classes at least once a week
- New Forest School leader is in place and drives Forest School development