

2021 - 2022

SCHOOL DEVELOPMENT PLAN

Together we learn and grow



Maple Infants' School
MAPLE ROAD, SURBITON KT6 4AL

MAPLE INFANTS' SCHOOL
SDP 2021 - 2022

Our vision shares our passion for learning. As a community, we strive to learn and grow together in a nurturing school environment that is focused on continually improving the experiences and opportunities for our young learners. Our ever increasingly skilled team are acutely aware of the influential role they play as our pupils begin the initial steps of their educational journey.

This School Development Plan is a working document used to set priorities and monitor progress throughout an annual cycle. We are an ambitious school and we have high expectations for all our children and staff. Our continuing cycle of monitoring and evaluation supports the staff and governors to identify the strengths of the school in our self-evaluation and this document sets out the strategic priorities agreed by the Governing Body, Head Teacher and Senior Leaders. Stakeholder views are also highly valued, including pupil, parent and staff voice alongside any external validation, including from the local authority and OFSTED.

We have identified the following overarching themes which highlight our priorities for school development 2021 - 2022;



School Context

	Autumn 2021	Spring 2022	Summer 2022
Number of pupils on roll:	308	308	
Number of pupils eligible for PPG (not inc PPG+ or EYPP):	15 (4.8%)	20 (6.5%)	
Number of pupils with Education, Health and Care Plans:	2	2	
Number of pupils SEN Support:	11	14	
Percentage of pupils with English as an Additional Language:	44.5%	45%	

OFSTED

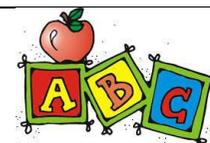
Most recent Ofsted grade	GOOD (2018)
Key Ofsted actions from last report	<ul style="list-style-type: none">• Effective deployment of TAs to maximise impact on pupil progress• Ongoing assessment in lessons to adapt teaching to meet pupil needs



Reading

Strengthen progress and attainment in reading

 <p>SPECIFIC</p>	<p>What do we want to accomplish? Why do we want to accomplish this? What are the requirements? What are the constraints?</p>	<ol style="list-style-type: none"> 1. Consistency of approach to teaching of reading across the school. 2. Fully embed decodable reading scheme. 3. All stakeholders to understand rationale for teaching reading at Maple. 4. All children leave Maple with skills for reading which will support their future development.
 <p>MEASURABLE</p>	<p>How will we measure progress? How will we know when the goal is accomplished?</p>	<ol style="list-style-type: none"> 1. Non-negotiables for reading in place in all year groups. Monitoring demonstrated 100% consistency. 2. Big Cat texts are evidenced in use for guided reading and a book to practise. 3. All staff, Governors, parents and children have access to appropriate information and understand rationale. 4. SIMs tracking data demonstrates all children make good or better progress against their individual starting points. Lowest 20% make better than good progress.
 <p>ACTIONABLE & ACHIEVABLE</p>	<p>How can the goal be accomplished? What logical steps should be taken?</p>	<ol style="list-style-type: none"> 1. Non-negotiables identified by Reading Lead and Senior Leadership Team. All staff understand non-negotiables, which is evidenced through monitoring. 2. Audit of text, gaps identified, new resources purchased & in use. 3. Reading Lead to use current research to inform reading rationale. Rationale communicated to all stakeholders in accessible manner. 4. QFT, accurate assessment, gaps identified, moderation and assessment inform intervention planning and delivery, regular tracking by leaders, teachers ensure prior knowledge gaps (as identified through assessment) are sufficiently scaffolded to ensure rapid progress.
 <p>REALISTIC & RELEVANT</p>	<p>Is this a worthwhile goal? Is this the right time? Do we have the necessary resources to accomplish goal? Is the goal in line with our long-term objectives?</p>	<ol style="list-style-type: none"> 1. Release Reading Leader for increased subject leadership time, phase meetings (Costing: covered by HLTA). 2. Ensure allocation of budget, Reading Lead and Senior Leadership Team monitoring time (Costing: see phonics). 3. Release Reading Leader for increased subject leadership time, access to AfC support, access to relevant research, Reading Leader able to produce accessible material for each stakeholder group, staff training (Costing: SPARK credits, INSET training time). 4. Moderation time, phase meetings, pupil progress review meetings, timetabled intervention time (Costing: nil/directed time).
 <p>TIME BOUND</p>	<p>How long will it take to accomplish this goal? When is the completion of this goal due?</p>	<ol style="list-style-type: none"> 1. Autumn term non-negotiables set, then termly monitoring. 2. Autumn 1 – audit of resources, budget allocation and spend, termly monitoring. 3. Autumn – staff and children non-negotiables produced, spring – Governors and parents. 4. Termly data review and pupil progress review meetings, half-termly intervention reviews.



Phonics

Successfully implement a new phonics package

 <p>SPECIFIC</p>	<p>What do we want to accomplish? Why do we want to accomplish this? What are the requirements? What are the constraints?</p>	<ol style="list-style-type: none"> 1. New validated SSP identified. 2. Purchase package and develop staff expertise with the identified programme. 3. Programme consistently in place across school and shared with parents. 4. All children successfully make progress in their phonics which impacts successfully on their early reading skills.
 <p>MEASURABLE</p>	<p>How will we measure progress? How will we know when the goal is accomplished?</p>	<ol style="list-style-type: none"> 1. New SSP identified – accredited by DfE. 2. New SSP purchased. Training identified and planned. Training carried out for all relevant staff. 3. Training demonstrates clear non-negotiables, Pace of learning maintained by all staff, half-termly assessments demonstrate all children progressing. Information shared with parents. 4. Chosen SSP Baseline Assessment completed. Expectations for progress are aspirational, but achievable. Targets set at PPRM following Baseline, half-termly assessments demonstrated progress for all (keep up not catch up), children accurately accessing decodable texts (90% fluency rate).
 <p>ACTIONABLE & ACHIEVABLE</p>	<p>How can the goal be accomplished? What logical steps should be taken?</p>	<ol style="list-style-type: none"> 1. Briefings attended consultation with others e.g. AfC, phonics & read lead, other school leaders, budget discussion with SBM and implications identified. 2. Budget implications considered, timescales identified for implementation, including training. Training carried out for all relevant staff in line with new SSP requirements. Resources purchased. 3. Clear vision/rationale shared with staff, clear expectations, successful training, fidelity and consistency demonstrated to SSP from all staff via monitoring, assessment informs teaching, strong practice shared within school e.g. videos of shared lessons, parents fully informed of SSP. 4. SSP assessment tracker consistently used – progress demonstrated & accurate next steps identified. Decodable text matches phonic ability
 <p>REALISTIC & RELEVANT</p>	<p>Is this a worthwhile goal? Is this the right time? Do we have the necessary resources to accomplish goal? Is the goal in line with our long-term objectives?</p>	<ol style="list-style-type: none"> 1. Essential requirement to update current SSP with a validated programme, evidence based research used to identify right programme for Maple, necessary to further improve all pupil progress in phonics(Costing: £12,000) . 2. Unexpected budget commitment required (budget had been set prior to DfE identifying changes). As above. Audit resources and current pupil attainment. (Costing: as above). 3. Repeated practise makes permanent (sticky knowledge) therefore children make progress, see above for budget challenges, staff monitoring demonstrates SSP reaching aims. Parents need to understand programme and fully support teaching in school for greatest success (Costing: nil). 4. Accelerate progress in phonics, increase number of pupils achieving threshold for phonic screening check in order to be ready for next stage of learning (Costing: nil).
 <p>TIME BOUND</p>	<p>How long will it take to accomplish this goal? When is the completion of this goal due?</p>	<ol style="list-style-type: none"> 1. Autumn term 1 2021. 2. Autumn term 2 2021. 3. Spring 2022. 4. Half-termly progress demonstrated from spring 2022 onwards.

 <p>SPECIFIC</p>	<p>What do we want to accomplish? Why do we want to accomplish this? What are the requirements? What are the constraints?</p>	<ol style="list-style-type: none"> 1. New EYFS framework becomes statutory in 2021, all staff need to follow this, will require training, coaching and mentoring. 2. New requirement for Baseline Assessment – will need to be administered. 3. New non-statutory assessment materials will require embedding so that all staff within EYFS team are familiar with these documents and they accurately inform planning and provision. 4. New tool to be used for assessment and tracking in response to new framework and to ensure further partnership with parents.
 <p>MEASURABLE</p>	<p>How will we measure progress? How will we know when the goal is accomplished?</p>	<ol style="list-style-type: none"> 1. All staff are familiar with the new framework and are confidently using it within planning and provision - evidenced through planning and monitoring. 2. Baseline assessments are completed for all children within first 6 weeks of starting Reception. 3. Judgements are moderated and ensure consistency across the school. 80% or more to attain GLD with parity across groups. Assessments inform planning and provision – evidenced through pupil progress review meetings, planning, provision and monitoring. 4. All EYFS staff are contributing to the children's learning profile through observation and assessment using Tapestry. Monitoring indicates parents are accessing and contributing to assessment tool.
 <p>ACTIONABLE & ACHIEVABLE</p>	<p>How can the goal be accomplished? What logical steps should be taken?</p>	<ol style="list-style-type: none"> 1. CPD to launch new framework and encourage rapid understanding for staff (EYFS Lead). Coaching and mentoring in place to support staff. Mathematics Mastery approach agreed in-house in line with new framework and response to Ofsted Maths Review. Monitoring indicates high quality provision in place. 2. Training provided to staff administering assessments (EYFS Lead/HT), staff read and understand all guidance. Parents informed of assessments. Staff ensure all baseline assessments carried out within 6 weeks. HT declaration completed. 3. Decide which assessment guidance to follow and input into Tapestry (Birth to 5 or Development Matters). Adjust SIMs mark sheets to reflect new guidance (EYFS Lead). Staff training across EYFS. Monitoring assessments and Assessment for Learning. 4. Ensure Tapestry set up for access, share information about Tapestry with parents (SLT), check security with DPO (SBM/SLT), in-house Tapestry training from experienced member of staff (JM), revise assessment requirements to ensure balance of staff workload and understanding next steps to impact positively on provision.
 <p>REALISTIC & RELEVANT</p>	<p>Is this a worthwhile goal? Is this the right time? Do we have the necessary resources to accomplish goal? Is the goal in line with our long-term objectives?</p>	<ol style="list-style-type: none"> 1. Statutory requirement. Time given for CPD. (Costing: HLTA and additional supply cover costs) 2. Statutory requirement. Training provided. Time managed with supply to cover teachers to carry out assessment (Costing: x 3days supply approx. £750). 3. Assessment reflects new framework. Identified assessment guidance reflects school needs (Costing: Professional Development Meeting time). 4. Feedback from other settings that Tapestry is an effective assessment tool. Promotes partnership with parents (Costing: £300 pa).
 <p>TIME BOUND</p>	<p>How long will it take to accomplish this goal? When is the completion of this goal due?</p>	<ol style="list-style-type: none"> 1. Summer 2021 & INSET day September 2021. Coaching and mentoring ongoing. 2. To be completed within 6 weeks of each child's date of admission – majority by mid October 2021. Teachers given 2 days' supply initially to cover. HT declaration by 1st Nov 2021. 3. Within first 6 weeks, weekly planning meetings, regular phase meetings and monitoring ongoing. 4. Tapestry security to be checked by 1st October, access and parent information and in-house training October 2021, ongoing monitoring through planning meetings and consideration for staff workload.

 <p>SPECIFIC</p>	<p>What do we want to accomplish? Why do we want to accomplish this? What are the requirements? What are the constraints?</p>	<ol style="list-style-type: none"> 1. Staff have an increased understanding of the research which positively influences Quality First Teaching. 2. All staff understand what automaticity is and how children can be supported to develop their metacognition. 3. Children are able to talk about how their learning has progressed over time and links across subject areas. 4. Revised Teaching and Learning Policy includes clear implementation based on research.
 <p>MEASURABLE</p>	<p>How will we measure progress? How will we know when the goal is accomplished?</p>	<ol style="list-style-type: none"> 1. Staff attend training, contribution to professional dialogue. 2. Staff attend training and seek wider training opportunities, monitoring demonstrates at least good or better learning is taking place in every classroom across the school at all times. Evidence within planning explicitly identifies strategies, which support metacognition. All children make good or better progress. 3. Pupil voice demonstrates that children are able to talk confidently about their learning. Learning is evident in pupils work and within classroom environment. 4. Teaching and Learning Policy in place and shared with all stakeholders, including children.
 <p>ACTIONABLE & ACHIEVABLE</p>	<p>How can the goal be accomplished? What logical steps should be taken?</p>	<ol style="list-style-type: none"> 1. Staff are able to access research, opportunities for discussion across the staff team. 2. Staff training led by SLT, subject leaders and wider professionals including EP and SIP. Support from phase leaders during planning and year group discussions. Good practice is modelled throughout the team via team teaching, sharing good practice, videos, samples of work etc. Interventions reflect an understanding of strategies to gain 'sticky knowledge'. 3. Staff will model their own thinking (thinking aloud) and learning conversations, including explicit review of learning to support children's understanding of pedagogy. Staff explicitly discuss metacognition with the children at an age appropriate level. 4. SLT carry out research based training with all staff. SLT to shape initial draft for contribution and consultation with staff, subject leaders to feed into policy any specifics from their subject specialism.
 <p>REALISTIC & RELEVANT</p>	<p>Is this a worthwhile goal? Is this the right time? Do we have the necessary resources to accomplish goal? Is the goal in line with our long-term objectives?</p>	<ol style="list-style-type: none"> 1. Understanding the research provides a clear rationale. Supporting staff to provide the best learning opportunities they can for pupils, enabling them to successfully transfer knowledge to long-term memory (Costing: INSET day time). 2. ALL staff need to be able to understand the rationale for the strategies used and maximise this to ensure all children reach full potential (Costing: INSET day time). 3. Essential that children are able to talk about their learning. EEF evidence shows that teaching this at primary age pupils is typically more effective than secondary and therefore need children to be prepared for next stage of education (Costing: Subject Leader release time – HLTA or supply). 4. Essential to ensure rationale is clear and policy provides consistency across school. Teaching and Learning Policy will ensure strong staff pedagogy is reflected (Costing: Phase leader time).
 <p>TIME BOUND</p>	<p>How long will it take to accomplish this goal? When is the completion of this goal due?</p>	<ol style="list-style-type: none"> 1. Autumn 2021 and ongoing. 2. Initial input autumn 2021, ongoing. 3. Ongoing 4. Draft Spring 2022, final summer 2022

Subject Leadership

Clearly identified knowledge & skills in each subject

 <p>SPECIFIC</p>	<p>What do we want to accomplish? Why do we want to accomplish this? What are the requirements? What are the constraints?</p>	<ol style="list-style-type: none"> 1. Clear curriculum plans/knowledge organiser/map in place for each subject, which demonstrates how children will build on knowledge and skills. 2. Every subject leader ensures that their subject is taught well at Maple. 3. Curriculum is accessible to all pupils and they achieve well.
 <p>MEASURABLE</p>	<p>How will we measure progress? How will we know when the goal is accomplished?</p>	<ol style="list-style-type: none"> 1. Curriculum plans/knowledge organiser for every subject, which identifies previous learning, vocabulary development, key facts and future learning. All stakeholders are able to access plans, including children. 2. Subject leaders are able to provide senior leaders and governors with monitoring evidence, which defines strengths, areas for development and actions to be taken. Pupil voice and work sampling demonstrated high quality teaching and learning and strategies are evident which indicate that pupils are making progress. 3. Subject leaders can demonstrate that all pupils, including those with SEN, are able to access the curriculum in their subject in a meaningful way and that they are making progress. Pupil tracking, pupil work books, intervention plans, SIMs data will support this.
 <p>ACTIONABLE & ACHIEVABLE</p>	<p>How can the goal be accomplished? What logical steps should be taken?</p>	<ol style="list-style-type: none"> 1. Explore existing curriculum plans e.g. Corner Stones, Third Space Learning, Focus Education, research other school publications e.g. Collis Primary. Key subject areas to create our own, all subjects in place. 2. Facilitate Subject Leader time, subject leaders to seek support from SLT with monitoring, monitoring takes place and accurate strengths, areas for development and actions are identified and followed up. 3. As above – monitoring and discussion with teachers and teaching assistants to further understand how the curriculum is made accessible for all pupils across the school.
 <p>REALISTIC & RELEVANT</p>	<p>Is this a worthwhile goal? Is this the right time? Do we have the necessary resources to accomplish goal? Is the goal in line with our long-term objectives?</p>	<ol style="list-style-type: none"> 1. Ensures that children build knowledge and skills in each subject area. Carefully sequenced knowledge acquisition is integral to a high quality curriculum (Costings: directed time, PDM, Subject Leadership release time – HLTA/supply). 2. Essential that all subject leaders are fully appraised with how well their subject is being taught, where staff need support, so that they are effective leaders in their role and can clearly articulate the quality of learning and teaching in their subject (Costings: directed time, Subject Leader release time – HLTA/Supply). 3. Essential that all pupils achieve well (Costings: directed time, subject Leader release time – HLTA/Supply).
 <p>TIME BOUND</p>	<p>How long will it take to accomplish this goal? When is the completion of this goal due?</p>	<ol style="list-style-type: none"> 1. Autumn 2/Spring 1 – explore existing curriculum plans e.g. Corner Stones, Third Space Learning, Focus Education, research other school publications e.g. Collis Primary. Spring 2 – Key subject areas to create our own, Summer – all subjects. 2. Ongoing monitoring across the year will contribute to a broad picture of the quality of teaching in teaching in each subject – subject leaders to be supported by SLT to identify key time lines for this in directed time and any allocated subject leader time. 3. Ongoing monitoring across the year, as above.

ZONES OF REGULATION

Enhance emotional literacy through Zones of Regulation

 <p>SPECIFIC</p>	<p>What do we want to accomplish? Why do we want to accomplish this? What are the requirements? What are the constraints?</p>	<ol style="list-style-type: none"> 1. Improve children's ability to recognise and communicate how they are feeling in a safe non-judgemental way. 2. Children have strategies and tools to help them to identify what they need to support their own regulation. 3. Staff feel confident when talking to children about their emotions and they have the tools to support this as part of ongoing provision.
 <p>MEASURABLE</p>	<p>How will we measure progress? How will we know when the goal is accomplished?</p>	<ol style="list-style-type: none"> 1. Evidenced anecdotally, evidenced via behaviour reporting tool, pupil voice demonstrates that children can recognise emotions and communicate their feelings, evidenced through PPRMs, displays, attendance monitoring demonstrated that strong emotional resilience relates to good attendance. 2. Where relevant, SEND support plans identify zones of regulation, identified on any behaviour reporting tool e.g. staff identifying that pupil using them or being support to co-regulate before self-regulation. 3. Monitoring demonstrates that purposeful conversations are taking place with children well support by confident staff in using zones of regulation approach, communication with families includes sharing best practice for working in partnership and modelling shared language.
 <p>ACTIONABLE & ACHIEVABLE</p>	<p>How can the goal be accomplished? What logical steps should be taken?</p>	<ol style="list-style-type: none"> 1. Jigsaw programme, classroom practice, modelling appropriate language, support children to recognise that all feelings are positive (no bad feelings), SMSA team training. 2. Staff teams identify together strategies and tools for individual children, staff well informed and access resourcing. Resources purchased to support staff. 3. Training identified, information readily shared. Staff able to ask questions on how to support from wider team. Resources prompt staff around school.
 <p>REALISTIC & RELEVANT</p>	<p>Is this a worthwhile goal? Is this the right time? Do we have the necessary resources to accomplish goal? Is the goal in line with our long-term objectives?</p>	<ol style="list-style-type: none"> 1. New EYFS framework identifies self-regulation as an essential skill to develop, enhances positive learning behaviours, and supports early identification of mental health needs (Costing: nil). 2. Developing children's ability to self-regulate in preparation for the next step in their learning following a period of co-regulation modelled by staff and other adults (Costing: nil). 3. Staff modelling positively influences children's ability to express and communicate feelings, staff have strong relationships with children and colleagues, individual children's plans shared which supports staff confidence. Staff know when to raise any concerns with senior leaders or DSL. (Costing: resources £250).
 <p>TIME BOUND</p>	<p>How long will it take to accomplish this goal? When is the completion of this goal due?</p>	<ol style="list-style-type: none"> 1. Autumn 2 2021 onwards. 2. Autumn 2 2021 onwards 3. From spring 2022.



After School Club

Successfully establish an after school club

 <p>SPECIFIC</p>	<p>What do we want to accomplish? Why do we want to accomplish this? What are the requirements? What are the constraints?</p>	<ol style="list-style-type: none"> 1. Establish whether school site is able to facilitate after school provision for Maple children. 2. Set up After School Club on site. 3. Ensure After School Club provides high quality care for pupils. 4. Maximise provision to meet after school care needs for as many Maple pupils as the school is able to cater for.
 <p>MEASURABLE</p>	<p>How will we measure progress? How will we know when the goal is accomplished?</p>	<ol style="list-style-type: none"> 1. Accurate detailed business plan in place that identifies adequate parental demand for provision, staffing requirements, set up costs, costings, provision – including appropriateness of site and resourcing provision. 2. After School Club in place for Maple children to access and running successfully – numbers at initial full capacity. 3. Monitoring demonstrates high quality care in place and pupil voice indicates pupils feel safe and happy. 4. Following successful running of the club, identify maximum safe capacity and offer places to families. Increased number of children accessing activity based after school clubs as well as after care within wrap around care provision.
 <p>ACTIONABLE & ACHIEVABLE</p>	<p>How can the goal be accomplished? What logical steps should be taken?</p>	<ol style="list-style-type: none"> 1. Research and surveys completed which enable thorough business plan to be compiled by SBM (EA). Provided to Governors for approval (FGB). 2. Once agreed, staff recruited (including manager), training completed by staff, resourcing purchased, policies and procedures in place, parents apply for places, places confirmed and children attending. 3. Thorough and clear policies in place, monitoring completed by manager and senior leadership team, provision at other sites explored further, pupil and parent voice sought. 4. Maximum capacity identified (SBM, HT and Manager), staff recruited and trained where necessary, increased resources purchased. Exploration of increasing activity based after school clubs to provide wider provision in addition to sports clubs already in place (Office team – MT). Wider activity based clubs in place.
 <p>REALISTIC & RELEVANT</p>	<p>Is this a worthwhile goal? Is this the right time? Do we have the necessary resources to accomplish goal? Is the goal in line with our long-term objectives?</p>	<ol style="list-style-type: none"> 1. Following closure of local after school club provision (impact of COVID), increased demand for parents is apparent. 2. Thorough research will have ensured After School Club is viable and the school are able to provide safe wrap around care for some of the children within the school community. 3. Essential to ensure high quality care is in place for our pupils within school and during after school care. 4. As many pupils as possible are able to experience wider opportunities (activity or care based) which supports the safety and well-being of pupils. <ul style="list-style-type: none"> • For all costings, see SBM Business Plan.
 <p>TIME BOUND</p>	<p>How long will it take to accomplish this goal? When is the completion of this goal due?</p>	<ol style="list-style-type: none"> 1. Autumn 1 2021 – business plan to be presented to FGB October 2021. 2. After School Club in place from spring 2022. 3. From spring 2022 and ongoing – at least half-termly monitoring. 4. Summer 2022 – After School Club extended, wider club opportunities in place ready for autumn 2022 if not before.