

# Ingatestone Infant School

## School Development Strategic Plan 2023-2024



Developed in consultation with the school excellence partner, the school leadership team, governors and Mid Essex Anglican Academy Trust strategic leadership team.

This plan will be reviewed at the end of each term and RAG rated. Additions or changes will be made in response to monitoring findings and new initiatives.

<b>Priority 1</b> Quality of Education	<b>Ensure that defined curriculum is taught consistently across the school.</b> <ul style="list-style-type: none"><li>• Introducing the new RE agreed syllabus</li><li>• Ensuring all subject specific curricula enable consistent teaching and outcomes.</li></ul>
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	<ul style="list-style-type: none"> <li>• Develop phonics further to ensure pupils have the best possible phonics teaching and resources.</li> <li>• Develop EYFS (Early Years Foundation Stage) practice further considering the increasing personal, social, and emotional needs of pupils' entering the school.</li> </ul> <p><b>Enhance provision for SEND (Special Educational Needs and Disabilities) further:</b></p> <ul style="list-style-type: none"> <li>• Introduce the inclusion framework.</li> <li>• Interrogate the increased and changing needs of the pupils across the school, the implications, interventions and training needs.</li> </ul>
<b>Priority 2</b> Behaviour and Attitudes	<p><b>Ensure Pupils' Behaviour and Attitudes are consistently positive:</b></p> <ul style="list-style-type: none"> <li>• Develop Trauma Perspective Practice (TPP) further.</li> <li>• Monitor changes to behaviour policies and practices (including TPP response)</li> </ul>
<b>Priority 3</b> Personal Development	<p><b>Ensure pupils' Personal development is consistently positive:</b></p> <ul style="list-style-type: none"> <li>• Develop Trauma Perspective Practice further.</li> <li>• Maintain the high profile of the importance of mental health of staff and pupils, providing support and making change as required.</li> <li>• Create and develop with the whole school community its aims, mission, vision and values.</li> </ul>
<b>Priority 4</b> Leadership and Management	<p><b>Ensure all leaders are proactive, committed and supportive of the MER cycle at each school:</b></p> <ul style="list-style-type: none"> <li>• Fully implement the Trust monitoring cycle where appropriate ensuring consistent school improvement planning and organisation across the school</li> <li>• Work in partnership with the Trust to manage the conversion to become an academy.</li> <li>• Develop the role of the subject leader.</li> </ul> <p><b>Develop networking opportunities with other successful schools:</b></p> <ul style="list-style-type: none"> <li>• Develop school to school networking opportunities</li> </ul>

## Context

- This is a small, village community infant school currently rated Outstanding by Ofsted (2011)
- Children enter the school with varying levels of attainment on entry. Many children enter the school at or below national expectations, although the recent cohort on entry was below age related expectations. This has been a growing trend since the pandemic. - CHECK
- Pupils leave with attainment that is generally in line with national averages in all subjects, progress is in line with the national average for all subjects.
- Our school is stable in its cohort. Some children do join us mid-term, but most children join our school and transfer to the local junior school.
- Pupils contribute positively to the life of the school and the wider community.
- The school provides a broad curriculum inside and outside of school hours and pupils achievements are celebrated.
- Pupils are provided with access to a range of clubs and are provided with opportunities to take part in a range of sporting events.
- The curriculum and wider opportunities support pupils' wider development.
- School visits are planned so that they deepen pupils' learning and broaden their experience.
- The school promotes involvement in the Arts and children can perform regularly.

- The school ensures that pupils are well prepared for their next stage in education and as key citizens for the future. Pupils are given a wide range of responsibilities and are actively involved in supporting each other as well as themselves for example buddies and School Council members.
- There are close collaborative partnerships with other local schools which results in a sharing of expertise through the trust and BCP.
- Parents and carers are positive about the school. - CHECK SURVEY FOR OTHER BITS OF CONTEXT INFORMATION
- Parents are positive about the school's caring ethos in which their children develop.
- The school has an Executive Headteacher who is also the headteacher for the junior schools. Both schools have taken the decision to work with a small multi academy trust (MAT) with 3 schools - expanding to 5 soon as part of 'a try before you buy' process.

<b>Priority 1</b> <b>Ensure that a defined curriculum is taught consistently across all Trust schools</b>  <b>Enhance provision for SEND further</b>				
Objective	Actions	Success Criteria/Outcomes	Monitoring/cost	Termly RAG
Introduce the new RE agreed syllabus	Complete ongoing training throughout the year, developing subject knowledge.	The new RE agreed syllabus is in place and outcomes remain high (RWM in line)	Who: AJ (subject leader)	Autumn
		Milestones		Spring
	Monitor, evaluate and review: plan and implement changes and review success.	Autumn – implement new curriculum, meet and review, find placement of areas of learning in topics.	Monitored by: SLT (Senior Leadership Team)	Summer
	Review RE curriculum across the 2-year cycles and align with the junior school.	Spring – changes. Summer – training ready for September.		
Ensure all subject specific curricula enable consistent teaching and outcomes.	Monitor effectiveness of RE Curriculum. Develop relationship with new RE advisor.		Cost: £0	
	Schools to identify subject areas for development this year and detail change in school development plans	Identified subjects that each school has developed as planned and published on the schools' websites and outcomes improved for pupils.	Who: Heads, SLT, SL	Autumn
		Milestones	Monitored by: CEO	Spring
	Develop the role of the subject leader to include observations and subject monitoring.	Autumn - Staff meeting with IFJS (Ingatstone and Fryerning Junior School) DHT, introduction to the role and responsibilities of the subject leader.	Cost: £1,000	Summer
	Developing writing stamina across the curriculum.	Staff meeting to share progression of subject leader folders. INSET day for IFJS to work with IIS (Ingatstone Infant School).		
	Explore and develop an approach to language development and acquisition with the Anglo	English, Maths book/display look. Spring - JC from (IFJS) meet with MR (IIS) to introduce 'Whole school write'		

	European School who have recently become a Specialist Language Hub.	Whole school write – Spring 2 Subject monitoring – Spring 2 Summer - Subject deep dives		
Develop phonics further to ensure pupils have the best possible phonics teaching and resources.	To monitor and evaluate current strengths and areas for develop, use this plan future developments.  Develop fluidity of phonics through both schools. Fidelity to the scheme, ensuring books match.  Staff training and parent workshops focussing on phonics.  Phonics information to be included on the newsletter to highlight the sounds and words children have been working on that week.	Pupils consistently have teaching books matched to their phonics learning; phonics outcomes are above national averages.	Who: English SLs	Autumn
		Milestones	Monitored by: SLT/Heads	Spring
		Autumn – monitor, action plan and follow plan Spring – as per SDPs. Summer – Work with staff from junior school on transition.  Review resources and monitor teaching and learning.	£6,000 (English Hub payment)	Summer
Develop EYFS practice further, considering the increasing personal, social and emotional needs of pupils' entering Trust schools	Evaluate the specific training needs of the staff team considering the increased challenges, plan training, provide training and support (including team teaching, observing colleagues across the trust, sharing expertise, using specialist support where possible).  Outdoor and indoor areas are sufficiently resourced and used to develop communication and language development.  Autism training for support staff and positive handling. Exploring developing, expanding, and using the space creatively to develop its use.  Introduce Zones of Regulation.  Develop transition programme, especially when coming into the school.	EYFS is an integral part of the school and is the starting point for our curriculum and learning journey from EYFS to Y6.	Who: EYFS/Deputy Monitored by: SLT	Autumn
		Milestones		Spring
		Autumn – EEP to identify needs of children carried out. Look at continuous provision and use of indoor and outdoor areas to support teaching and learning. Maths course and identify suitable mentor who model excellent practice and provide support.  Zones of Regulation to be introduced and emotions board – managing feelings and behaviour. Both outdoor areas to be used to support children's development regularly. Book in LJ from IFJS.  Spring – Outdoor learning to support PSED especially their self-confidence and self-awareness.  Summer – Developing a core trait that we will develop with pupils, which shared with parents. To support transition into school and into Year 1.	Cost: £5,000 (may have to look at fundraising and Amazon wish list or other donations to develop area)  Cost: £1,000	Summer
Introduce the inclusion framework	Attend Inclusion conference.	Build on previous PDM (Professional Development Meeting) delivered by SENCO (Special Educational Needs Coordinator) around Ordinarily Available.	Who: All teachers, LSAs SENDCO	Autumn

	<p>CPD (Continuing Professional Development) for teaching teams on the universal offer In partnership with inclusion partner, evaluate the schools' SEND offers.</p> <p>Develop High Quality teaching and explore and revisit AfL techniques and the adaptive teaching model for each class.</p> <p><a href="#">Essex Provision Guidance for Schools</a></p> <p><a href="#">Essex EYFS Provision Guidance for Schools</a></p> <p><a href="#">Ordinarily Available: Inclusive Teaching Framework (all pupils)   Essex Local Offer</a></p> <p>Ensure children with high needs are supported and are included where possible within the constraints of their own curriculum.</p>	<p>Milestones</p> <p>Autumn – Meeting with Jo Fincher for next steps. Information shared with staff, training if necessary. Identify children with 'high needs' any training support/training required by staff.</p> <p>Spring – Use 'Ordinarily Available' document following on from training to ensure High Quality Teaching is the starting point for all children.</p> <p>Summer – Review and support transition to, from and throughout the school.</p>	<p>Monitored by: SLT</p> <p>Cost: Staff PDM</p>	Spring
				Summer
<p>Deepen our understanding of the increased and changing needs of the pupils across the school, the implications, interventions and training needs so that all pupils make progress.</p>	<p>Look at the on entry needs across the Trust, look for trends across pupils' individual needs, evaluate the need for staff training and put in place as required</p> <p>Each school to look at what is in place for maths, monitor effectiveness and consider if Readiness for Mastery programme or an alternative programme is appropriate to introduce in the school.</p> <p>Review maths programme and work closely with IFJS and the Maths Hub to develop an approach which is consistent and complimentary from EYFS to Y6 so that children are ready for the next stage of their learning.</p>	<p>Review and analysis in school data and compare with other Trust schools to identify patterns and areas to explore, consider and be curious about.</p>	<p>Who: SL</p> <p>Monitored by: SLT</p> <p>Cost: £1,000 for release</p>	Autumn
		Milestones		Spring
		<p>Autumn - Follow MER timetable</p> <p>Spring – Investigation</p> <p>Summer – Changes and training ready to Autumn</p>		Summer
		<p>Teachers are consistently applying the strategies and curriculum plans enabling pupils to acquire sticky knowledge/learning so that they know more and remember more.</p>		Autumn
		Milestones		Spring
		<p>Follow MER timetable</p> <p>Autumn – Contact Maths and English Hub. PRM on AfL and Adaptive Teaching strategies.</p> <p>Spring – Investigation</p> <p>Summer – Changes and training ready to Autumn</p>		Summer

Priority 2: Ensure Pupils' Behaviour and Attitudes are consistently positive			Key Staff:	
Objective	Actions	Success Criteria/Outcomes	Monitoring	Termly RAG
Develop Trauma Perspective Practice further	Staff development sessions led by TPP lead throughout the year, as per TPP guidance Introduce or enhance Zones of Regulation. Develop anti-racist practice further. Positive handling training - Part 10 of TPP – PRICE (Protecting Rights in a Caring Environment) training to be implemented across the trust on a need's basis. Staff training and introduction to zones of regulation across the school.	TPP modules delivered are in place (to be completed in the next year).	Who: Head and DHT	Autumn
		Milestones	Monitoring by: SLT	Spring
		Autumn – Zones of Regulation PDM – IFJS to deliver. Spring – Review approaches to behaviour in line with the school mission, vision and values. PRICE training. PDM on unconscious bias with the TRUST Summer – Explore Representation Matters.  Two meetings per term	£300 (Paid for through the Trust)	Summer
Monitor changes to behaviour policies and practices (including TPP response).	After each training session, TPP lead to liaise with HT/DHT to decide if any policy or procedure needs to be adapted to meet the aims of TPP.  Create an online survey.	Relevant policies are in line with TPP aims and practices.	Who: TPP lead, HT and DHT	Autumn
		Milestones	Monitoring by: SLT	Spring
		Autumn – Review and develop behaviour policy in line with TPP and with IFJS to ensure consistency. Spring – Pupil voice on MH and Wellbeing. Summer – Explore funding options to develop an onsite provision for targeted support.	Cost: £0 PDM	Summer

Priority 3: Ensure pupils' Personal development is consistently positive			Key Staff:	
Objective	Actions	Success Criteria/Outcomes	Monitoring	Termly RAG
Develop Trauma Perspective Practice further.	TPP (Part 10 PRICE training) to be implemented across the TRUST. Training on a need's basis.	Staff receive and implement PRICE training,	Who: teachers, PSHE lead, all staff	Autumn
		Milestones	Monitored by: SLT	Spring
		Throughout the year - Changes disseminated clearly and timely to staff/pupils throughout the year. Autumn – Review and develop next steps. Spring – PRICE training. Summer - MER of RSHE (Relationships, Sex and Health Education).		Summer

Maintain the high profile of the importance of mental health of staff and pupils, providing support and making changes as required.	Introduce/develop Trauma Perceptive Practice SLT to use the approach: 'if something is added to workload, something must be taken away' Ensure good practice for staff well-being meetings finishing at 5pm, access to valuable resources, well-being check-ins regularly). Pupil well-being memorable and enjoyable experiences to be maintained (Themed days and weeks, becoming responsible citizens, supporting the community, dressing up, outdoor learning, maintain creative learning, clubs, rewards, and celebrations)  Use Welbee to survey staff wellbeing.	Staff and pupil well-being are held as incredibly important, staff and pupils feel valued and know who to go to for support.	Who: SLT	Autumn
		Milestones	Monitored by: HT	Spring
		Autumn – TPP developed, current practice continues. Trust Council Meeting. Spring – Complete Welbee survey. Review the opportunities that children receive to develop their Cultural Capital through the curriculum opportunities for the children to explore. Multi Faith Day and British Science Week. Summer – Cultural Curriculum Week. Trust Sports Activity for KS1 (Key Stage 1).	Cost: £1,000	Summer

#### Priority 4:

#### Develop an effective Executive Leadership Team within the Mid Essex Anglican Academy Trust

#### Develop networking opportunities of the Mid Essex Anglican Trust, with other successful church school Trusts and/or Trusts of a comparable size and character

Objective	Actions	Success Criteria/Outcomes/Termly Milestones	Key Staff:	Termly RAG
Fully implement the Trust monitoring cycle ensuring consistent school improvement planning and organisation across the Trust.	Plan, with dates, the entire year cycle, providing cover to release subject leaders. Also, provide additional support and shadowing opportunities, either within the school or across the Trust to support CPD. Ensure that all activities take place, feedback is swift, positive with SMART targets, which are followed up. Ensure timetabled monitoring and feedback for ECT's takes place.	Monitoring cycle is completed, adapted and reviewed.	Who: CEO, Heads	Autumn
		Milestones	Monitoring: Local Boards  Cost: £1,000	Spring
		As per the plan.		Summer
Work in partnership with the Trust to manage the conversion to become an academy.	Half termly governor meetings. Termly governor monitoring visits that have a focus dependent on the School Development Plan. Termly visit notes/reports written and shared with the staff team and the GB. All governor visits to include pupil perception, talking with the subject lead, giving the middle leaders an opportunity to present information and share their areas of development, progress, and impact.	Effective and supportive Governor monitoring that has a positive impact on curriculum areas and learning across the schools. All schools are considered in an equitable way at Trust meetings.	Who: Subject leaders	Autumn
		Milestones	Monitored by: HTs and DHTs	Spring
		Termly governor monitoring visits and reports shared with staff and posted on the Governor portal. Half termly reflections in Trust meetings.	Cost: £0	Summer

	Governors will also be encouraged to walk around the school.			
Develop the role of the subject leader.	IIS – Working with the DHT at IFJS and staff to develop leadership role.	Staff are confident in leading their subject and develop positive relationships with SLs at IFJS.	Who: Subject leaders	Autumn
		Milestones		Spring
		Autumn – INSET day to establish links and review starting points. SL time to complete during PDM. Develop programme for EYFS. Spring - MER cycle implemented. Summer – Review curriculum to ensure progression from EYFS to Y6.	Monitored by: HTs and DHTs  Cost: £1,000	Summer
Develop school to school networking opportunities.	Building relationships and collaboration with schools currently within the Trust and those looking to join.  Trust Led Strategy days supported by the School Excellence Partner (Mel Clapton).	Staff work with colleagues on key areas to develop their own confidence as a class teacher and subject leader.	Who: Subject leaders	Autumn
		Milestones	Monitored by: HTs and DHTs.	Spring
		Autumn – EYFS leader to visit schools to look at parent session. Trust day: 6 <sup>th</sup> November. Spring - Plan for subject leaders to meet and discuss approaches and different ways to support each other. Summer – Writing moderation between all the schools.	Cost: £0 (Time and funding).	Summer