



Shinfield Infant and Nursery School  
School Development Plan 2021-22

## School context

### **Key Ofsted actions:**

Punctuation, sentence structure and handwriting are taught consistently well in key stage 1

Teaching challenges pupils highly in mathematics, through better opportunities for reasoning and problem-solving, so that more pupils make really strong progress by the end of key stage 1

Teachers' expectations of what pupils can achieve in subjects other than English and mathematics are consistently high.

The school will use best endeavours to secure the priorities in the School Development Plan in light of COVID restrictions.

**STRATEGY 2021-2024**

THEME	GOAL	SUCCESS CRITERIA
<b>CORE</b>	<b><i>Progress is at least in line with national average in reading, writing and maths</i></b>	<ul style="list-style-type: none"> <li>• Every child will access and experience success in their learning</li> <li>• Blended learning is embedded and seamless and has a positive impact on pupil progress</li> <li>• All children continue to make good progress</li> <li>• The attainment of disadvantaged pupils is at least at or above the national average for disadvantaged pupils</li> <li>• Moderation and assessment is robust, reliable and accurate throughout the school</li> </ul>
<b>CURRICULUM</b>	<b><i>SIAN curriculum is well designed, progressive and engaging for all pupils</i></b>	<ul style="list-style-type: none"> <li>• The sequence of knowledge and skills taught across curriculum areas is well considered and planned</li> <li>• Teaching methods reflect the needs of the children</li> <li>• Curriculum intent is clear</li> <li>• All children have the opportunity for indoor and outdoor learning connected to real life and our community</li> <li>• Diversity and equality is embedded throughout the curriculum and reflects of 21<sup>st</sup> century Britain</li> <li>• Support and evidence-based interventions are in place for all disadvantaged pupils</li> <li>• Technology is fit for purpose and reliable and enables children and staff to access and utilise a wider range of resources</li> </ul>
<b>CHARACTER</b>	<b><i>Children are equipped and empowered to thrive in the 21st century</i></b>	<ul style="list-style-type: none"> <li>• All children feel safe and happy to come to school and attendance is at least 97%</li> <li>• All children are given opportunities to work collaboratively with others and support others in their learning</li> <li>• All children are given the opportunity to represent the school in the wider community</li> <li>• All children have the opportunity to enrich their learning through trips and visitors</li> <li>• Mental wellbeing and school values are promoted to ensure pupils take ownership of and responsibility for their learning</li> <li>• Pupils are curious, communicate well, are capable of doing new things and view mistakes as a way to learn new things</li> <li>• Children understand the potential risks of the real and virtual world</li> </ul>
<b>CULTURE</b>	<b><i>Opportunities are created for everyone to shine and feel valued</i></b>	<ul style="list-style-type: none"> <li>• Staff workload is taken into account and streamlined to ensure appropriate work/life balance</li> <li>• Staff wellbeing is invested in to ensure a sense of value and appreciation whilst offering effective support</li> <li>• The school invests in a high quality professional development pathway which is embraced by all staff</li> <li>• Collaboration and coaching are used effectively to develop outstanding practice across the school</li> <li>• Expertise is identified and shared within school and beyond (including trust schools)</li> <li>• Senior Leadership Team strengthen leadership and management of the school</li> <li>• All children have the opportunities to share their skills and talents to support and inspire others.</li> </ul>
<b>COMMUNITY</b>	<b><i>The school is a vibrant, welcoming and vital part of the community which enriches the learning of all children</i></b>	<ul style="list-style-type: none"> <li>• The school provides facilities to the community and plays an active part in the life of the local community</li> <li>• High quality communication with stakeholders continues to build effective partnerships and promote the ethos of the school</li> <li>• The school has visual and aesthetic appeal with neat, tidy, attractive and well-planned spaces</li> <li>• Marketing is used effectively to make sure that the school is at full capacity and the school of choice in Shinfield. This includes outward communication, including website, social media sites, signage and advertising.</li> <li>• Robust financial status for the school continues to be achieved</li> <li>• Opportunities to raise additional funds are fully utilized both to secure additional income and to provide enjoyable experiences for children and families</li> </ul>

**Reading: *Progress is good and attainment is at least in line with national average in reading***

See the Reading Framework (DfE July 2021) [The reading framework - teaching the foundations of literacy \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/94221/reading-framework-2021.pdf)

**Phonics is taught consistently well, children make good progress and achieve above National average results in the Year 1 Phonics check**  
**Reading is taught consistently well, all children make good progress and resources are well matched to their phonic ability**

Action

- Little Wandle scheme is purchased- November 2021
- Parents team to organise resources ready for January- December 2021
- All teachers and teaching assistants are trained to teach Little Wandle phonics lessons- INSET January 4<sup>th</sup>
- All teachers and teaching assistants are trained to teach Little Wandle reading lessons- INSET February 28<sup>th</sup>
- Parents understand the new way that we teach reading and know how to support their child- Information meetings March 2022

**Writing: *Progress is good and attainment is at least in line with national average in writing***

***Ofsted priority-*** Punctuation, sentence structure and handwriting are taught consistently well in key stage 1

Completed actions

**Punctuation and sentence structure are taught consistently well**

Action

- Jane Considine 'The Write Stuff' INSET training November 2021
- All teaching staff present for training in year groups
- Staff meeting time to consolidate learning and plan new units for a January start
- HB to support the planning of writing during Year 1 and Year 2 PPA sessions – Spring term
- Writing unit plans for F2- Year 2 are used to ensure that planning supports and challenges children- Spring term
- Children who are working below EXP in Year 2 to have Pixl intervention work in Spring term

- Children who are working below EXP in Year 1 to have Pixl intervention work in Summer term

**Maths: Progress is good and attainment is at least in line with national average in maths**

**Ofsted priority-** Teaching challenges pupils highly in mathematics, through better opportunities for reasoning and problem-solving, so that more pupils make really strong progress by the end of key stage 1

**Reasoning and problem solving are taught regularly enabling all pupils to develop mastery in maths**

Action

WRM is used to teach Maths from F2 to Year 2

PL attends 'Maths Mobius' training to gain a better understanding of Maths mastery and how we could achieve it for all children. October and November

Teachers are surveyed to find out what their confidence levels are to ensure support is given and that there is a consistent approach across the school  
November

Year 2 children to be ability set for Maths following the October assessments and November Maths visit.

**Progress is good and attainment is at least in line with national average in maths**

Additional TAs are recruited to support Year 2 children in 'keep up and catch up' work

Teachers run afternoon interventions to support children who are working below the expected standard

School led tutoring funding used to support PP children to fill gaps in learning- Spring term

**The wider curriculum: Ofsted 2019: Teachers' expectations of what pupils can achieve in subjects other than English and mathematics are consistently high.**

- Knowledge and skills are mapped out across the year groups to ensure progression and challenge across the school
- Staff understand the progression of skills, what comes before and after what they are teaching
- Lessons are challenging, interesting and engaging promoting depth of worksheets are used sparingly.
- Racial equality embedded across the curriculum