

Beddington Infants' School

Strategic School Improvement Plan 2022-2023



Beddington Infants' School Vision

Where every child will...

Learning Naturally at Beddington Infants' School



be a well rounded child



be a good communicator



be respectful and polite



enjoy learning



have strong core skills



be a full member of the community



be ambitious



Our holistic approach is reflected in our aim that through genuine partnership with families, children leave Beddington Infants' School with these seven gifts.

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Leadership

Governors

- To reinstate links between Subject Leaders and Governors, giving staff the opportunity to present their findings (on a rolling programme) and governors the opportunity to enhance their understanding.

Children

- To increase opportunities for leadership, while further enhancing Pupil Voice across the school.

Mental Health and Wellbeing

- Two members of the Senior Leadership Team to complete the Mental Health Lead training.

Communication

- To review and further improve effective strategies for communication to ensure the smooth flow of information to and from families in response to feedback from families in the questionnaire.

Diversity and Unconscious Bias

- Does our provision (environment/resources/curriculum/staffing and delivery) reflect our school community, while identifying and addressing unconscious bias?
- Form a working party and conduct an audit considering unconscious bias, diversity and social mobility.
- Ensure staff understand what is meant by: *equity, equality, diversity, inclusion, unconscious bias, social mobility, accessibility, protected characteristics and neurodiversity*.

Subject Leadership

Ensuring your subject area is **Diverse**, meets the needs of **Accelerated Pupils** and provides **evidence of learning across the school**

- Subject Leaders to audit provision ensuring the needs of accelerated learners, learners with SEND continue to be met.
- Subject Leaders to further strengthen partnerships with SET Subject Leads and Subject Leads from Holy Trinity.
- Subject Leaders to reinstate opportunities for Subject Leaders to report to Governors.
- To further improve the knowledge and understanding of adults and children in terms of progression in the foundation subjects.
- To update curriculum maps for each subject, review coverage of foundation subjects in both adult focus and independent learning and make changes, if necessary.
- To further record through photos, videos and children's voice, the experiences and learning children complete both as whole class and individuals.
- Subject Leaders to identify and strengthen opportunities for children to further improve Greater Depth across the curriculum.

Achievement for all

- To increase the % of children who achieve Greater Depth across the curriculum.
- To ensure that children have the opportunity to improve skills through Adult Focus learning and to practise them through independent learning challenges.
- High quality phonic teaching across the school leading to phonic screening pass rate matching or exceeding national figures. (2019 82% Nationally , 81% Beddington Infants' School 2022, 86% Beddington Infants' School 2019)
- High quality teaching for reading and writing resulting in outcomes at the end of Foundation Stage and Key Stage 1 matching or exceeding national figures and closing the gap between reading and writing.
(Key Stage 1 Writing: 73.7% nationally 2019, 77% Beddington Infants' School 2019, 75% Beddington Infants' School 2022) Reception GLD 71.8% nationally 2019, 71% Beddington Infants' School 2019, 62% Beddington Infants' School 2022)
- Every child, including children with SEND and AL, make at least expected progress from his/her starting point.
- To ensure the identification of accelerated learners is as strong as the identification of other learning needs.
- To review the knowledge and understanding of staff in supporting accelerated learners.

English

- High quality phonic teaching across the school leading to phonic screening pass rate matching or exceeding national figures. (2019 82% Nationally , 81% Beddington Infants' School 2022, 86% Beddington Infants' School 2019)
- High quality teaching for reading and writing resulting in outcomes at the end of Foundation Stage and Key Stage 1 matching or exceeding national figures and closing the gap between reading and writing.
(Key Stage 1 Writing: 73.7% nationally 2019, 77% Beddington Infants' School 2019, 75% Beddington Infants' School 2022) (Reception GLD 71.8% nationally 2019, 71% Beddington Infants' School 2019, 62% Beddington Infants' School 2022)
- Every child, including children with SEND and AL, make at least expected progress from his/her starting point.

Budget and Alternative Sources of Funding

- To further develop the marketing of the school, resulting in filling any spaces.
- To ensure the marketing of the school fully reflects the 'learning naturally' vision of the school demonstrating how it meets the needs of the children.
- To further reduce spending through ensuring the efficient use of resources and competitive contracts.
- To ensure the Breakfast Club and After School Clubs, fully meet the needs of the school and the community.
- To review and further develop payments online to ensure efficiency for both the school and families.
- To further investigate alternative sources of funding. (grants, merchandise, lettings)