



School Development Plan (SDP)

Wallace Fields Infant School and Nursery 2025 – 28

(To be read alongside the 2024 – 2025 SEF)



Section One – Context

SCHOOL VISION AND INTENT

Our intent is to provide our children with a broad and balanced curriculum that is ambitious and meets the needs of all, alongside our school vision statement of ‘High Achievement and Success...with a Smile!’ The intent also aligns with the SFET strategic focus (the ‘*continual pursuit of excellence*’) through our carefully planned curriculum, which ensures progression and coverage, and aims for each child to achieve the following:

- Develop happy and confident individuals with a secure foundation in learning that will last throughout their lives
- Develop lively and enquiring minds through knowledge with understanding
- Establish a command of the subjects contained in the National Curriculum.
- Value and understand religious and moral beliefs, and develop a respect for the views of others
- Understand something of the world in which we live in (in regard to our mutual dependence on others an individual, groups and nations)
- Appreciate human achievements and aspirations
- Create a school of national acclaim

Senior leadership and subject leaders play an important part in the success of our curriculum by leading a programme of continuous monitoring, evaluation, review and development. Subjects are planned to ensure progression of knowledge and skills across the school. Our curriculum design ensures the needs of individuals and groups of children can be met within an outstanding quality learning environment, where classroom teaching is complimented by targeted individual support from a highly experienced outstanding learning team. This approach, together with the enjoyment of the broad and balanced curriculum, has a clear impact on attainment, progress, confidence and behaviour.

HISTORICAL CONTEXT

Wallace Fields Infant School & Nursery is a two form-entry infant and nursery school and converted to become an academy in June 2016. In September 2021 we joined the *South Farnham Educational Trust*, becoming a key strategic partner for the Trust, and delivery partner for the South Farnham Teaching School Hub in the Epsom and Ewell area. The school is led by Katie Muir, Headteacher.

The school is below average in size for an infant school with 180 children, but with our Nursery provision the number of children attending the school is 249 (February 2025). In 2007 we opened *Shining Stars*, our Nursery provision for 3-year-olds (*Big Stars*), and extended this further in 2014 to offer additional provision for 2 year olds (*Little Stars*). WFIS & Nursery provide a popular wrap around care – *KidsQuest* - for children (and their siblings at the Junior school) which offers a before and after school provision for children ages 2-7. Very few pupils are known to be eligible for Pupil Premium (6%). Compared with National we have a high number of children with EAL (36%) with 38 languages other than English spoken and this has grown over recent years (2022-23 32 languages spoken 34% EAL). An average proportion of pupils are supported with SEND Support Arrangements or Education and Health Care Plans. WFIS & Nursery have recently received its second OFSTED outstanding rating in December 2021.

The original school building was constructed in 1974 and significant building works have taken place subsequently, including the Reception and Nursery buildings built between 2007-2009 and further building works in 2014 for the main school reception and office areas. The main school building includes five classrooms (one multi-use room named ‘*the Den*’) and cloakrooms, school hall, Apple room, offices and Conference room. The Nursery and Reception buildings include five classrooms, shared



middle area and toilets. The school has a main playground, Reception and Nursery outdoor area and small field and forest school area. We also have a log cabin curriculum space recently built in 2021 and a Library bus opened in March 2022. Almost all of the children leave Year 2 and move on to Wallace Fields Junior School with careful transition events taking place to ensure continuity and a smooth transition for our children's education. Assemblies and activities such as P.E. are held in the school hall, which is also used at lunchtimes. School meals are freshly cooked on the premises.



School context

Number of pupils on roll	180 (R,1,2) 68 (Nursery)	Number of pupils eligible for pupil premium	12	Number of pupils with an education, health and care (EHC) plan	4
Percentage of pupils on track to meet expected standard/attainment targets in Year 2 (based on Year 1 end of year data)	Reading 92% Writing 88% Maths 93%	Percentage of pupils on track to exceed expected standard/attainment targets (based on Year 1 end of year data)	Reading 47% Writing 27% Maths 33%	Number of pupils currently not on track to meet expected standard/attainment target (based on Year 1 end of year data)	Reading – 5 children Writing – 9 children Maths - 6 children
Pupil intake information (% of pupils with low (L), middle (M), high (H) prior attainment) N/A KS2	N/A KS2	Most recent OFSTED grade	Outstanding December 2021	Staff turnover over for the previous year	Medium
Percentage of pupils with English as an additional language (EAL)	36%	Pupil achievement for whole cohort (e.g. average progress scores for KS2)	Year 1 Phonics Check 2024: 97%	Pupil achievement by characteristics (e.g. disadvantaged pupils, EAL, gender)	SEND: 12.6% EAL: 36% Pupil Premium: 6.1%
Overall absence	97% (Attendance)	Persistent absence	9%		



School context	
Key OFSTED actions from last report	No actions required
Key areas for development	<ul style="list-style-type: none"> • Embed our approach to writing in line with current research and best practice. • Embed the Mastering Number Programme. • Develop a strong reading team • Embed our teaching of vocabulary in all subjects by training staff to confidently use the ‘Word Aware’ approach. • Embed our oracy opportunities • Embed our history curriculum ensuring coherent sequencing and progression of historical concepts and knowledge • Achieve the Geography Mark Award • Embed our Nature explorer School programme with clear links to the science, art and DT curriculum alongside character education and well-being aims. • Embed our behaviour approach and school culture to ensure it is in line with current research and best practice. • Continue to provide a high level of team teaching support for new and developing teachers. • Continue to develop our well being strategy • Work with the Teaching School Hub as a key delivery partner to provide training for Early Career Teachers in the Epsom and Ewell area. • Continue to develop a walking to schools programme • Continue to develop our teaching and learning practises in line with current research • Continue to develop children’s resilience, independence and provide opportunities to contribute to the wider community
Staffing considerations	<ul style="list-style-type: none"> • Several trainees/ECTs • Challenges in recruitment of teaching assistants and working with children with exceptional levels of need • More than one maternity leave • New teaching staff



School context	
Budget considerations	<ul style="list-style-type: none"> • Technology developments • Furniture developments • New building development • Replenish areas e.g. school flooring • Refurbish toilet cloakroom areas in KS1
Financial prioritisation – integrated financial curriculum planning (with impact upon learning)	<ul style="list-style-type: none"> ✓ Subject Leader Action Plans are costed and incorporated into the budget process
Key performance indicators for the next 3 years	<p>Maintain outstanding results:</p> <ul style="list-style-type: none"> ✓ Reception – target 90% ✓ Phonics – target 100% ✓ KS1 - target 93+% (37% greater depth) ✓ Progress measures ‘well above average’ ✓ SEND and PP – children make increased progress from starting points / commensurate with peers.



Section Two – Priorities for improvement (summary)

Priorities for school improvement from school's self-evaluation document (SED)

1. Achievement, Curriculum and Teaching

1.1 Achievement of pupils (incl. SEND & disadvantaged and outcomes for all)

- Ensure the curriculum available for the most disadvantaged learners / those with SEND is ambitious and meets their needs / aspirations.
- Identify children in need of support through Gap analysis with appropriate interventions and monitoring in place.
- Provide CPD opportunities for staff using the SEND handbook and technology to ensure they have the most current research for supporting children with additional needs.
- Embed the language programmes across the school to support SEND children.
- Embed and further develop our approach to writing across the whole school further embedding strong foundations with handwriting, spelling and oracy.
- Embed further opportunities for dictation
- Embed the Mastering Number Programme.
- Embed the oracy programme across the school
- Embed the curriculum offer to ensure there are further opportunities for disciplinary writing across the curriculum.
- Develop the curriculum inline with Becky Francis curriculum and assessment review and SFET curriculum.

1.3 Ambitious, knowledge rich, well-resourced curriculum

- Continue to embed research-based teaching strategies through use of 'Walk Thrus'.
- Develop and monitor the use of metacognitive teaching approaches.
- Further develop the use of technologies to enhance the curriculum.

1.4 Coherently planned and sequenced curriculum (incl. teachers SK)

- Provide CPD opportunities for new staff to ensure they have the most up to date curriculum knowledge.
- Develop a sequenced oracy programme across the school.

1.5 High quality pupil work & prioritisation of reading (incl. phonics)

- Ensure that every pupil learns to read, regardless of their background, needs or abilities.
- Continue to build a highly skilled reading team to support the lowest attaining children with learning to read through a specific, structured and targeted approach.

2. Behaviour and Attendance

2.1 Behaviour of pupils and respectful culture

- Ensure exemplary standards of behaviour from adults and children permeate school values and ethos.
- Relaunch the playtime policy and review playtime interactions and positive play

2.2 Positive attitudes, motivation and commitment to education

- Children demonstrate resilience, determination, independence and perseverance in class using research based methods and a whole school approach to resilience.

2.3 School has high expectations of all (incl. consistency)

- Support new staff in embedding the behaviour policy.
- Embed the whole school language for restorative conversations
- Embed the whole school language around zones of regulation
- Embed and support teachers to ensure there are exemplary learning behaviours across the school through the use of Walk Thrus.

2.4 Positive relationships between staff and pupils

- Embed the restorative approach to resolving conflict and behaviour management.
- Embed a new school behaviour policy.
- Embed and seek to enhance nurture and ELSA provision as well as home link support for children with additional emotional needs
- Embed the fostering of positive relationships with families and children
- Further increase the participation of disadvantaged families in the wider life of the school and increase parental engagement and understanding for these families.

2.5 Attendance and punctuality

- Maintain high standards of attendance and punctuality.
- Monitor and target any gap between PP and non-PP children's attendance and use a parent engagement model to increase attendance and remove barriers for these groups

2.6 Appropriate exclusion/reintegration strategies

- Clear procedure in place for early intervention.



<ul style="list-style-type: none"> To further embed a reading for pleasure culture with carefully sequenced story times across the school Further embed the reading comprehension teaching across the school in line with the reading framework <p>1.6 Assessment (incl. workload)</p> <ul style="list-style-type: none"> Continue to develop foundation subject assessment. 	
<p>3. Personal development & Well Being</p> <p>3.1 Personal development – coherently planned range of rich experiences for all (incl. SMSC)</p> <ul style="list-style-type: none"> Continue to plan, deliver and evaluate a curriculum for pupils to be respectful citizens, developing their understanding of and appreciation for diversity, celebrating what we have in common and promoting respect for the different protected characteristics as defined in law. Plan opportunities for children to learn about a range of career aspirations challenging stereotypes and ‘Dreaming Big.’ <p>3.2 Strong-take up by pupils of wide range of opportunities (incl. disadvantaged)</p> <ul style="list-style-type: none"> PP children identified to maintain participation in opportunities offered e.g. tuition, clubs, competitions, trips <p>3.3 Character development</p> <ul style="list-style-type: none"> Embed nature explorers provision across the school. Further develop a coherent strategy for character development using the ‘Character development Framework.’ Become a UNICEF rights Respecting School and achieve the Bronze Award. To develop our climate and sustainability education. <p>3.4 High quality pastoral support, health and relationship education (RSE, physical and mental health)</p> <ul style="list-style-type: none"> Continue training for staff on teaching children first aid basics and RSE aspects of the curriculum <p>3.5 Pupils are prepared for life in modern Britain (incl. FBV, diversity)</p>	<p>4. Leadership and Governance</p> <p>4.1 Clear and ambitious vision</p> <ul style="list-style-type: none"> Ensure that staff at all levels understand, demonstrate the school’s vision and values, and contribute to an environment that vigorously pursues excellence. <p>4.2 CPD and staff development (incl. recruitment and retention)</p> <ul style="list-style-type: none"> Continue to develop the use of National College and a strategy for school CPD in line with the SDP Continue to use the Walk Thru CPD package and coaching offer Continue to induct new staff and offer CPD opportunities To further embed the training and development program for new assistant teachers including the use of the TA development course. <p>4.3 Engagement with staff (incl. appraisals)</p> <ul style="list-style-type: none"> Further develop the coaching strategy and professional discussions <p>4.4 Staff well-being and workload</p> <ul style="list-style-type: none"> Achieve the schools well-being award Continue to develop strategies to support staff well-being and workload <p>4.5 Engagement with school / wider communities</p> <ul style="list-style-type: none"> Develop social media and marketing presence Further develop a marketing package online including virtual prospectus, videos and virtual tours of the school <p>4.6 Governance</p> <ul style="list-style-type: none"> Embed Governor induction to ensure new governors they are highly effective in their role Further develop governors in their newly appointed roles.



- Embed a British Values curriculum and provide CPD opportunities so that teachers have a good understanding of how to teach these topics with resources that support them in teaching this topics.
- Continue to embed and enrich diversity across the curriculum and make all stake holders aware of this.

4.7 Safeguarding

- Continue to create a strong safeguarding culture
- Ensure that procedures for safer recruitment are embedded across the school working alongside SFET

Inclusion

6.1 Supporting children with SEND – coherently planned range of rich experiences for all (incl. SMSC)

- Continue to make the most of external agencies, continuous liaison with these professional to ensure we are providing the best support
- Continue to review high quality teaching and monitor the effectiveness of intervention, further develop teachers to be able to monitor the effectiveness of intervention
- Further develop trauma informed approaches to support children with EBSNA
- Continue to provide high quality CPD for staff using the SEND handbook
- Seek further opportunities to use technology to enhance adaptations.
- Continue to ensure we provide an inclusive environment with adaptations made in learning to address barriers.

6.2 Identifying needs and addressing barriers

- Continue to use gap analysis monitoring to identify needs and address barriers
- Further develop initial concern monitoring to enable teachers to identify barriers and address needs
- Seek further assessment tools to track the progress of learners with complex needs

6.3 Working in partnership with parents

- Further develop the workshop offer and curriculum coffee mornings for disadvantaged learners
- Continue to meet regularly with carers to ensure they know how best to support their children and how the school is supporting them
- Seek disadvantaged learner views.

The Quality of Early Years Education

5.1 Ambitious, coherently planned EYFS curriculum (no limits or barriers)

- To develop and refine continuous provision, using early excellence provision guide, for each area of learning ensuring it matches and supports our curriculum and is progressive across Nursery and Reception.
- To ensure content from progression grids are embedded in early years medium term planning and pupils are retaining the pre knowledge needed for Key stage 1.
- To consider recommendations from the Becky Francis Curriculum review and their implications for the EYFS curriculum.
- To develop the learning environment and provision for 2 year olds to support the new Nursery structure.
- To review the Nursery curriculum and develop a 2 year programme of planning to support the new Nursery structure.
- To implement the new EYFS statutory framework.

5.2 Impact on children's knowledge and development

- Continue to use gap analysis and review regularly those children who need more support to ensure they keep up with their peers.
- To monitor and ensure children are able to demonstrate their knowledge and learning is embedded across the areas of learning.

5.3 Children's motivation, engagement, perseverance and respect

- To continually review timetables to ensure time is being used effectively to motivate and engage children.
- Develop the learning environment and resources to engage and motivate all children.



6.4 Leaders have a secure knowledge of pupil's needs and the progress they make. They use appropriate evidence to inform the pupil premium strategy and is understood and implemented by staff.

- Further improve attendance for disadvantaged learners, using the Surrey Padlet tool and DFE guidance for supporting children with mental health difficulties. EBSA
- Enhance the ELSA provision by training a second member of staff as a trained ELSA.
- Provide targeted academic support for disadvantaged learners ensuring they meet ARE or beyond.
- Introduce further assessment profiles e.g. the Boxhall Profile to assess and demonstrate children's Social, Emotional and Mental Health needs and provide targeted strategies to support children with this area of need.

- To ensure each termly learning journey is engaging for children and adapt where needed.

5.4 Sharp focus on early maths, vocab, communication and SSP/reading

- To embed oracy skills as part of whole school initiative.
- To continue to promote a love of reading and reading for pleasure culture in Early Years
- Develop progressive and well sequenced texts and poetry across early years for story times
- To embed the use of White Rose maths scheme.

5.5 Knowledgeable staff manage EYFS in relation to learning needs

- To continue staff training on the understanding of child development in different areas of learning to support interactions in the classroom to support and extend pupils.
- To use development matters and EEF materials to develop staff knowledge of child development.

5.6 Promote and support children's emotional security, development of character and physical development

- To embed the teaching of and use of Zones of Regulation to enable children to self-regulate including training on what this specifically looks like in the early years.
- To give consideration to current research on effective self-regulation strategies and ensure they are explicitly taught.
- To review provision and resources for physical development in reception to promote upper body strength.

5.7 Communication with parents (in line with EYFS requirements)

- To continually review barriers to parental engagement and explore ways to break down these barriers, including EAL families.
- To review timings and content of early years workshops to increase engagement with parents



6. Premises

- 6.1 Replace school hall flooring
- 6.2 Redecoration of school hall and corridors
- 6.3 Reclad the outside of the Early Years building.
- 6.4 Re develop the Nursery and Reception buildings
- 6.5 Reequip classrooms with new furniture (Phase 2)
- 6.6 Re develop the Key Stage 1 toilet areas
- 6.8 Replace the Reception play house

7. Teaching School Hub

7.1 Development of ECTs/Early Careers Framework

- Continue to work with the Teaching School Hub as an ECT training Delivery Partner.
- Provide Year 2 ECT training as a TSH Delivery Partner.
- Continue to lead professional development for schools as part of the Maths Hub specialist teacher.

7.2 Initial Teacher Training

- Continue to work with the Teaching School Hub to provide SCITT Support Tutors.

7.3 School to school support

- Work with other schools to share best practice across the curriculum, in particular for schools aiming for an outstanding Ofsted judgment.
- Create further links with Wallace Fields Junior School.



Section Three – Action Plan

1. Achievement, Curriculum and Teaching

Current Judgement:	Outstanding					
Priority for Improvement with actions and SEF reference (intent and implementation)	Led By/ Time Scale	Resources / Budget Implications	Success Criteria (impact)	Monitoring of actions and impact Evaluation of impact (RAG)		
				Autumn	Spring	Summer
<p>1.1 Achievement of pupils (inc. SEND & DPP and outcomes for all)</p> <ul style="list-style-type: none"> Identify children in need of support through 'gap analysis' and put appropriate interventions and monitoring in place. Termly provision mapping to be continued to monitor children's progress against expected intervention outcomes, including RAG rated analysis of effectiveness. Provide support to teachers and ATs to ensure the curriculum supports the most disadvantaged learners / those with SEND is ambitious and meets their needs / aspirations. Embed in existing staff and train new staff, including Governors, in the understanding of our provision for greater depth/SEND/PP/EAL. Further embed NFER assessment and use these as a comparative tool with other schools in the trust. Provide CPD opportunities for staff using the SEND handbook to ensure they have the most current research for supporting children with additional needs. 	<p>SLT/CTs</p> <p>HT</p> <p>SLT Year Leaders</p> <p>SENCO</p> <p>SENCO</p> <p>SLT Class teachers</p>	<p>Staff related cost</p> <p>FFT annual cost £600</p> <p>£802 test papers</p> <p>See individual action plans</p>	<ul style="list-style-type: none"> Children in need of support identified with appropriate interventions and monitoring in place. SEND, DPP and EAL children make accelerated progress from starting points Reasonable adjustments made for learners with SEND (including behaviour policy where appropriate). Maintained outstanding results. <ul style="list-style-type: none"> Increased % of children meeting the age the age related expectations in phonics screening. Increased % of children meeting age related expectations or above in Reading, (target 93%) Writing (target 90%) and Maths (target 93%) Increase % of children meeting GD in Reading, (target 45%) Writing (target 31%) and Maths (target 40%) 			



<ul style="list-style-type: none"> Continue to further embed the Y shaped model in the writing curriculum 		<p>Resourcing for curriculum leads</p> <p>See individual action plans</p>	<p>firm mathematical foundations with a stronger subject understanding for EYFS and KS1</p> <ul style="list-style-type: none"> Staff will develop intentional teaching strategies focused on developing fluency in calculation and number sense for all children Staff will develop understanding and their use of appropriate manipulatives to support their teaching of mathematical structures. All staff will be confident with delivering the handwriting lessons which will lead to stronger outcomes for children. Parents/carers will be familiar with the approach and will have strategies to support at home. Teachers will feel confident in delivering oracy throughout the curriculum 			
<p>1.3 Ambitious, knowledge rich, well-resourced curriculum</p> <ul style="list-style-type: none"> Evaluate the impact of the curriculum (knowledge and skills). Continue to embed research based teaching strategies. Embed and monitor metacognitive teaching strategies Embed and continue to use ‘Walk Thrus’ to support teacher development. Review resourcing for curriculum areas in line with The Becky Francis curriculum review and ongoing review of the curriculum. Embed actions from the Artsmark award 	<p>All subject leaders</p> <p>DHT</p> <p>Office Team</p> <p>SLT/Faculty Group</p>	<p>Staff Related Costs to deliver training and monitor impact</p> <p>Walk Thru Books and CPD £100</p> <p>Curriculum resources (£600)</p>	<ul style="list-style-type: none"> Pupil voice questionnaires will demonstrate greater percentage of children remembering more of the curriculum. Staff will demonstrate a clear understanding of how children learn best Planning will demonstrate most current teaching strategies 			



<ul style="list-style-type: none"> Further develop the use of technologies to enhance the curriculum. 		See computing action plan for costing.				
<p>1.4 Coherently planned and sequenced curriculum</p> <ul style="list-style-type: none"> Continue to use 'team teaching' to ensure high quality planning is sequenced effectively and coherently. Use the Oracy framework guidance and EEF materials for developing a progressive oracy programme across the school. Review the curriculum and resourcing for humanity subjects 	SLT members SLT members Kirstie Smith Humanities faculty Humanities faculty Faculty teams	Staff Related Costs £200 CPD costs £53 English Association	<ul style="list-style-type: none"> Staff surveys will demonstrate increased levels of subject knowledge in curriculum subjects. Pupil voice questionnaire will show children's historical enquiry skills are developing in line with sequence. Increased % of children meeting ARE in history. 			
<p>1.5 High quality pupil work & prioritisation of reading (incl. phonics)</p> <ul style="list-style-type: none"> Ensure that every pupil learns to read, regardless of their background, needs or abilities. Continue to embed the use of the SSP and ensure clear expectations of pupils' phonics progress term-by-term, from Reception to Year 2. Embed the structured and sequenced story times using our reading spines and shared reading approach. Develop the use of reading buddies, making links with WFJS. Continue to build a highly-skilled reading team to support the lowest attaining children with learning to read through a specific, structured and targeted approach. To embed well sequenced and structured Storytimes and embed the shared reading and book club sessions across the school. 	Reading Lead	Little Wandle subscription costs (see individual English Plan) Reading for pleasure books and library books £750	<ul style="list-style-type: none"> All children will leave WFIS as competent readers. The teaching of phonics will continue to be consistent across the school and in interventions. Children will develop a love of reading with the option to choose from a range of texts which interest them. The lowest-attaining children will experience success due to reading carefully matched books. Children will have exposure to poetry and will have the opportunity to perform and write their own poems. Children will further develop a love of reading. 			



<ul style="list-style-type: none"> Further promote the love of reading through regular reading events. Appendix 1 		Author visits and reading events £500				
<p>1.6 Assessment (incl. workload)</p> <ul style="list-style-type: none"> Continue to develop foundation assessment using a variety of methods to ensure we are monitoring how children are remembering more. Embed the current assessment structure in line with DFE workload reviews. Implement CEM baseline assessment in Nursery. 	DHT Subject leaders	£400 CEM baseline	<ul style="list-style-type: none"> Staff well-being and workload survey will show a lower % of workload being spent on marking. Decrease in written feedback. Pupil voice demonstrates that children will be able to talk about the verbal feedback they have been given and say how it helps them. Journals will show good progress within a lesson and over time because of verbal feedback. Curriculum leads will have a well-developed assessment system for their subject including pupil voice and quiz data. 			
Achievement, Curriculum & Teaching	Total	£5,355				



2. Behaviour and Attendance

Current Judgement:		Outstanding				
Priority for Improvement with actions and SEF reference (intent and implementation)	Led By/ Time Scale	Resources / Budget Implications	Success Criteria (impact)	Monitoring of actions and impact Evaluation of impact (RAG)		
				Autumn	Spring	Summer
<p>2.1 Behaviour of pupils demonstrates high levels of respect</p> <ul style="list-style-type: none"> Maintain an environment where bullying and discrimination are not tolerated and, if they do occur, they are rapidly and effectively dealt with. Ensure exemplary standards of behaviour from adults and children permeate school values and ethos. Train new staff on the Behaviour and Anti Bullying Policy and the importance of them being applied consistently and fairly by ALL adults. Continue to monitor and track behaviour incidents via CPOMS and act swiftly to implement any intervention based on patterns of behaviour. Review playtime interaction with children to ensure all children are developing their play and social skills. Ensure SLT presence to promote the school behaviour: 'Give me 5', 'walking not talking', 'Every Second Counts.' Continue to fully embed 'establishing weeks' at the start of the year and introduce mini establishing weeks at the start of each term. Embed zones of regulation and children's ability to describe how they are feeling. 	DHT/AHTs	Staff related costs	<ul style="list-style-type: none"> Decrease in termly behaviour incidents. Bullying incidents remain rare. Behaviour and attitudes survey from staff demonstrate positive scores Pupil and parents survey demonstrates that all behaviour incidents a dealt with effectively. 			



<p>2.2 Positive attitudes, motivation and commitment to education</p> <ul style="list-style-type: none"> • Children demonstrate resilience, determination, independence and perseverance in class. • Continue to embed reward systems e.g. Golden Tea, Golden Pencil award, acknowledgement. • Implement the 'learning pit' and provide staff with CPD around this. • Use the character education framework to plan a coherent plan for • To become a UNICEF rights respecting school 	<p>Class teachers SLT</p>	<p>£100 Golden Tea and Golden pencils resources</p>	<ul style="list-style-type: none"> • In activities children will demonstrate increased resilience and perseverance with learning • Children will further understand how to be happier, healthier, have better relationships, feel safe and become active and involved in school life. 			
<p>2.3 School has high expectations of all (incl. consistency)</p> <ul style="list-style-type: none"> • Embed the schools' behaviour policy • Provide training for staff at all levels on the revised policy and as part of our wrap around care provision so there is consistency across the school. • Continue to implement regular establishing weeks at the start of each term. • 	<p>DHT</p>	<p>Staff related costs £40 behaviour resources current research books</p>	<ul style="list-style-type: none"> • Children's emotional and social development and literacy will develop. • The % of children resolving their own conflicts will increase • Staff will feel confident in implementing the new behaviour policy 			
<p>2.4 Positive relationships between staff and pupils reflect respectful culture</p> <ul style="list-style-type: none"> • Embed training for staff at all levels on the restorative approach to resolving conflict and behaviour management. • Review the current policy in line with the EEF 6 recommendations for managing behaviour in classrooms. • Work with outside agencies and provide CPD for staff on creating positive environments. • Provide targeted workshops and support from the pupil premium champion 	<p>DHT</p>	<p>Staff related costs</p>	<ul style="list-style-type: none"> • Staff will feel confident in implementing the new behaviour policy • All children and parents will have a clear understanding of how behaviour is dealt with at school 			
<p>2.5 Attendance and punctuality</p> <ul style="list-style-type: none"> • Maintain high standards of attendance and punctuality. 	<p>DHT DHT</p>	<p>Costings on Pupil Premium Strategy</p>	<ul style="list-style-type: none"> • Persistent absence % will decrease. • School attendance targets 97.3% will be met 			



<ul style="list-style-type: none"> • Monitor attendance regularly, including any gap between PP/non-PP or SEND/non-SEND children's attendance. • Provide support for hard to reach families. • Continued work with Inclusion Office, EWO, School Nurse and ELSA. • Utilise the attendance toolkit • Embed the attendance policy in line with DFE recommendations and strategies for improving attendance. 	Pupil Premium Lead	Staff Related Costs	<ul style="list-style-type: none"> • PP attendance % will increase • Children who are targets through the regular monitoring will have attendance percentages that increase throughout the academic year by at least 10% 			
<p>2.5 Appropriate suspension/reintegration strategies</p> <ul style="list-style-type: none"> • Clear procedure in place for early intervention. • Implement the updated DfE guidance on suspensions 	SENCO SLT		<ul style="list-style-type: none"> • The number of fixed term and internal suspensions will continue to decrease. 			
Behaviour and Attendance	Total	£140				



3 Personal Development & Well being

Current Judgement:		Outstanding				
Priority for Improvement with actions and SEF reference (intent and implementation)	Led By/ Time Scale	Resources / Budget Implications	Success Criteria (impact)	Monitoring of actions and impact Evaluation of impact (RAG)		
				Autumn	Spring	Summer
<p>3.1 Personal development – coherently planned range of rich experiences for all (incl. SMSC)</p> <ul style="list-style-type: none"> Continue to plan, deliver and evaluate a curriculum for pupils to be respectful citizens, developing their understanding of and appreciation for diversity, celebrating what we have in common and promoting respect for the different protected characteristics as defined in law. Review calendar of key events to identify opportunities to promote our core values and ensure high quality, rich experiences for all. Develop strategies and opportunities for children to take part as good citizens in public life. Plan opportunities for children to learn about different aspirations challenging stereotypes and dreaming big. 	Well-being Faculty SLT	Staff related costs	<ul style="list-style-type: none"> Increased practical curriculum resources Teaching and learning walks will demonstrate appropriate resources are being used for curriculum subjects Children will talk about the resources they used to support them with their learning. 			
<p>3.2 Strong-take up by pupils of wide range of opportunities (incl. disadvantaged)</p> <ul style="list-style-type: none"> PP children identified to maintain participation in opportunities offered e.g. tuition, clubs, competitions, trips. Clubs coordinator to monitor club attendance by key groups. Continue to include all children in Pupil Parliament meetings. 	Office Team SLT	Club resourcing £500 Pupil Parliament £500	<ul style="list-style-type: none"> The % of PP and SEND children accessing clubs will remain high. 			



<p>3.3 Character development</p> <ul style="list-style-type: none"> • Embed Nature Explorers provision from Early Years to Year 2. • Further develop a coherent strategy for character development using the character development Framework. • To develop our climate and sustainability education. 	Forest School Leader/ DHT	Forest school resources £750	<ul style="list-style-type: none"> • Forest school provision will take place weekly/fortnightly for EYFS and KS1 • Children’s problem solving and risk-taking skills will increase. • Children’s collaborative and team working skills will increase • Children’s knowledge of the natural world will increase. • At least 91% of children will meet the ELG Natural World. • Coherently planned opportunities across the school will ensure age-appropriate opportunities are provided from Nursery to Year 2. • Children will show an awareness of climate change and sustainability and know how to make a difference in the world. • There will be a coherently planned offer for developing children’s character education. 			
<p>3.4 High quality pastoral support, health and relationship education (RSE, physical and mental health)</p> <ul style="list-style-type: none"> • Continue to develop the PSHE and RSE curriculum. • Provide training for staff on teaching children first aid basics and RSE aspects of the curriculum. 	PSHE Lead	£200 PSHE curriculum resources	<ul style="list-style-type: none"> • Staff surveys will reflect that staff confidence levels in teaching RSE and the PSHE curriculum will increase 			
<p>3.5 Pupils are prepared for life in modern Britain (incl. FBV, diversity)</p> <ul style="list-style-type: none"> • Embed a British Values curriculum and provide CPD opportunities so that teachers have a good understanding of how to teach these topics. • Review resources related to the British Values and safeguarding curriculum. 	PSHE Lead	£300 British Values and values based/ personal development books.	<ul style="list-style-type: none"> • Pupil voice will demonstrate increasing % of children able to talk about the British values and safeguarding curriculum. 			



<ul style="list-style-type: none"> Monitor the impact of the equality actions and objectives from the most recent equality review and action plan. 	DHT	Equality and diversity resourcing.				
Personal Development	Total	£2250				



<ul style="list-style-type: none"> Continue to provide a high level of support for more junior subject leaders through the faculty groups so that they can effectively lead their subjects to ensure high quality assessment of foundation subjects and continuation of our regular subject reviews. Further develop the school incremental coaching strategy through the use of 'deliberate practice' coaching sessions using the walk thru programme. Implement coaching sessions across the school for all other staff members. Continue to develop 'Triads' as part of CPD and coaching opportunities for teacher groups. 	<p>DHT/Faculty Leaders</p> <p>SLT</p> <p>SLT</p> <p>SLT</p>		<ul style="list-style-type: none"> Strategies discussed and agreed in coaching sessions will have an impact on teaching and learning. 			
<p>4.4 Staff well-being and workload</p> <ul style="list-style-type: none"> Review the workload and well-being survey results and actions and continue to develop strategies to support well-being and reduce workload. Continue to utilise the DFE workload review toolkits. Awareness of staff workload to underpin any new initiatives planned. Continue to develop whole school well being approaches through the senior mental health lead role, well being charter and well being award. Achieve the Wellbeing in schools award Further develop the role of the mental health first aider. 	<p>DHT/Well-Being Faculty</p>	<p>Staff related costs</p>	<ul style="list-style-type: none"> Staff surveys will demonstrate increased % of staff feeling they can manage their workload. Increased % of staff in well-being survey will say they have a better work life balance. In the staff surveys the % of staff saying they feel stressed about work will decrease. Learning journal looks will show decreased written marking 			
<p>4.5 Engagement with school / wider communities</p> <ul style="list-style-type: none"> Continue to look at ways to market the school including the use of Instagram Further develop a school travel plan using Surrey County Councils recommended materials, <i>Modeshift STARS</i>. Embed a <i>Parenting Puzzle Workshop</i> for parents to attend with a focus on behaviour and 	<p>Admin/SLT</p> <p>HT/SLT</p>	<p>the digital newsletter subscription (£120)</p> <p>Possible cost of outside</p>	<ul style="list-style-type: none"> Digital weekly newsletter will work alongside the school website and look more professional Time will be saved uploading and emailing newsletter to parents/guardians 			



interaction with children, in liaison with outside agencies such as Homestart/The Family Links.	SLT SENDCo	agency speaker £300	<ul style="list-style-type: none"> The school newsletter will be easier to create, edit content and add pictures The school will achieve a bronze accreditation in Modeshift STARS and have as a result have a continuous school travel plan. Parents will feel more informed on how to effectively communicate and manage their child's behaviour. 			
4.6 Governance <ul style="list-style-type: none"> Further develop our governors, especially those new to role, so they have the right knowledge and understanding to support and challenge curriculum leaders. Develop links to the faculty teams through Governor of the Month visits. Provide relevant training to governors including 'New to Governor role' and understanding data. 	HT		<ul style="list-style-type: none"> Governors have the right knowledge and skills and say they are confident to question and challenge subject leaders and senior leaders about the impact of the curriculum on all children, including key groups. 			
4.7 Safeguarding <ul style="list-style-type: none"> Continue to create a strong safeguarding culture. Ensure that procedures for safer recruitment are embedded with all new staff. Continue to ensure all staff have effective induction as part of safer recruitment procedures. Continue to provide regular safeguarding training and updates to increase staff knowledge and understanding around safeguarding topics. Continue to develop the safeguarding curriculum ensuring key dates such as anti-bullying week and safer internet stay are carefully planned for. 	DSL's	Staff related costs. £200 safeguarding curriculum resources.	<ul style="list-style-type: none"> Staff will continue to be able to confidently answer safeguarding questions Staff will continue to report concerns swiftly CPOMS will demonstrate swift action taken in relation to incidents. Children will demonstrate increased knowledge around safeguarding concepts and pupil voice will demonstrate that children remember these. Fortnightly supervision meetings will take place Increased staff understanding of supervision in schools 			
Leadership and Governance	Total	£1,365				



5 The Quality of Early Years Education

Current Judgement:		Outstanding				
Priority for Improvement with actions and SEF reference (intent and implementation)	Led By/ Time Scale	Resources / Budget Implications	Success Criteria (impact)	Monitoring of actions and impact Evaluation of impact (RAG)		
				Autumn	Spring	Summer
<p>5.1 Ambitious, coherently planned EYFS curriculum (no limits or barriers)</p> <ul style="list-style-type: none"> To develop and refine continuous provision, using early excellence provision guide, for each area of learning ensuring it matches and supports our curriculum and is progressive across Nursery and Reception. To ensure content from progression grids are embedded in early years medium term planning and pupils are retaining the pre knowledge needed for Key Stage 1. To consider recommendations from the Becky Francis Curriculum review and their implications for the EYFS curriculum. Further develop the Early Years curriculum offer further to ensure foundational skills are robust and coherently sequenced. 	Early Years Leads	<p>Staff Related Costs</p> <p>Continuous provision resourcing £1000</p>	<ul style="list-style-type: none"> The EYFS curriculum will continue to be coherently sequenced. Children will be well prepared for Keystage 1 curriculum. Teachers will feel confident in the delivery of Foundation subject concepts and how these relate to the EYFS 			
<p>5.2 Impact on children's knowledge and development</p> <ul style="list-style-type: none"> Continue to use gap analysis and review regularly those children who need more support to ensure they keep up with their peers. To monitor and ensure children are able to demonstrate their knowledge and learning is embedded across the areas of learning. 	Early Years Leads		<ul style="list-style-type: none"> Children will make strong progress across the curriculum. Intervention and keep up programmes will be being used to ensure children keep up with their peers. 			



			<ul style="list-style-type: none"> Children will be able to confidently talk about their learning and observations will show embedded learning. 			
5.3 Children's motivation, engagement, perseverance and respect <ul style="list-style-type: none"> To continually review timetables to ensure time is being used effectively to motivate and engage children. Develop the learning environment and resources to engage and motivate all children. 	Early Years Leads		<ul style="list-style-type: none"> Children show high levels of engagement 90% of children meet GLD 			
5.4 Sharp focus on early maths, vocab, communication and SSP/reading <ul style="list-style-type: none"> To embed oracy skills as part of whole school initiative. To continue to promote a love of reading and reading for pleasure culture in Early Years Develop progressive and well sequenced texts and poetry across early years for story times To embed the use of White Rose maths scheme. 	Early Years Lead	Membership costs for poetry basket.£35	<ul style="list-style-type: none"> Attainment in CLL will increase. Parent, pupil and staff voice will demonstrate that children have a wider repertoire of poems, songs and rhymes Children will have stronger oracy skills inline with the oracy framework Children moving from Nursery to Reception will have the building blocks needed to follow on the white rose curriculum. 			
5.5 Knowledgeable staff manage EYFS in relation to learning needs <ul style="list-style-type: none"> To continue staff training on the understanding of child development in different areas of learning to support interactions in the classroom to support and extend pupils. To use development matters and EEF materials to develop staff knowledge of child development. 	Early Years Leads	Staff related costs CPD £290	<ul style="list-style-type: none"> Classroom environments and resourcing will match pupils stages of development. All staff will feel confident in child development in the different areas of learning. Observations and weekly health checks will show high quality interactions and teaching and learning. 			



<p>5.6 Promote and support children’s emotional security, development of character and physical development</p> <ul style="list-style-type: none"> To embed the teaching of and use of Zones of Regulation to enable children to self-regulate including training on what this specifically looks like in the early years. To give consideration to current research on effective self-regulation strategies and ensure they are explicitly taught. 	Early Years Lead	£100 resources	<ul style="list-style-type: none"> Children will continue to develop their range of strategies Attainment in the Early Learning Goal ‘self regulation’ will remain high. 			
<p>5.7 Communication with parents (in line with EYFS requirements)</p> <ul style="list-style-type: none"> To continually review barriers to parental engagement and explore ways to break down these barriers, including EAL families. 	Ongoing	Staff related costs				
Quality of Early Years Education	Total	£1425				



6 Premises

Current Judgement:		Outstanding				
Priority for Improvement with actions and SEF reference (intent and implementation)	Led By/ Time Scale	Resources / Budget Implications	Success Criteria (impact)	Monitoring of actions and impact Evaluation of impact (RAG)		
				Autumn	Spring	Summer
6.1 Replace the school hall floor.		£13,000	<ul style="list-style-type: none"> The school building is adequately maintained and free from any trip hazards. 			
6.2 Redecoration of school hall, corridors and classrooms.		£500	<ul style="list-style-type: none"> The school building is adequately maintained 			
6.3 Reclad/ maintain the outside of the EYFS classrooms		£27,000	<ul style="list-style-type: none"> The school building is adequately maintained 			
6.6 Replace the playhouse in the Reception Area		£1500	<ul style="list-style-type: none"> Children's role play skills will be developed in outdoor learning. 			
6.6 Reequip Key stage 1 classrooms with new furniture		£8,772	<ul style="list-style-type: none"> Classrooms will be well presented Furniture will support children's independence 			
6.7 Redevelop the KS1 classroom toilets		£25,000	<ul style="list-style-type: none"> The full playground will be able to be utilised for KQ wrap around care in winter months There will be clear visibility of parents, children and staff when parents come to the gate. 			
6.5 Redevelop the Nursery and Reception buildings		£500,000	<ul style="list-style-type: none"> The school buildings and outbuildings is adequately maintained 			
Premises	Total	£550,977				



Teaching School

Priority for Improvement with actions and SEF reference (intent and implementation)	Led By/ Time Scale	Resources / Budget Implications	Success Criteria (impact)	Monitoring of actions and impact Evaluation of impact (RAG)		
				Autumn	Spring	Summer
7.1 Development of ECTs/Early Careers Framework <ul style="list-style-type: none"> Continue to work with the Teaching School Hub as an ECT training Delivery Partner. Provide Year 2 ECT training as a TSH Delivery Partner. 	DHT	Staff related costs offset by payment from SCITT and TSH	<ul style="list-style-type: none"> Increased positive feedback from teach first, ECT's and mentors. Increased % attendance and engagement for each module. 			
7.2 Initial Teacher Training <ul style="list-style-type: none"> Continue to work with the Teaching School Hub to provide SCITT Support Tutors. 	SLT	Staff related costs	<ul style="list-style-type: none"> Support tutor reports will meet expected standard. SCITT students will be well supported. 			
7.3 School to school support <ul style="list-style-type: none"> Work with other schools to share best practice across the curriculum. 	SLT	Staff related costs	<ul style="list-style-type: none"> Positive feedback from other schools based on the support given. 			
Teaching School	Total	£0				



Summary of budget implications

Section 1 – <i>Achievement, Curriculum and Teaching</i> budget implications	£5,355
Section 2 – <i>Behaviour and Attendance</i> budget implications	£140
Section 3 – <i>Personal Development & Well Being</i> budget implications	£2250
Section 4 – <i>Leadership and Governance</i> budget implications	£1,365
Section 5 – <i>Quality of Early Years Education</i> budget implications	£1,425
Section 6 – <i>Premises</i> budget implications	£550,997
Section 7 – <i>Teaching School</i> budget implications	0
	£561,532

Action Plan Appendix link	Subject Action Plans	
Appendix 1	English budget implications	£4,540
Appendix 2	Mathematics budget implications	£1,040
Appendix 3	SEND budget implications	£3,075
Appendix 4	STEM budget implications	£1,610
Appendix 5	Humanities budget implications	£2,064
Appendix 6	Performing and Creative Arts budget implications	£6,350
Appendix 7	Physical and Mental Wellbeing budget implications	£2,800
	Total	£21,479



School Development Plan Appendix 1 – English Action Plan

Subject:	Reading	Faculty/SLT Lead:	Katie Muir					
Faculty:	English	Subject Coordinator:	Sophie Amos					
Intent								
At Wallace Fields Infant School and Nursery we strive to, through our English teaching, develop the vocabulary of all children and give them an opportunity to read for pleasure and to listen to good role-models reading. We want all children to leave here as confident writers who are able to write effectively across a range of genres with a sound understanding of purpose and audience to equip them for real-life situations later in life. Our English curriculum intends to equip all children with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment and knowledge.								
Subject Long Term Plan (two – three year timescale)								Evaluation (RAG)
1. To embed the delivery of Little Wandle (our new SSP) in order to secure strong outcomes for children.								
2. To deliver a consistent approach across KS1 for the teaching of spelling.								
3. To continue to embed a reading for pleasure culture								
Subject Short Term Objective (1 year timescale)								
Target (intent)	Actions / Tasks (implementation)	Responsibility (by whom?)	Timescale (by when?)	Integrated Curriculum Financial Planning (cost/resources)	Success Indicators (impact)	Monitoring and evaluation of actions and impact (RAG)		
						Autumn	Spring	Summer
To continue to embed the use of Little Wandle as our SSP.	<ul style="list-style-type: none"> Teachers to attend refresher training at the beginning of the academic year. All new staff to have Little Wandle training as part of their induction programme. Reading Lead to continue to support less experienced staff members in delivering lessons 	Class Teachers Subject Leader	Ongoing	Costs related to re-subscribing to Little Wandle (£1000)	<ul style="list-style-type: none"> ✓ All children will leave Reception as readers. ✓ All children will pass the phonics screening check by the end of Year 2. 			



	<p>through team-teaching and coaching.</p> <ul style="list-style-type: none"> • Teachers will continue to prioritise the teaching of reading and phonics. • Children will continue to take home fully-decodable books which are carefully matched to their phonic knowledge. • Resources to be updated where necessary and re-organised if needed. • The keep-up programme will be followed by Assistant Teachers as an intervention for bottom 20%. • To ensure SDEND and disadvantaged learners are heard to read daily. 			E-book subscription (£1000)	<ul style="list-style-type: none"> ✓ All staff will have expertise in delivering phonics lessons and reading groups. ✓ Children will move on to their next phase of education as secure and confident readers. 			
To further embed the reading for pleasure culture	<ul style="list-style-type: none"> ✓ Continue to embed the weekly book club, story times and shared reading. ✓ Develop the use of reading spines for every year group ✓ Continue to make links with external providers that promote a love of reading ✓ Ensure progressive and well sequenced story times are in place for each year group ✓ Develop reading for pleasure resources 	Reading Lead	Ongoing	£500 reading for pleasure resources.	<ul style="list-style-type: none"> ✓ Children will have an increased love of reading ✓ Parents/ carers will know how to promote a love of reading at home ✓ Pupil voice will demonstrate they have time during the week to share texts 			



	<ul style="list-style-type: none"> ✓ Ensure disciplinary reading texts are planned for in story times ✓ Communicate with all stakeholders through workshops, bulletins and newsletters about how to promote a love of reading ✓ Continue to develop author of the month with visiting authors and informative assemblies. Ensure books are purchased to match the authors. 				and enjoy reading.			
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School Development Plan- English Action Plan

Subject:	Writing	Faculty/SLT Lead:	Katie Muir					
Faculty:	English	Subject Coordinator:	Cathy Mumford					
Intent								
At Wallace Fields Infant School and Nursery we strive to, through our English teaching, develop the vocabulary of all children and give them an opportunity to read for pleasure and to listen to good role-models reading. We want all children to leave here as confident writers who are able to write effectively across a range of genres with a sound understanding of purpose and audience to equip them for real-life situations later in life. Our English curriculum intends to equip all children with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment and knowledge.								
Subject Long Term Plan (two – three year timescale)								Evaluation (RAG)
4. Further develop our approach to spelling across the school								
5. To ensure that a new handwriting scheme is fully embedded across the school								
6. To ensure that a consistent and effective approach to teaching oracy is fully across the school								
Subject Short Term Objective (1 year timescale)								
Target (intent)	Actions / Tasks (implementation)	Responsibility (by whom?)	Timescale (by when?)	Integrated Curriculum Financial Planning (cost/resources)	Success Indicators (impact)	Monitoring and evaluation of actions and impact (RAG)		
						Autumn	Spring	Summer
Further develop our approach to spelling and dictation across the school	<ul style="list-style-type: none"> New staff to undertake training on the delivery of spelling using our little Wandle spelling scheme. Writing Lead to run a parent/carer spelling workshop to explain the new approach and to help with supporting at home. 	Subject Leader CM Class Teachers	End of Autumn Term 2025	Costs related to releasing staff for training (£500)	<ul style="list-style-type: none"> ✓ Children will make progress in their spelling ✓ Children's spellings will improve ✓ Teacher's understanding and knowledge of teaching 			



	<ul style="list-style-type: none"> Continue to ensure that teachers teach spelling starters (as part of their review sessions.) Continue to ensure that children are given opportunities to practice their spellings in guided reading sessions. Oversee and support early birds and tutoring that supports children with their spellings. Share resources with parents to promote the different ways to support children with learning their spellings. Introduce dictation across the school as a way to assess spelling and teach children to apply and embed knowledge of learned spellings to their writing. To review the curriculum in line with the Becky Francis Curriculum and Assessment Review. 	<p>Class teachers</p> <p>SLT CM</p> <p>Cm class teachers</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>		<p>spellings will further develop.</p> <p>✓ Children's writing fluency will increase.</p> <p>✓ Outcomes for writing will improve.</p> <p>✓ Children's independence and confidence in spelling will improve.</p>			
<p>To ensure that a new handwriting scheme is fully embedded across the school</p>	<ul style="list-style-type: none"> Staff to undertake training on how to deliver the new handwriting scheme. Staff to be supported by the Writing Lead through team-teaching and coaching in order to develop their practice. 	<p>Class Teachers</p> <p>Subject Leader and Class Teachers</p>	<p>End of Autumn 1 2025</p> <p>Ongoing</p>	<p>Costs related to releasing subject leader (£200)</p> <p>Costs related to</p>	<p>✓ All staff will be confident with delivering the new handwriting lessons which will lead to better outcomes for children.</p>			



	<ul style="list-style-type: none"> • Learning walks to be undertaken to ensure consistency across the delivery of handwriting. • Book/work scrutinies to monitor progress and monitor impact to make sure that children are making effective progress in handwriting. • To review the curriculum in line with the Becky Francis Curriculum and Assessment Review. • Ensure a consistent approach to pencil grip and that all incorrect grip is being addressed. 	<p>Subject Leader</p> <p>Subject Leader</p>	<p>Ongoing</p> <p>End of Autumn term 2025</p>	<p>annual handwriting subscription (£1000)</p>	<p>✓ Parents/carers will be familiar with the approach and will have strategies to support at home.</p>			
<p>To ensure that a consistent and effective approach to teaching oracy is fully across the school</p>	<ul style="list-style-type: none"> • Staff to undertake further training on the teaching of oracy. • Writing lead/teachers to attend oracy/vocabulary training • Writing lead to produce effective questioning stems to support teachers in embedding effective oracy teaching strategies in school • Participate in pupil voice and learning walks to monitor progress and ensure that oracy teaching strategies are fully embedded within the classroom. 	<p>Class Teachers Subject leader</p> <p>Class Teachers Subject leader</p> <p>Class Teachers Subject leader</p> <p>Subject leader</p> <p>Subject leader</p>	<p>Autumn 1 -Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Costs related to releasing subject leader (£200)</p> <p>Training cost £140 pp</p>	<p>✓ Staff are knowledgeable about oracy and know how to teach oracy effectively</p> <p>✓ Children are participating in effective discussions and can use a range of effective oracy questioning strategies.</p> <p>✓ Pupil voice shows that children have an understanding of what oracy is know</p>			



	<ul style="list-style-type: none"> • Organise a storytelling workshop for all children to support them in developing their oracy skills. • To review the curriculum in line with the Becky Francis Curriculum and Assessment Review. 		Ongoing		<p>how to use oracy skills effectively.</p> <p>✓ Planning includes key vocabulary and effective questioning and oracy strategies.</p>			
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School Development Plan Appendix 2 – Maths Action Plan

Subject:	Maths	Faculty/SLT Lead:	Roisin Hearn					
Faculty:	STEM	Subject Coordinator:	Roisin Hearn					
Intent								
At Wallace Fields Infant School and Nursery we are committed to the Mastery Maths philosophy that is for all children to develop a secure understanding of mathematical concepts and processes, combined with genuine fluency when completing calculations. Through using a scheme called White Rose and NCETM, we are giving children the opportunity to explore different methods that will improve their understanding of maths as whole. These methods are built upon within each block and will be continually revisited and embedded throughout their time at the school. Maths lessons teach and challenge children to use methods in the most appropriate, efficient way and develop their problem solving and reasoning skills. Our intent is to spark curiosity, engage reasoning, secure understanding and deepen maths learning for all.								
Subject Long Term Plan (two – three year timescale)								Evaluation (RAG)
7. To continue to refine the teaching for mastery approach across the school including retrieval, fluency and intelligent practice.								
8. To continue to develop fluency across the school through the Mastering Number Programme								
9. To achieve 100% children meeting/exceeding end of year expectations in maths								
Subject Short Term Objective (1 year timescale)								
Target (intent)	Actions / Tasks (implementation)	Responsibility (by whom?)	Timescale (by when?)	Integrated Curriculum Financial Planning (cost/resources)	Success Indicators (impact)	Monitoring and evaluation of actions and impact (RAG)		
						Autumn	Spring	Summer
To continue to refine the teaching for mastery approach across the school including retrieval, fluency and intelligent practice.	<ul style="list-style-type: none"> Look at which teams/ teachers might need more support at the beginning of the year e.g. ECTs, staff moving year group Ensure manipulatives are available in every lesson. 	Maths Lead	By end of Autumn term	Staff time (£250)	✓ All staff will feel confident in teaching for mastery approach			
		Maths Lead	By Autumn 1	Use Maths	✓ All staff will benefit from			
		Maths Lead						



<ul style="list-style-type: none"> • RH to continue to lead Maths training within with school and for local schools as part of the Surrey Maths hub • Ensure and monitor vocabulary is taught and used consistently in every lesson • Maths lead to ensure teachers are using the Maths MTP which uses White Rose and NCETM CP materials • Maths lead to monitor and analyse children's progress and attainment data in assessment weeks • Key vocabulary displayed in the classroom consistently • Maths lead to do learning walks/ team teaching • Monitor use of Maths books and children drawing their own representations/workings • Teachers to use and complete fluency progression grids at assessment points • Ensure retrieval opportunities are at the beginning of every lesson (flashback 4) • Monitor planning and intelligent question design • Ensure STEM sentences are used and referred to in every lesson 	Maths Lead	Continuous	lead time as allocated	training from RH			
		Continuous	Surrey hub training (free and funded)	✓ Children's progress and attainment will increase as a result of this approach			
	Maths Lead/Class teachers	Continuous	Maths lead support PPA/ intervention planning (£250)	✓ Data will show positive trends			
	Maths Lead	Autumn/ Spring/ Summer term	Use Maths lead time as allocated	✓ Children's books will show impact of modelling and question design			
	Maths Lead/Class teachers	Ongoing	Use Maths lead time as allocated	✓ Children's fluency/ automatic recall of number facts will increase			
	Maths Lead	Ongoing		✓ Children will be using subject specific vocabulary			
	Teachers Maths Lead	Ongoing		✓ Childrens books will show independent use of workings/ representations			
	Maths Lead	Ongoing		✓ Staff will develop a secure understanding			



	<ul style="list-style-type: none"> Review the maths curriculum in line with the Becky Francis curriculum and assessment review and create actions based on this 			Curriculum resources in the main development plan.	<ul style="list-style-type: none"> of how to model and explain mathematical concepts ✓ Maths curriculum will be in line with 2025 curriculum review 			
To continue to develop fluency across the school through the Mastering Number Programme	<ul style="list-style-type: none"> Mastering number assessment materials to be used at the beginning of each term Daily teaching session for YR and 3x for KS1 children of 10 to 15 minutes, in addition to their daily maths lesson. Maths lead to attend and lead training to share practice and engage in critical reflection Maths lead to monitor sessions alongside class teachers Maths lead to do regular monitoring/learning walks Maths lead to analyse progress and attainment data in assessment weeks and monitor impact Teachers to use fluency progression document to assess which fluency facts the children should know and be automatic in 	<p>Maths Lead</p> <p>Teachers</p> <p>Teachers</p> <p>Maths lead</p> <p>Maths lead</p> <p>Maths lead</p> <p>Teachers</p>	<p>Autumn 1/ Spring 1/ Summer 1</p> <p>Ongoing</p> <p>Half termly</p> <p>Half termly</p> <p>Half termly</p> <p>Termly</p>	<p>NCETM training (free and funded)</p> <p>Mastering number resources (free)</p> <p>Use Maths lead time as allocated</p> <p>Use Maths lead time as allocated</p> <p>Use Maths lead time as allocated</p>	<ul style="list-style-type: none"> ✓ Data will show positive trends ✓ Children will be applying their number/fluency knowledge to their maths learning ✓ Staff will develop a secure understanding of how to build firm mathematical foundations with a stronger subject understanding for EYFS and KS1 ✓ Staff will develop 			



	<ul style="list-style-type: none"> RH to lead MN across Surrey as part of the Maths Hub and share training with class teachers 	Maths lead	Ongoing		<p>intentional teaching strategies focused on developing fluency in calculation and number sense for all children</p> <ul style="list-style-type: none"> ✓ Staff will develop understanding and their use of appropriate manipulatives to support their teaching of mathematical structures. ✓ Staff will be clear about which fluency facts children should be automatic in within their year group and assess these 			
To ensure rapid and effective support in Maths for those children identified as not being on track to meet their target/	<ul style="list-style-type: none"> Children will be a part of fluid groups where AFL is used to decide how the children are grouped each day according to their needs. 	Teachers Teachers	Ongoing Half termly	Use Maths lead time as allocated	<ul style="list-style-type: none"> ✓ We will see a closing of the gap for children who have gaps in their knowledge 			



<p>achieve age related expectations</p>	<ul style="list-style-type: none"> • Third groupings will be used in Y2 taught by maths lead • Interventions will be planned/delivered for children who have gaps in their learning • Adaptive teaching in every lesson for children to provide additional support where needed • Children’s progress and attainment data will be collected in assessment weeks and analysed • NFER tests will be used termly/Progress tests half termly to identify gaps • Ensure SEND children and LA pupils receive regular preteach of vocabulary and maths skill including a recap following the lesson • Ensure when teaching that targeted questioning is directed towards specific children • Work is adapted where necessary to ensure that children are able to work independently and experience success in maths • Ensure and monitor that same day intervention is happening consistently • Ensure quality first teaching is in place 	<p>Teachers</p> <p>Maths lead</p> <p>Teachers/ Maths lead</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p>	<p>Ongoing</p> <p>Termly</p> <p>Termly</p> <p>Autumn 1 and ongoing</p> <p>Ongoing</p> <p>Autumn 1 and ongoing</p> <p>Autumn 1 and ongoing</p>	<p>Early Birds staff cost (£180 per term)</p> <p>Use Maths lead time as allocated</p> <p>NFER tests in main development plan.</p> <p>Use Maths lead time as allocated</p>	<ul style="list-style-type: none"> ✓ Children will demonstrate greater confidence ✓ Books will show progress and this will be reflected in their progress and attainment data ✓ Gap analysis/ NFER data will show interventions and impact ✓ Children will be able to work more independently ✓ Working walls will show good examples of expectations, learning objectives, STEM sentences and different representations ✓ Intervention entry and exit data will show progress. 			
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	<ul style="list-style-type: none"> • Teachers to ensure every lesson starts with vocabulary and display these • Teachers to use AFL continually to check for misconceptions/ gaps in knowledge • Continue Early birds interventions to be specific, focused on a small step and measurable • Teachers to plan for a morning activity to have a maths focus 2x a week as a recall activity from previous year 	<p>Teachers/ Maths lead</p> <p>Teachers</p> <p>Teachers</p> <p>SLT/Maths lead</p> <p>Teachers</p>	<p>Autumn 1 and ongoing</p> <p>Autumn 1 and ongoing</p> <p>Autumn 1 and ongoing</p> <p>Autumn 1 and ongoing</p>	<p>Use Maths lead time as allocated</p>	<ul style="list-style-type: none"> ✓ A higher % of children will meet their target ✓ Children will recap knowledge through pre teach and daily recap to support their learning and understanding 			
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School Development Plan Appendix 3 – SEND Action Plan

Subject:	SEND	Faculty/SLT Lead:	Kirstie Smith					
Faculty:	SEND	Subject Coordinator:	Kirstie Smith					
Intent								
Subject Long Term Plan (two – three year timescale)								Evaluation (RAG)
10. To continue to stay at the forefront of SEND research and informed practices to have maximum impact on pupils progress and well-being.								
11. To continue to high quality teaching and learning for SEND pupils								
12. To continue to have strong links with outside agencies to fully support all pupils								
13. To ensure high quality CPD is provided for staff to ensure they have a secure understanding on how to support SEND learners and remove barriers to learning.								
Subject Short Term Objective (1 year timescale)								
Target (intent)	Actions / Tasks (implementation)	Responsibility (by whom?)	Timescale (by when?)	Integrated Curriculum Financial Planning (cost/resources)	Success Indicators (impact)	Monitoring and evaluation of actions and impact (RAG)		
						Autumn	Spring	Summer
On-going liaison with outside agencies to effectively support pupils and parents.	<ul style="list-style-type: none"> • Early identification of pupils who may be struggling with mental health and well-being difficulties. • Training to complete person-centred annual review 	Kirstie Smith	On-Going	Costs associated for any outside agency visitors to speak at a coffee morning. Costs for release of ELSA	<ul style="list-style-type: none"> ✓ Coffee Morning- Parents and carers will be more informed in how to effectively support children at home. ✓ Outside agencies will continue to be welcomed into school for 			



	<ul style="list-style-type: none"> • Maintain Inclusion coffee mornings with outside agency speakers. • Kirstie to continue to liaise with SALT, OT, EP, CAMHS, school nursing team, STIPS and Paediatrics services. • Kirstie to continue to follow referral recommendations from each agency. • Debbie Binns to continue to provide ELSA and parental well-being support. • Kirstie to continue to be a '<i>Communication Champion</i>' for Surrey and attend associated training and share knowledge with those in school. 			<p>for parental welfare visits.</p> <p>Associated</p> <p>£500 STIPS buy back service</p> <p>£180 x 3 positive touch training sessions.</p>	<p>observations/meetings in a timely manner to support pupils.</p> <p>✓ As a school we shall be more informed on how to effectively support pupils with specific needs as a result of liaison with outside professionals.</p>			
<p>To continue to monitor the effectiveness of interventions and the impact on data. To cross-moderate SEND data termly with class teachers to ensure agreed data</p>	<ul style="list-style-type: none"> • All children receiving interventions will be plotted on provision mapping tool at the start of each half term. • Meetings to be held half termly alongside gap analysis and entry and exit data to monitor effectiveness of interventions. 	Kirstie Smith	On-going	<p>Costs associated with the implementation of an established provision mapping tool.</p> <p>£795 per year</p>	<p>✓ Interventions are targeted and are supporting pupils to close the gap.</p> <p>✓ Number of pupils on interventions will become more fluid as pupils make progress</p> <p>✓ 'Yellow Pages' document will continue to work as a Wave 2 document and</p>			



	<ul style="list-style-type: none"> • Kirstie will continue to research effective provision mapping tools e.g. TES provision mapping or the facility for Arbor to produce information and investigate what tools are used within the SFET trust. • Kirstie will continue to produce termly provision maps detailing the impact of interventions and the associated costs. Tracking certain year groups. • Fortnightly review of the 'Yellow Pages' document and intervention planning 				<p>ensure gaps are being addressed in a timely and accurate manner.</p> <ul style="list-style-type: none"> ✓ Teachers are confident in implementing and supporting AT's in identifying the correct pupils for interventions. ✓ Data will reflect the pupil's current levels. 			
<p>On-going development of implementing trauma informed schools approach and EBSNA guidance.</p> <p>To develop a whole school language of understanding centered on pupils' emotional regulation and well-being.</p>	<ul style="list-style-type: none"> ✓ Kirstie has participated in the trauma informed school approach training and the EBSNA informed school training. ✓ Kirstie, alongside the Senior Leadership Team to review school procedures and policies to ensure that we are implementing the correct approaches to trauma and emotional based school non attendance. ✓ To work with staff to develop an agreed 	Kirstie/Senior Leadership Team/Whole School	Autumn Term 2024		<ul style="list-style-type: none"> ✓ Pupils and families will feel supported appropriately by all members of staff. ✓ SEND/CLA pupils will benefit from the trauma informed/EBSNA approach and as a result we will see a higher percentage of our SEMH pupils accessing learning and attending school. 			



	<p>'language' to use with pupils.</p> <ul style="list-style-type: none"> ✓ Provide training to staff on attachment, emotional regulation and the impact on self-esteem and regulation. 							
<p>To ensure staff have high quality SEND CPD sessions based around the SEND handbook.</p>	<ul style="list-style-type: none"> ✓ Continue to embed the use of the SEND handbook ✓ Create an overview of training for related to SEND ✓ Provide team teaching opportunities to support staff members with SEND children ✓ Lead CPD sessions and monitor it's impact. 	SENDCO	Autumn and ongoing.	<p>£500 SEND resources</p> <p>Staff related costs</p>	<ul style="list-style-type: none"> ✓ Teachers will have bank of strategies to draw upon to support SEND learners ✓ Teaching staff will feel confident in utilising the SEND handbook as a resource to support their toolkit. 			
<p>To use technology to enhance adaptations for SEND children particularly to support speech and language and writing</p>	<ul style="list-style-type: none"> ✓ Research evidence based solutions to support children with writing and sentence structure ✓ Provide CPD on technology to use to provide adaptive teaching methods 			<p>£3000 (cost of 3 year clicker 6 subscription)</p>	<ul style="list-style-type: none"> ✓ Pupils will have further opportunities for adapted teaching methods. ✓ Teachers will feel confident in using technology to support children with writing. 			



School Development Plan Appendix 4 – STEM Action Plan

Subject:	Science and Computing	Faculty/SLT Lead:	Roisin Hearn
Faculty:	STEM	Subject Coordinator:	Roisin Hearn, Joe Thompson, Sophie Welford
Intent:			
<p>Computing Our Computing curriculum is designed to provide a wealth of learning opportunities and develop transferrable skills explicitly within Computing lessons as well as across other curriculum subjects; it is an integral part of all learning. We aim to prepare all our children to use computational thinking and creativity to understand and change the world in which we live. Through the study of Computing, children develop a wide range of fundamental computing skills, knowledge and understanding that will equip them for the rest of their life. Our curriculum ensures all children can understand the principles of computer science, analyse problems in computational terms, evaluate and apply information technology analytically to solve problems. This enables children to be responsible, competent, confident and creative users of information and communication technology. Our curriculum teaches the importance of good E-safety practices and develops understanding and strategies in order for children to stay safe on the internet wherever it is used.</p> <p>Science At Wallace Fields Infant School & Nursery, our vision is to provide children with a wide range of Science opportunities which will enable them to confidently explore and discover the world around them. Our high quality science curriculum ensures all children are taught essential aspects of the knowledge, methods, processes and uses of science; are encouraged to recognise the power of rational explanation, predict how things will behave, analyse causes, develop an excitement and curiosity about natural phenomena. Our aim is for all children to leave WFIS equipped with the scientific knowledge required to understand the uses and implications of science today and for the future.</p>			
Subject Long Term Plan (two – three year timescale)			Evaluation (RAG)
1. To implement a new Computing scheme and ensure the curriculum reflects the latest developments in technology so that it effectively stimulates, inspires and challenges all children.			
2. To fully embed the new Science scheme and build a secure knowledge through working scientifically and taking part in ‘hands on’ experiences.			
3. To review the science and computing curriculum in line with the Becky Francis curriculum and assessment review.			
Subject Short Term Objective (1 year timescale)			



Target (intent)	Actions / Tasks (implementation)	Responsibility (by whom?)	Timescale (by when?)	Integrated Curriculum Financial Planning (cost/resources)	Success Indicators (impact)	Monitoring and evaluation of actions and impact (RAG)		
						Autumn	Spring	Summer
To implement a new Computing scheme and ensure the curriculum reflects the latest developments in technology so that it effectively stimulates, inspires and challenges all children.	<ul style="list-style-type: none"> Introduce and implement the new computing scheme (SFET Scheme) Ensure a clear progression of skills throughout the new computing scheme. Ensure all teachers feel confident planning and teaching computing lessons following the new scheme. Continue to use new technology to enhance learning across the curriculum e.g. VR, green screens, AI Take part in Safer Internet Day each February with tasks in class to highlight the importance of E-Safety. Increase the number of E-safety lessons across the computing curriculum. Curriculum leads to visit other SFET schools where the computing scheme has been embedded effectively. 	<p>Subject Leader</p> <p>Subject Leader</p> <p>Subject Leader</p> <p>Subject Leader</p> <p>Subject Leader</p> <p>Class Teachers</p> <p>Subject Leader</p>	<p>In preparation for Sept 2025-26</p> <p>Ongoing throughout 2025-26</p>	<p>Cost of scheme £TBC with SFET</p> <p>VR through being an Eduthing school</p> <p>Staff release costs £180</p>	<ul style="list-style-type: none"> ✓ New scheme is implemented successfully ✓ Teachers will feel confident teaching the new scheme. ✓ Pupil and staff voice. ✓ A clear progression of skills across year groups. ✓ Children's knowledge of technology will be enhanced and they will be able to use and experience new technologies ✓ Children will understand the importance of Esafety both at school and home and as a result will 			



	<ul style="list-style-type: none"> Curriculum leads to feed back and share good practice through staff CPD. Immerse Oracy skills and subject specific vocabulary throughout all lessons. 	Subject Leader			<p>know how to stay safe online.</p> <ul style="list-style-type: none"> ✓ Assessment milestones 			
To fully embed the new Science scheme and build a secure knowledge through working scientifically and taking part in 'hands on' experiences.	<ul style="list-style-type: none"> Continue to embed the science scheme with a clear focus on working scientifically. Purchase resources required to teach an engaging 'hands on' science curriculum. Staff to take part in science training with a focus on working scientifically. Immerse Oracy skills and subject specific vocabulary throughout all lessons. Monitor lessons/ learning walks and support staff Monitor planning and children work from new scheme Continue to develop and monitor children's knowledge and understanding of climate change and climate awareness within the Science curriculum for YR, Y1 and Y2. 	<p>Subject Leader/ faculty</p> <p>Subject Leader/ faculty</p> <p>Subject Leader/ faculty</p> <p>Science leader</p> <p>Science leader/ scheme provider</p> <p>Science leader</p>	Ongoing throughout 2025-26	<p>Staff Cover costs £180</p> <p>£750 for science Equipment</p> <p>Training £500</p>	<ul style="list-style-type: none"> ✓ Teachers will feel confident teaching the Science scheme and working scientifically ✓ Children will be able to recall Science knowledge and use scientific vocabulary confidently ✓ Science scheme will be sequenced with progression of skills document ✓ Science lead will take part in training and deliver/organise whole school CPD. 			



	<ul style="list-style-type: none"> Talk to children about their understanding of climate change (pupil voice) 	<p>Science leader</p> <p>Science leader</p>			<ul style="list-style-type: none"> ✓ Equipment will be organized and audited. ✓ Assessment milestones 			
To review the science and computing curriculum in line with the Becky Francis curriculum and assessment review.	<ul style="list-style-type: none"> Read the curriculum review and identify actions. Implement the actions Monitor progress against actions and next steps. 	STEM Team	Ongoing throughout 2025-26	Staff related costs	<ul style="list-style-type: none"> ✓ School curriculum will be in line with recommendations from curriculum review. ✓ Staff and pupil voice ✓ Assessment milestones 			



School Development Plan Appendix 5 – Humanities Action Plan

Subject:	History, Geography, RE	Faculty/SLT Lead:	Annabel Male
Faculty:	Humanities	Subject Coordinator:	Sophie Amos, Mironika Webber (Maternity Leave), Carolina Jacinto, Caroline Matthews
Intent			
<ul style="list-style-type: none"> • History: At Wallace Fields Infant School, we believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians. By linking learning to a range of topics, we develop children with essential skills in order to help them to become historians. Children have opportunities to develop a sense of curiosity about the past, reflecting on how and why people interpret the past in different ways. Children develop their critical thinking skills and are able to communicate their thoughts and opinions to different audiences, supporting their opinions using a range of historical sources. In addition to this, children learn about the concept of chronology, which underpins children’s developing sense of period, as well as key concepts such as causation. Through our History curriculum, children develop their knowledge and understanding of significant events in Britain’s past and the wider world around them. Children gain key skills that enable them to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry. • Geography: At Wallace Fields Infant School and Nursery our Geography curriculum is designed to inspire children’s curiosity and fascination about the world and its people that will remain with them for the rest of their lives. The curriculum is designed to equip all children with knowledge about diverse places, people, resources and natural and human environments. An understanding of human and physical processes is explored and as children progress, a deeper understanding of the interaction between these is further developed. The development of vocabulary is paramount at WFIS and through teaching and learning opportunities, meaning is given to a wide range of geographical vocabulary. We also develop the children’s ability to apply geographical skills to enable them to confidently ask questions, communicate their findings and share their geographical understanding with a range of audiences. • RE: At Wallace Fields Infant School & Nursery, our vision is to provide children with a range of opportunities and experiences in Religious Education (RE) so they develop a broad understanding of the subject. We follow the Agreed Syllabus for RE in Surrey Schools. The curriculum intends to encourage all children (through studying Christianity and other principal religions) to explore their own and others’ questions about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human. At Wallace Fields we feel the best way to do this is to enrich learning by children having first hand experiences through trips, visits and workshops. These practical, hands on experiences encourage curiosity, develop understanding and instil the tolerance needed to thrive in our diverse community. These approaches help to promote British Values and Spiritual, Moral, Social and Cultural (SMSC) development. They also support all children to develop their spiritual, moral, social and cultural development by reflecting on their own beliefs and values whilst respecting the rights of others to differ. 			
Subject Long Term Plan (two – three year timescale)			Evaluation (RAG)
14. To gain the Geography Quality Mark.			



15. To gain the History Quality Mark.									
16. To have fully embedded the new RE curriculum.									
Subject Short Term Objective (1 year timescale)									
Target (intent)	Actions / Tasks (implementation)	Responsibility (by whom?)	Timescale (by when?)	Integrated Curriculum Financial Planning (cost/resources)	Success Indicators (impact)	Monitoring and evaluation of actions and impact (RAG)			
						Autumn	Spring	Summer	
To review the Geography curriculum and planning in preparation for the application of the Geography Quality Mark (26-27).	<ul style="list-style-type: none"> Subject Lead to review curriculum in line with the Curriculum and Assessment Review (Becky Francis). Subject Lead to review the planning and develop the depth of the learning necessary for the outcome. Subject Lead to complete resource audit to ensure adequate resources are available for lessons. Digimaps subscription to be renewed. Subject Lead to undertake CPD in order to plan new curriculum. 	Subject Leader	Ongoing	Cost associated to the Quality Mark - £385 Digimap subscription £114 + VAT Staffing related costs	<ul style="list-style-type: none"> ✓ Geography curriculum will be updated and lessons will be planned for teachers. ✓ Learning will be consistent across the school. ✓ Teachers confidence will be raised when delivering Geography lessons. 				
To embed the new RE Surrey Syllabus to ensure that all staff have up to date training	<ul style="list-style-type: none"> Subject Lead will complete monitoring of learning to audit staff knowledge and provide relevant CPD. 	Subject Leads	Ongoing	Costs associated to the religious and cultural	<ul style="list-style-type: none"> ✓ Teachers will demonstrate secure subject knowledge 				



<p>and resources they need to deliver high quality lessons.</p>	<ul style="list-style-type: none"> • Subject Lead to audit resources necessary for learning and ensure there is a communal storage space. • Subject Lead will complete monitoring to ensure a consistent approach to delivering RE lessons throughout the school. • Subject Lead to continue to make links with local places of worship to support children in their learning of our diverse community. • Subject Lead to review curriculum in line with the Curriculum and Assessment Review (Becky Francis). 	<p>Class Teachers</p>		<p>artefacts needed. £350.00</p> <p>Costs associated to CPD £250.00</p>	<p>through lesson observations.</p> <ul style="list-style-type: none"> ✓ Children will be provided with hands-on experiences in handling religious artefacts. ✓ Children's understanding of different places of worship will have increased which will lead to an increase in their tolerance of others. 			
<p>To work towards accreditation with the Primary History Quality Mark to gain knowledge and understanding of how to keep our History curriculum progressing.</p>	<ul style="list-style-type: none"> • Subject Lead will ensure that lessons explicitly teach the purpose and value of History and create high levels of motivation. • Subject Lead will monitor History lessons, complete book looks and monitor pupil voice and assessment to ensure objectives are clearly met. 	<p>Subject Lead Class teachers</p>	<p>Ongoing</p>	<p>Costs related to Quality Mark registration £565 + VAT</p>	<ul style="list-style-type: none"> ✓ There will be high levels of motivation amongst children. ✓ Learning outcomes will be strong and evidence of children knowing more over time. 			



	<ul style="list-style-type: none"> • Subject Lead will audit curriculum and order any new resources needed to support teaching and learning. • Subject Lead will ensure that monitoring focuses on historical knowledge, understanding and processes/methods. • Subject Lead will use the rigorous assessment tool to track progress. • Subject Lead to review curriculum in line with the Curriculum and Assessment Review (Becky Francis). 			<p>Costs associated to the historical artifacts.</p> <p>£400.00</p>	<p>✓ Children will have hands-on experiences by handling artefacts.</p>			
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School Development Plan Appendix 6- Performing and Creative Arts Action Plan

Subject:	Music, Art, DT	Faculty/SLT Lead:	Julia Todd			
Faculty:	Performing and Creative Arts	Subject Coordinator:	Hannah Barron, Julie Luck, Fran Carter			
Intent						
<ul style="list-style-type: none"> • Art: At Wallace Fields Infant School and Nursery, we believe that art is a medium for children to express themselves this intern builds children’s self-confidence and imagination. Children are given the opportunity to create using a variety of different methods and skills and will build upon these skills as they progress though the school. Children are taught a range of art techniques under the principles of the six main art skills: drawing, colour, form, printing, pattern and evaluating. Children are taught to think critically and evaluate their own work and the work of others in a constructive way. Teachers set high ambitions and expectations for all pupils ensuring strong cross-curricular links are made. By linking learning to a range of topics, we give children the chance to become confident and enthusiastic artists. • DT: At Wallace Fields Infant School and Nursery our vision for Design Technology is that all children have the opportunity to create and design for a purpose in a varied and imaginative way. We aim to link their learning in Design Technology to other subjects in the classroom through an immersive curriculum. Children are given the opportunity to develop and build upon skills learnt in previous years as they progress though the school. Design Technology is a medium for children to imagination, create and test of their own ideas; thereby allowing them to gain self- confidence in their own ability. • Music: Our vision for music at Wallace Fields Infant School is that all children should engage in a high-quality music education enabling them to develop a life-long love of music. In doing so we aim to increase children’s self-confidence, creativity and sense of achievement through participation in a wealth of music-making activities including, singing, performing, composing and listening. Singing and performing together in school assemblies and performances also helps to promote the importance of working with others towards a common goal and encourages an important sense of belonging and community. In addition, we recognise that music can also be beneficial in the development of cognitive skills across the curriculum and can support the development of literacy, numeracy and listening. 						
Subject Long Term Plan (two – three year timescale)						Evaluation (RAG)
17. To ensure that Music, Art and DT is inclusive for all children and effectively adapted to meet need.						
18. To review the curriculum in line with the Becky Francis Curriculum and Assessment Review.						
19. To gain Artsmark						
20. To continue to raise the profile of Music, Art and DT as part of the culture and ethos of the school and the local community.						
Subject Short Term Objective (1 year timescale)						
Target	Actions / Tasks	Responsibility	Timescale	Integrated Curriculum	Success Indicators	Monitoring and evaluation of actions and impact (RAG)



(intent)	(implementation)	(by whom?)	(by when?)	Financial Planning (cost/resources)	(impact)	Autumn	Spring	Summer
To ensure that Music, Art and DT is inclusive for all children and effectively adapted to meet need.	<ul style="list-style-type: none"> Subject leaders to ensure that SEND children have adaptive/ appropriate resources available for them to achieve the same outcome as their peers. Teachers to ensure SEND children have widgets/visuals to support with their learning. Teachers to ensure SEND children are planned for to ensure they can access the learning at their level. Teachers to ensure vocab is taught using word aware though a pre-teach. Teachers to ensure the adaptive learning meets the SEND profile for the children within the class. 	Subject leaders/CT	2025	Adaptive resources Scissors Widget subscription- paid as part of SEND Twinkl subscription	<ul style="list-style-type: none"> ✓ SEND learners will be able to access learning in all subjects and make excellent progress. ✓ Work will be effectively adapted, and children will be able to access independently. ✓ When collecting pupil voice; pupils will be able to reflect on their learning. ✓ Children will achieve the milestones ✓ Teachers assessment will be accurate. 			
To review the curriculum in line with the Becky Francis Curriculum and Assessment Review.	<ul style="list-style-type: none"> Read the curriculum review and identify actions. Implement the actions Monitor progress against actions and next steps. 	Performing and Creative Arts Team	Ongoing throughout 2025-26	£200 Curriculum resources.	<ul style="list-style-type: none"> ✓ School curriculum will be in line with recommendations from curriculum review. 			
To continue to raise the profile of Music, Art and DT as part of the culture	<ul style="list-style-type: none"> Parents to come in and see what children have been doing in 	Subject leaders/CT/SLT	2025		<ul style="list-style-type: none"> ✓ When collecting pupil voice, children will talk 			



and ethos of the school and the local community	<p>art/drumming/drama/ music clubs.</p> <ul style="list-style-type: none"> • Continue to participate in music festival, art festival, dance festival. • Participation in local singing events e.g. Ewell Yule, Ashley Centre Christmas Choir. • Investigate Epsom College performing arts links to see if art/drama/dance department would be willing to do a workshop or to perform. • Having adults known to the school with performing arts backgrounds to speak with the children. 			<p>Rehearsal time and risk assessments of venues.</p> <p>Potential workshop costs</p>	<p>positively about their personal experience of performing arts.</p> <ul style="list-style-type: none"> ✓ Children will be able to talk about jobs within the performing arts ✓ High participation in creative arts clubs and events. 			
To work towards accreditation of Artsmark to raise the profile of art and ensure art is taught effectively across the school.	<ul style="list-style-type: none"> • Subject leader will write statement of commitment. • Subject leader will review artists taught in Reception and KS1 to ensure they are more diverse. • Subject leader will submit children's artwork for the Royal Academy Young Artist Summer Show 2025. • Subject leader will work with computing lead to explore including digital arts within the curriculum 	Subject Lead Class teachers	Ongoing	<p>Costs related to Quality Mark registration £500 + VAT</p> <p>Costs associated to resources needed. £400.00</p>	<ul style="list-style-type: none"> ✓ Children will have access to a variety of artists from different cultural backgrounds in their lessons, therefore more children will feel represented. ✓ Children will feel proud of their artwork they have submitted for the YA Summer show, artwork will be displayed in the office. ✓ RA YA summer show may 			



					<p>encourage children who are reluctant artists to participate in an art experience.</p> <p>✓ Children will be exposed to digital art in lessons.</p>			
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School Development Plan Appendix 7 – Physical and Mental Wellbeing Action Plan

Subject:	<i>PE, PSHE, Nature Explorers</i>	Faculty/SLT Lead:	<i>Anita Kelly</i>
Faculty:	<i>Physical and Mental Wellbeing</i>	Subject Coordinator:	<i>Caroline Ottey, Cathy Mumford</i>

Intent

- PSHE:** At Wallace Fields Infant School & Nursery, we provide children with the knowledge and skills to ensure appropriate development of their emotional literacy and social skills. We create a positive culture around difference and diversity, equipping children with the vocabulary necessary to express and describe themselves (physically and emotionally) and their bodies, knowing the correct names for body parts and the importance of personal hygiene. We want to ensure that children develop a sense of who they are and belonging within the community and own families. We encourage children to be aware of their own thoughts and feelings as they happen, supporting them in finding strategies to manage their own thoughts and feelings so they can become more independent in regulating their emotions and building emotional resilience. Children leave our school as respectful citizens with the skills required to successfully live in today's ever-changing world, enabling them to lead confident, healthy and independent lives. Effective PSHE at WFIS & Nursery is essential to safeguard and equip children to deal with situations they might encounter throughout their lives and is the building block to the next steps in their school journey.
- PE:** PE at Wallace Fields Infant School & Nursery is taught to inspire children to develop a lifelong interest in physical activity to ensure that they lead and understand the importance of a healthy and active life in the future. Children will develop fundamental movement skills including agility, balance and co-ordination through discretely taught PE lessons each week, as well as taking part in daily exercise for up to 30 minutes. We aim to ensure that all staff are equipped with the skills to teach PE effectively so that the children similarly develop the necessary knowledge and skills. We also aim to provide the children with a wide variety of sporting activities after school lead by internal and external staff and ensure that these are inclusive to all children. We ensure that children are given the opportunity to participate in local competitive tournaments. We recognise that regular participation in PE is paramount to children's physical, emotional and mental well-being as it instils self-discipline, promotes self-confidence and reduces stress levels.



- **Nature Explorers:** At Wallace Fields Infant School & Nursery we provide children with the opportunities to develop their character education and personal development. Nature Explorers is one way in which we support children to do this. Nature Explorers is outdoor, nature-based learning that focuses on the holistic development of the child, fostering resilient, confident, independent and creative learners. Nature Explorers offers learners the opportunity to take supported risks appropriate to the environment and to themselves.

Subject Long Term Plan (two – three year timescale)	Evaluation (RAG)
21. PSHE - Ensure that the school is a mentally healthy school for all stakeholders.	
22. PE – Ensure all children are provided with equal opportunities to develop their fundamental skills through their entitlement of 2 hours of physical activity a week.	
23. Nature Explorers – To embed ‘Nature Explorers’ teaching across all year groups and establish a connection with nature.	
24. ELSA – To expand the ELSA role to include parental support and wellbeing.	

Subject Short Term Objective (1 year timescale)

Target (intent)	Actions / Tasks (implementation)	Responsibility (by whom?)	Timescale (by when?)	Integrated Curriculum Financial Planning (cost/resources)	Success Indicators (impact)	Monitoring and evaluation of actions and impact (RAG)		
						Autumn	Spring	Summer
To establish a whole school approach that promotes the mental well-being of all.	<ul style="list-style-type: none"> • Establish a well-being information board for staff • Introduce a well-being thought of the week /Monday briefing • Wellbeing working party to continue to meet regularly to develop improvements in staff wellbeing • CPD provided for a senior member of staff to develop a 	PSHE Lead Wellbeing working party	2x a term Autumn 2025	£500 CPD £2,250- school led award programme	<ul style="list-style-type: none"> ✓ Staff will feel confident in identifying mental health concerns and those who may need further support with their well being ✓ Staff will have a range of strategies to support their own and other’s mental health needs ✓ Staff and pupil voice will demonstrate 			



	<p>whole school approach to mental health and well being</p> <ul style="list-style-type: none"> • Signpost/Build links with external services in the local area that support mental health and well being e.g. mindset coach to run a wellbeing workshop for staff • Provide CPD to staff members on evidence based approaches to supporting mental health • Facilitate development of school staff ensuring that all staff can recognise and understand the process to respond to mental health concerns and where they can go to seek support. • To increase the number of staff questionnaire to monitor staff wellbeing and take appropriate actions • Continue to review and Update mental health & well being policy • Establish regular mindfulness and well-being opportunities every week. 				<p><i>that they feel well supported with managing their mental health and wellbeing.</i></p> <ul style="list-style-type: none"> ✓ <i>Staff will understand the well-being agenda/policy and know that this is a high priority. Staff to be informed updates to the wellbeing policy.</i> ✓ <i>Obtain deeper knowledge of issues that affect staff well being to enable targeted support to be put in place</i> ✓ <i>Staff will report that they feel listened to and will contribute their ideas to promoting positive well being</i> ✓ <i>In a staff survey, staff will continue to feel safe to discuss their well-being openly</i> ✓ <i>Higher percentages of staff will feel more supported due to actions put in</i> 		
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	<ul style="list-style-type: none"> Achieve the well being award for schools award. 				<i>place than previous year</i>			
To further embed the emotional literacy skills of all children and enable all children to articulate what mental health is and strategies to support their emotional regulation.	<ul style="list-style-type: none"> To arrange opportunities for children to experience Mindfulness workshops through external providers To fully embed the zones of regulation song to support and promote children's emotional literacy. Continue to embed mindfulness breaks learnt strategies into daily classroom routines Continue to embed zones of regulation Continue celebrating national well-being days, national awareness days, etc. Arrange for a dynamic workshop that includes links to drama/music/nature Continue to utilize the 'zones of regulation' within the classroom. Ensure that all classrooms displays 'zones of regulations' Ensure that all classrooms have a 'calm/thinking' zones where they can go if they are feelings overwhelmed and 	Workshops – PSHE lead All staff ELSA Wellbeing faculty	Autumn 2025	£500 workshop costs £250 ELSA supervision £200 ELSA supplies	<ul style="list-style-type: none"> ✓ <i>Children will be more willing to take risks with their learning and accept mistakes</i> ✓ <i>In pupil questionnaires, higher percentages of children will demonstrate a knowledge of a range of strategies to support their mental health</i> 			



	<p>need to return to green zone/safe space.</p> <ul style="list-style-type: none"> • Continue to develop ELSA provision for focus children • Monitor children's mental health and wellbeing through pupil voice and wellbeing questionnaires. 							
To ensure high quality teaching and learning in PSHE, PE and nature explorers .	<ul style="list-style-type: none"> • Continue to monitor the PSHE/P.E curriculum across all year groups • To ensure that zones of regulation lessons are explicitly taught in every class across the school. • Ensure that strategies learned from CPD are embedded into nature explorer sessions. • Continue to monitor medium term planning to evaluate the impact, ensuring it meets the needs of the children • Further enriching our curriculum through external high-quality visitors • CPD training on Zones of regulation 	<p>PSHE lead PE lead Wellbeing faulty</p>	Autumn 2025	£500	<ul style="list-style-type: none"> ✓ <i>Book looks will demonstrate high quality teaching and learning in PSHE and PE</i> ✓ <i>Observations of lessons</i> ✓ <i>Children will be able to speak confidently about their learning.</i> ✓ <i>Teachers feel more confident in delivering high quality sessions</i> ✓ <i>Children to be able to show and talk about skills that they have learned in PE lessons</i> 			
To raise the profile of the importance of Physical Education and	<ul style="list-style-type: none"> • To continue undertake CPD opportunities that the PE lead 		Ongoing	Athletes in School - £600	<ul style="list-style-type: none"> ✓ <i>More children express an interest in joining</i> 			



<p>the children's entitlement to 2 hours per week. (See also Sports Premium Strategy)</p>	<p>can then cascade relevant learning to all teachers</p> <ul style="list-style-type: none"> • Share learning in staff meetings • Enhance the curriculum with external visitors that show diversity, experiences and workshops e.g. local athletes, Paralympian, women's football club, etc. • Survey/pupil voice/parental voice in relation levels of physical activity • Continue to look for sporting events for SEND children e.g. Panathlon • Continue to embed daily mile into the timetable. • Audit for PE and playground resources to ensure high quality PE lessons. 			<p>Sport workshop - £300</p> <p>Resources: £500</p>	<p><i>extra-curricular activities</i></p> <ul style="list-style-type: none"> ✓ <i>Higher percentage of girl's joining sporting clubs</i> ✓ <i>Increase participation in physical activity for all children</i> ✓ <i>Teachers to feel confident delivering high quality lessons</i> 			
<p>Develop 'Nature Explorers' provision from Early Years to Year 2.</p>	<ul style="list-style-type: none"> • Further develop Nature Explorers planning • Developing children's tool skillset through enhancing Nature Explorers resources • Provide children with opportunities for self-expression and self-choice. 	<p>Caroline Ottey</p>	<p>Ongoing</p>	<p>£750</p>	<ul style="list-style-type: none"> ✓ <i>Nature Explorers provision will take place regularly For EYFS and KS1</i> ✓ <i>Children's problem solving and risk taking skills will increase.</i> 			



	<ul style="list-style-type: none"> • Develop children's awareness of the risks and dangers associated with Nature Explorers, e.g. tools, etc. • Provide further CPD for teachers so they feel confident in delivering nature explorers • Design a bank of ideas/ planning that are progressive for each year group. 				<ul style="list-style-type: none"> ✓ <i>Children's collaborative and team working skills will increase</i> ✓ <i>Children's knowledge of the natural world will increase.</i> ✓ <i>At least 90% of children will meet the ELG Natural World.</i> 			
To expand the ELSA role to include parental support and wellbeing.	<ul style="list-style-type: none"> • Develop a family support worker role, ensuring we are able to signpost what support is available through the school • Create a model for family support and early help available • Continue to develop targeted workshops for vulnerable families e.g. from school nurse team • Continue to meet and build relationships with families in our school community • Continue to build a directory of a wider support network for ELSA to work with 	ELSA	Ongoing		<ul style="list-style-type: none"> ✓ <i>Parental feedback will provide evidence of them feeling more supported with parental worries</i> ✓ <i>Children from vulnerable backgrounds will access school level early help</i> 			



<p>To embed the link with the school's pupil parliament to work on community projects and maintain charitable links with the community.</p>	<ul style="list-style-type: none"> • Continue to hold regular meetings (every 3 weeks) with pupil parliament • Publish on websites and newsletters what Pupil Parliament achieve • Hold joint meetings with the junior schools • Develop ways that children can contribute to public life e.g. food banks, singing at care homes. 	<p><i>ELSA</i></p>	<p><i>Spring 2025</i></p>	<p><i>N/A</i></p>	<ul style="list-style-type: none"> ✓ <i>Evidence of effective campaigns with clear impacts linked to the projects</i> ✓ <i>Celebrated in the newsletter and children to have a strong awareness of the local community</i> ✓ <i>Children to work collaboratively with the local community</i> 			
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