



School Development Plan (SDP)

Wallace Fields Infant School and Nursery 2025 – 28

(To be read alongside the 2025 – 2026 SEF)





Summary of development priorities

The top five school priority areas identified for development in 26-27:

1. Ensure the curriculum available for the most disadvantaged learners / those with SEND is ambitious and meets their needs / aspirations.
2. Embed strong foundations across the school with a focus on, early reading, early maths, oracy, handwriting, spelling and dictation.
3. Continue to embed the Walk Thru coaching program to ensure high quality teaching learning and use Step Lab as a tool to support professional development.
4. Embed early communication interventions in Early Years to address the growing number of children with low starting points for communication and language.
5. To continue to improve attendance for disadvantaged learners.



Section 1 – School Development Plan (objectives)

Objective 1- Inclusion - Ensure the curriculum available for the most disadvantaged learners / those with SEND is ambitious and meets their needs / aspirations.

Priority for Improvement with actions	Success Criteria (impact)	Led By/ Time Scale	Resources / Budget Implications	Monitoring and impact
To become an 'Autism Aware' school to ensure that we are providing the best support for our neurodivergent pupils.	✓ The school will receive an 'Autism Aware' accreditation. ✓ Students with ASD diagnosis or presenting ASD traits will be supported to achieve their full potential.	SEND CO Autumn 2026	£750 SEND resources, move and sit, sensory circuit resources.	
Continue to monitor and review the effectiveness of interventions and the impact on data.	✓ All children receiving interventions will be plotted on provision mapping tool at the start of each half term. ✓ Children will receive research based interventions. ✓ Meetings to be held half termly alongside gap analysis and entry and exit data to monitor effectiveness of interventions.	SEND CO	£500 cost of intervention/ CPD to deliver intervention £599 cost of intervention.	



	✓ 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.			
To embed and further develop use technology to enhance adaptations for SEND children particularly to support speech and language and writing	✓ Research evidence based solutions to support children with writing and sentence structure ✓ Provide CPD on technology to use to provide adaptive teaching methods	SEND Ongoing	£3000 (cost of 3 year clicker 6 subscription) £500 apps/ technology.	
To close the gap for vulnerable learners in Reception to enable them to meet GLD.	✓ A higher percentage of children will meet GLD	SEND Ongoing		



	✓ Children will leave Reception ready for their next step in their education.			
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Objective 2- Curriculum and Teaching - Embed strong foundations across the school with a focus on, early reading, early maths, oracy, handwriting, spelling and dictation.

Priority for Improvement with actions	Success Criteria (impact)	Led By/ Time Scale	Resources / Budget Implications	Monitoring and impact
Further embed the use of dictation to ensure strong foundations.	✓ Children will have strong sentence structure ✓ Increased % of children will reach ARE.	English Lead Ongoing		
Further embed the use of oracy in lessons to increase children's talk opportunities and vocabulary.	✓ Children's opportunity for talk will increase ✓ Children will use a wide range of vocabulary in their learning and talking ✓ Children will meet the oracy milestones.	English Lead Ongoing	Early Years talk resources £250.	



Further embed the revised handwriting and spelling policies and milestones for strong foundations.	✓ The % of children holding a pencil and forming letters correctly will increase ✓ The % of children meeting ARE at the end of each year will increase ✓ Lesson observations demonstrate staff are addressing barriers to achieving strong foundations.	English Lead Ongoing	No cost	
Continue to prioritize reading with a focus on SEND learners.	✓ Above 97% of children will pass the phonics screening heck ✓ Phonics programs will continue in year 2 for those children who require additional support ✓ Little Wandle SEND programs are implemented effectively ✓ Children reading ELG for word reading	Reading Lead Ongoing	See English Plan for Little Wandle Costs.	



	comprehension will increase. ✓ Reading catch up programs are effective in ensuring children meet the expected standard for reading.			
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Objective 3- Curriculum and Teaching

Priority for Improvement with actions	Success Criteria (<i>impact</i>)	Led By/ Time Scale	Resources / Budget Implications	Monitoring and impact
Continue to embed the Walk Thru coaching program to ensure high quality teaching learning using the Step lab platform to further enhance CPD for teaching and learning.	✓ Teaching and learning will continue to be consistent across the school ✓ Teachers will feel confident in implementing the walk thru	SLT Ongoing	Staffing related costs.	
To further develop incremental coaching to support teachers implement 'high quality teaching.'	✓ The staff team will feel confident in coaching others ✓ Teaching and learning observations/coaching sessions will	SLT and Teachers ongoing.	Coaching CPD. £1000 National College £990	



	demonstrate high support high challenge ✓			
To further develop coaching teams to create a shared responsibility for improving teaching and learning.	✓ Increased opportunity for teachers to lead teaching and learning across their subjects ✓ Enhanced high quality teaching and learning.	SLT and Teachers		
To implement the use of StepLab as an evidence informed approach to improving teaching and learning.	✓ All teaches will feel confident in the use of step lab ✓ Coaching will be enhanced by the use of step lab. ✓ Pupil outcomes will raise further	SLT and Teachers		

Objective 4- Early Years

Priority for Improvement with actions	Success Criteria (impact)	Led By/ Time Scale	Resources / Budget Implications	Monitoring and impact
Refine and Embed the continuous provision progression. To continue to develop and refine continuous provision, using early excellence provision guide, for each area of learning ensuring it matches and	✓ The EYFS curriculum will continue to be coherently sequenced. ✓ Children will be well prepared for Keystage 1 curriculum.	Early Years Lead Ongoing	Staff Related Costs Continuous provision £1000	



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 develop the learning environment, provision and curriculum for 2 year olds.	✓ Teachers will feel confident in the delivery of Foundation subject concepts and how these relate to the EYFS			
Embed early communication interventions in Early Years to address the growing number of children with low starting points for communication and language. - Continue to use gap analysis and review regularly those children who need more support to ensure they keep up with their peers. - To continue to use NELI programme as targeted support for children identified as requiring additional support with oral language development. - To embed the use of WELLCOMM intervention for 2 years olds in Little Stars. - To ensure the nursery continues to be a total communication friendly environment, through use of makaton, widget and PECS. - To monitor and ensure children are able to demonstrate their knowledge and learning is embedded across the areas of learning. - Continue to focus on strong foundational pedagogy in order to promote strong outcomes in literacy. - Continue to Embed the 6 Principles of effective communication	✗ Children will make strong progress across the curriculum. ✗ Intervention and keep up programmes will be being used to ensure children keep up with their	Early Years Lead Ongoing	£449 cost of WELCOME £200 Total communication training.	



Objective 5- Attendance and Behaviour To continue to improve attendance for disadvantaged learners.

Priority for Improvement with actions	Success Criteria (impact)	Led By/ Time Scale	Resources / Budget Implications	Monitoring and impact
Maintain high standards of attendance and punctuality. • Termly meetings with disadvantaged families • Attendance targets set for target families • Continue to use a tired approach to tracking monitoring and improving attendance • Continue to celebrate good attendance • Continue to promote good attendance through awareness raising social media and parental communications	✓ Attendance for disadvantaged learners will increase ✓ WFIS will be ranked as performing highly for attendance for disadvantaged learners	SLT	No costs	
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 • Continue to monitor PP attendance in comparison to non PP attendance • Continue to utilize EBSNA resources to support PP children that have barriers to attendance • Promote attendance through enrichment opportunities and roles and responsibilities.	✓ Attendance for disadvantaged learners will increase ✓ WFIS will be ranked as performing highly for attendance for disadvantaged learners ✓ Barriers will be removed ✓ ENSNA children will be well supported.	SLT	No costs	





Objective 6 Personal Development To continue to further develop the personal development offer.

Priority for Improvement with actions	Success Criteria (impact)	Led By/ Time Scale	Resources / Budget Implications	Monitoring and impact
To further refine our enrichment opportunities - Review the personal development progression alongside the DFE enrichment benchmarks - Termly reviews to continue to take place to review the provision - Utilise the Edurio platform to ascertain what opportunities children have access to outside of school. - Review outcomes for enrichment opportunities and the impact that they are having on the children. - Adjust the development plan to - Review the arts & Culture, outdoor and nature, civic engagement, debating, career and economic opportunities. - Review carefully planned outcomes that are based	✓ Attendance for disadvantaged learners will increase ✓ All learners will have the opportunity to access a range of enrichment opportunities ✓ Pupil voice will demonstrate the skills and knowledge gained from enrichment opportunities	SLT	No costs	



Objective 7 Leadership and Governance To continue to further develop the personal development offer.

Priority for Improvement with actions	Success Criteria (<i>impact</i>)	Led By/ Time Scale	Resources / Budget Implications	Monitoring and impact
Continue to refine and develop the professional Development curriculum-based mechanism for change and the professional development offer. - Utilise the mechanism of change to review and plan bespoke professional development opportunities - Use step Lab as a means of coaching and professional development - Review the impact of coaching and teaching and learning support through the use of mechanisms of change. - Governors and leaders to continue review the impact of the professional development curriculum - Continue to use research-based texts to plan for CPD and promote a culture of professionals taking responsibility for their learning. - Continue to use Walk Thrus alongside step lab to enhance teaching and learning.	✓ High quality teaching will be evident ✓ Strong outcomes for children as a result of high-quality teaching.	Katie Muir	Staffing Related costs Step Lab	
To continue to review workload and well-being	✓ Staff will report strong wellbeing and sense of	Katie Muir	Staffing Related Costs	



- Well-being working party to review how to support staff well-being and workload - Utilise the well being charter to prioritise well being - Revisit the DFE workload reviews to ensure workload continues to be addressed.	belonging in the work place ✓ There will be increased % of staff who feel workload is manageable.			
To further increase parental engagement - Utilise Edurio for pulse point surveys - Increase parental engagement through further parent forums and working parties - Further refine the curriculum workshop offer and review the way these are delivered - Further refine opportunities for parents to be part of the school day. - Refine the communication strategy and seek ways to further involve parents through communication channels. - Further utilise parental expertise as part of the personal development and enrichment offer.	✓ Increased % on parental surveys ✓ Increased parental engagement in the life of the school	Katie Muir	Staffing Related costs	



School Development Plan Appendix One – Subject Action Plans (primary)

Subject:	English	Plan completed by (name and role):	Cathy Mumford
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Medium to Long Term Plan (two to four-year timescale)

Within the next 2 years	Within the next 3 years	Within the next 4 years
Further develop assistive technologies to aid with writing.	Further develop love of writing culture Review curriculum inline with Becky Francis curriculum changes	Embed any curriculum changes.

Short Term Plan (one year timescale)

Priority for Improvement with actions (intent and implementation)	Success Criteria (impact)	Led By/ Time Scale	Resources / Cost	Monitoring and impact (in-year monitoring/comments)
To further implement the SEND Little Wandle programme across the school. - All staff to attend refresher training in line with the SEND programme. - Subject lead to continually review the SEND programme provision in place for children with complex SEND. - Review resources for SEND programme to ensure all up to date. - Monitor delivery of programme.	✓ All staff will report feeling confident in delivering the programme. ✓ All children who need the programme will receive it and make progress. ✓ Teachers will have the necessary resources to deliver the lessons.	Reading Lead	Little Wandle Subscription. £995 Little Wandle Books Little Wandle resources.	



Ensure most vulnerable pupils are receiving the most experienced staff for their input,			£1000	
To further embed the reading for pleasure culture. - embed the use of reading spines for each class. - To review books that children enjoy reading at home/library and organize external visitors based on these likes. - To encourage storytelling through the use of a storyteller to bring a story to life. - To raise the profile of authors and illustrators from a range of backgrounds. - To review disciplinary reading texts and ensure year groups have these to deliver during story time. - Communicate with all stakeholders through workshops, bulletins and newsletters about how to promote a love of reading - Reading lead to deliver parent information session - Celebrate National Poetry day October 2026 - Develop the reading rights	✓ 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 and enjoy reading.	Reading Lead	Costs related to organizing external visitors £500 Costs related to hiring a storyteller £300 Costs related to purchasing books £1000	



Carry out a pupil reading for pleasure survey.				
To ensure the spelling programme is embedded across the school. - Ensure spelling teaching is sequenced from reception to year 1. - Engage parents further with informing them how to support children with spelling. - Continue to ensure spelling is addressed in marking consistently across the school.		Writing lead	£360 Spelling shed subscription	
To embed the progression of skills and knowledge sequence for oracy from Nursery to Year 2. - Staff to undertake CPD using 'talk for writing' strategies to internalise texts and vocabulary. - Word aware to be mapped with the oracy programme. - Teachers to plan opportunities for recital of key texts, poems and rhymes to support	✓ Children will be confident articulate speakers ✓ Children will be able to use different volumes ✓ Children will speak in grammatically correct sentences.	Writing Lead	No associated costs.	



the children's understanding of language structure and sequencing of texts. Oracy Framework to be used to support the mapping of oracy skills from Nursery to year 2.				
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School Development Plan Appendix One – Subject Action Plans (primary)

Subject:	Maths	Plan completed by (name and role):	Rosin Hearn
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Medium to Long Term Plan (two to four-year timescale)

Within the next 2 years	Within the next 3 years	Within the next 4 years
To establish a fully embedded and sustainable teaching for mastery approach across the school, resulting in consistent high quality maths teaching and improved depth of understanding for all pupils.	To ensure all pupils develop secure, automatic number fluency, underpinned by a well embedded Mastering Number approach and robust assessment systems that inform teaching and intervention. Implement changes from curriculum review.	Embed changes from the curriculum review.



Short Term Plan (one year timescale)

Priority for Improvement with actions (intent and implementation)	Success Criteria (impact)	Led By/ Time Scale	Resources / Cost	Monitoring and impact (in-year monitoring/comments)
To deepen the implementation of the teaching for mastery approach across the school, with a focus on consistency and impact on pupil outcomes. - Continue to provide targeted CPD for all teaching staff focusing on core mastery principles (representation, variation, mathematical talk and intelligent practice). CPD targeted to teams/ teachers might needing more support e.g. ECTs, staff moving year group - RH to continue to lead Maths training within with school and for local schools as part of the Surrey Maths hub - RH to being school development lead role and ensure these practices are consistent in WFIS - Ensure and monitor vocabulary is taught and used consistently in every lesson - Maths lead to ensure teachers are consistently following 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	✓ Teaching across the school consistently reflects mastery principles, as evidenced through lesson walks, planning monitoring. ✓ All staff will feel confident in teaching for mastery approach ✓ All staff will benefit from training from RH ✓ Children's progress and attainment will increase as a result of this approach ✓ Data will show positive trends ✓ Children's books will show coherent progression and depth of understanding ✓ Children's fluency/ automatic recall of number facts will increase ✓ Children will be using subject specific vocabulary	Maths Lead	Staff time (£250) Use Maths lead time as allocated Surrey hub training (free and funded) Maths lead support PPA/ intervention planning (£250) Use Maths lead time as allocated Use Maths lead time as allocated	



- Maths lead to do regular learning walks and add to FADEs - Monitor use of Maths books and children drawing their own representations/workings - Ensure retrieval opportunities are at the beginning of every lesson (flashback 4) - Ensure SEND/ targeted children have their own flash back 4 at beginning of every lesson - Monitor planning and intelligent question design - Monitor adaption made - Ensure there is enough manipulatives for all concepts (eg. Counters, shapes etc)	✓ Children's books will show independent use of workings/ representations Pupils can explain their mathematical thinking using subject specific language and representations.		£750 for resources across the school	
To further develop pupils' fluency through the embedding of the Mastering Number Programme, supported by robust assessment of number facts in Key Stage One to inform teaching and intervention. - Mastering number assessment materials to be used at the beginning of each term for selection of children - 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	✓ The Mastering Number Programme will be securely embedded and delivered consistently. ✓ Data will show positive trends ✓ Children will be applying their number/fluency knowledge to their main maths learning ✓ Staff will develop a secure understanding of how to build firm mathematical foundations with a	Maths Lead	Mastering number resources (free) NCETM training (free and funded) Use Maths lead time as allocated Use Maths lead time as allocated	



• Maths lead to monitor sessions alongside class teachers • Maths lead to do regular monitoring/learning walks • Pupils to do half termly assessment and RAG rate fluency of number facts • Teachers to plan interventions to rapidly catch up children identified on half termly assessment • Fluency flash cards to be used as part of every second counts. RH to lead MN across Surrey as part of the Maths Hub and share training with class teachers	stronger subject understanding for EYFS and KS1 ✓ 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. ✓ Staff will be clear about which fluency facts children should be automatic in within their year group and assess these ✓ Teachers will use robust assessment information to accurately identify gaps in number facts and adapt teaching. ✓ Pupils demonstrate increased confidence and efficiency when recalling number facts and applying them.		Use Maths lead time as allocated Additional rekenreks to be ordered £300	
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	A higher % of pupils are on track to meet age-related expectations in mathematics, particularly in number and calculation			
To ensure timely, targeted and effective support in mathematics for pupils identified as not on track to meet their targets or achieve age-related expectations. - Children will continue to be part of fluid groups where AFL is used to decide how the children are grouped each day according to their needs. - Third groupings will be used in Y1 and Y2 taught by senior teachers - 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	✓ The Mastering Number Programme will be securely embedded and delivered consistently. ✓ Data will show positive trends ✓ Children will be applying their number/fluency knowledge to their main 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 intentional teaching strategies focused on developing fluency in calculation and number sense for all children ✓ Staff will develop understanding and their use of appropriate	Maths Lead	Use Maths lead time as allocated Early Birds staff cost (£180 per term) Use Maths lead time as allocated NFER tests in main development plan. Use Maths lead time as allocated	



• Ensure and monitor that same day intervention is happening consistently • Ensure quality first teaching is in place • 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	✓ 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 ✓ Teachers will use robust assessment information to accurately identify gaps in number facts and adapt teaching. ✓ Pupils demonstrate increased confidence and efficiency when recalling number facts and applying them. A higher % of pupils are on track to meet age-related expectations in mathematics, particularly in number and calculation			
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School Development Plan Appendix One – Subject Action Plans (primary)

Subject:	STEM	Plan completed by (name and role):	Roisin Hearn, Joe Thompson
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Medium to Long Term Plan (two to four-year timescale)

Within the next 2 years	Within the next 3 years	Within the next 4 years
To refine and embed the Science and computing curriculums to ensure stretch challenge and hands on experiences.	Implement curriculum review changes.	Embed curriculum review changes.

Priority for Improvement with actions (intent and implementation)	Led By/ Time Scale	Resources / Cost	Monitoring and impact (in-year monitoring/comments)
To refine and embed the new Science scheme and build a secure knowledge through working scientifically and taking part in ‘hands on’ experiences ensuring opportunities for challenge. - 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	Science Lead	Cost of new technologies and apps to support learning. £500 VR through being an Eduthing school	



- 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. - Talk to children about their understanding of climate change (pupil voice)		Staff release costs £180	
To embed the Computing scheme and ensure the curriculum reflects the latest developments in technology so that it effectively stimulates, inspires and challenges all children. - Embed and implement 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. - Curriculum leads to feed back and share good practice through staff CPD.	Computing Lead	Staff Cover costs £180 £750 for science Equipment Training £500	



• Ensure assistive technologies are used to support SEND learners • Immerse Oracy skills and subject specific vocabulary throughout all lessons.			
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School Development Plan Appendix One – Subject Action Plans (primary)

Subject:	Humanities	Plan completed by (name and role):	Annabel Male
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Medium to Long Term Plan (two to four-year timescale)

Within the next 2 years	Within the next 3 years	Within the next 4 years
To Raise the Profile of Golden threads.	Implement changes from the curriculum review	Embed changes from the curriculum review.

Short Term Plan (one year timescale)



Priority for Improvement with actions (intent and implementation)	Success Criteria (impact)	Led By/ Time Scale	Resources / Cost	Monitoring and impact (in-year monitoring/comments)
To embed the golden threads in the curriculum and all staff to feel confident in identifying the skills - Invite external trainer to deliver staff training to ensure staff feel confident in the golden threads (Autumn term) - Visit other schools in the trust to see how these lenses are implemented within their lessons. - Raising the profile of the golden threads in assemblies and link them to the different religions and focuses.	✓ Teacher will be able to articulate what the lenses are and how the golden threads link to the learning ✓ Golden threads to be used effectively throughout the school ✓ Children will be able to talk about the golden threads and explain what they mean	Humanities faculty	Cost of external trainer £500	
To embed the use of artefacts and hands-on experiences in History lessons to develop historical knowledge and understanding. - Subject Lead to create an up-to-date list of artefacts needed and send to our community for donation. - Subject Lead to review school trips to ensure they have a focus on historical knowledge where possible.	✓ Children will have experienced life in a period of time from history. ✓ Children will be able to talk about the links to history from school visits.	History Lead	Costs associated with improving access to technology £1000 Costs associated with purchasing artefacts and texts	



• Subject Lead to review technology available to the school to give children lifelike experiences about the period of time they're learning about. • Subject Lead to review current planning to develop further hands-on experiences within the lesson. • Subject Lead to purchase any necessary artefacts and texts to support the delivery of the curriculum.	✓ Children will see that evidence of history is all around them. ✓ Children will be able to make links with their learning through texts and resources. ✓ Children will have experienced life in a period of time from history. ✓ Children will be able to talk about the links to history from school visits. ✓ Children will see that evidence of history is all around them. ✓ Children will be able to make links with their learning through texts and resources.		£1000	
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School Development Plan Appendix One – Subject Action Plans (primary)

Subject:	The Arts	Plan completed by (name and role):	Hannah Barron, Kirstie Smith, Fran Carter, Julie Luck.
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Medium to Long Term Plan (two to four-year timescale)

Within the next 2 years	Within the next 3 years	Within the next 4 years
To continue to raise the profile of the Arts and to achieve the Arts mark award.	To continue to develop the Arts within the local community.	

Short Term Plan (one year timescale)

Priority for Improvement with actions (intent and implementation)	Success Criteria (impact)	Led By/ Time Scale	Resources / Cost	Monitoring and impact (in-year monitoring/comments)
To ensure that Music, Art and DT is inclusive for all children and effectively adapted to meet need. Subject leaders to ensure that SEND children have adaptive/ appropriate resources available for them to achieve the same outcome as their peers.	✓ SEND learners will be able to access learning in all subjects and make excellent progress.	Arts Leader	Widget subscription see SEND plan.	



- 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.	✓ 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 continue to raise the profile of Music, Art and DT as part of the culture and ethos of the school and the local community - Children have been doing in art/drumming/drama/ music clubs. - 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 and or run workshops.	✓ When collecting pupil voice, children will talk positively about their personal experience of performing arts. ✓ Children will be able to talk about jobs within the performing arts ✓ High participation in creative arts clubs and events.	Arts Leader		
To work towards accreditation of Artsmark to raise the profile of art and ensure art is taught effectively across the school. Subject leader will review artists taught in Reception and KS1 to ensure they are more diverse.	✓ Children will have access to a variety of artists from different cultural backgrounds in their lessons, therefore more	Arts Leader	Costs associated to resources needed. £400.00	



• Subject leader will submit children's artwork for the Royal Academy Young Artist Summer Show. • Subject leader will work with computing lead to explore including digital arts within the curriculum • Subject leader will liase with local elderly care home to send Christmas/Valentines/Easter cards – Working with the community – ensure added to Facebook.	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 encourage children who are reluctant artists to participate in an art experience. ✓ Children will be exposed to digital art in lessons. ✓ Children will understand that they can play a role in the local community and making other people feel valued.			
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School Development Plan Appendix One – Subject Action Plans (primary)

Subject:	Physical and Mental health and Well being	Plan completed by (name and role):	Cathy Mumford, Anita Kelly, Caroline Ottey
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Medium to Long Term Plan (two to four-year timescale)

Within the next 2 years	Within the next 3 years	Within the next 4 years
Embed 'My Happy Minds Programme'	Implement changes from the curriculum Review	Embed changes from the curriculum review.

Short Term Plan (one year timescale)

[illegible]



• CM to provide coaching and conduct learning walks to evaluate lesson delivery and impact. • Share rationale with parents/carers to promote consistent use of language between home and school. • Ensure there is a clear rationale for all learners to be able to access the programme.	adaptations to meet the needs of all pupils. ✓ All staff model taught regulation strategies. ✓ Staff & pupils can articulate the impact of Happy Minds on behaviour and well-being. ✓ Pupils independently use taught regulation strategies (e.g. happy breathing) to manage big feelings. ✓ Behaviour and wellbeing data shows measurable positive trends. ✓ Share rationale with parents/carers through workshop delivery to promote consistent approaches at home and school.			
To further develop inclusive approaches & opportunities across nature explorers & PE lessons. • PE Lead to actively research appropriate providers/resources to upskill staff.	✓ Teaching across the school reflects appropriate inclusive strategies. ✓ Staff will feel confident in applying		PE lead time	



• Develop a clear overview of regular enrichment events for pupils across year groups. • Develop a progression of skills overview to identify key skills across all year groups. • Review resources to support delivery of high quality lessons.	relevant strategies and will be able to articulate the rationale. ✓ Pupils will benefit from a range of enrichment activities to support well being, confidence and life beyond school. ✓ Pupil voice will reflect an increase in pupil engagement and enjoyment. ✓ Staff will feel more confident when planning & delivering lessons. ✓ Lessons will be adequately resourced to impact the delivery of high quality lessons.		£600	



Section 2 - Premises Action Plan

Premises – short term (next year)

Improvement project	Potential for Trust funding (SCA) or capital expense?	Led By/ Time Scale	Estimated cost	Comments
Year 2 furniture- Chairs and tables		Autumn 2026	£1524.60-Chairs £1615.40-Tables	
Class re- decoration		Summer 27	£1900	
Internal lighting replacement		Spring 2027	£750	
Nursery playground markings		Autumn 2026	£1000	



Premises – medium/long term (next 2-5 years)

Premises – medium/long term (next 2 – 4 years)				
Improvement project	Potential for Trust funding (SCA) or capital expense?	Led By/ Time Scale	Estimated cost	Comments
Front cladding of Early Years		2028	£27,000	



Section 3 – Summary of budget implications

Section 1 – School Development Plan – budget implications for main objectives

	Cost	Comments <i>(optional)</i>
Objective 1 budget implications	£5349	
Objective 2 budget implications	£250	
Objective 3 budget implications	£1990	
Objective 4 budget implications	£1649	
Objective 5 budget implications	N/A	
Total:	£ 19238	

Section 2 – Premises Action Plan – costs for short term (next year)

	Cost	Comments <i>(optional)</i>
Premises budget implications	£33790	
Total:	£6790	

Appendix One – Subject Action (primary)/Department Development (secondary) Plan – budget implications for each area

	Cost	Comments <i>(optional)</i>
<i>English</i> budget implications	£ 3905	
<i>Mathematics</i> budget implications	£ 1730	
<i>STEM</i> budget implications	£ 2110	
Humanities budget implications	£2500	
Arts budget implications	£ 400	
Physical and Mental Well being budget implications	£3400	
Total:	£ 14,045	

Assessment Costs 2026-27

Year group/description...	Cost	Comments <i>(optional)</i>
NFER Year 1, Year 2	£240	
FFT KS1	£600	
CEM REC	£444	
	£	
	£	
Total:	£1284	