

Beddington Infants' School

Strategic School Development Plan 2023-2024



Beddington Infants' School Vision

Where every child will...

Learning Naturally at Beddington Infants' School 

<p>be a well rounded child</p> 	<p>be a good communicator</p> 	<p>be respectful and polite</p> 	<p>enjoy learning</p> 	<p>have strong core skills</p> 	<p>be a full member of the community</p> 	<p>be ambitious</p> 
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Our holistic approach is reflected in our aim that through genuine partnership with families, children leave Beddington Infants' School with these seven gifts.

Beddington Infants' School

Strategic School Improvement Plan 2023-2024

Leadership

Governors

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

Children

- To increase opportunities for leadership.

Mental Health and Wellbeing

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

Communication

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

Diversity and Unconscious Bias

- Does our provision (environment/resources/curriculum/staffing and delivery) reflect our school community, while identifying and addressing unconscious bias? Phase 2
- Form a working party and conduct an audit considering unconscious bias, diversity and social mobility.

Subject Leadership

Ensuring your subject area is **Diverse**, meets the needs of **Accelerated Pupils** and provides **evidence of the Learning Naturally philosophy**

- Subject Leaders to review the impact of actions last year in terms of diversity in their subject.
- Subject Leaders to audit provision ensuring the needs of accelerated learners.
- Subject Leaders to continue to collaborate with SET Subject Leads and Subject Leads from Holy Trinity.
- To introduce themes in foundation subjects which further strengthen the children's ability to connect key concepts and knowledge learnt over time.
- To review curriculum maps for each subject and make changes, if necessary.

- To further record through photos, videos and children's voice, the experiences and learning children complete both as whole class and individuals.
- Subject Leaders to identify and strengthen opportunities for children to further improve Greater Depth across the curriculum.
- To renew the ECO Schools Green Flag Award, achieve the Artsmark award and an outdoor learning accreditation (LtL Outdoor Learning & Play Champion School Award or National Outdoor Learning Award run by the Institute of Outdoor Learning).

Finalising the *Learning Naturally* philosophy and methodology, preparing modules to be shared

- To create a Learning Naturally CPD programme of modules for external professionals with a view to developing an alternative online option.
- To strengthen the understanding of childhood development considering schemas, Bloom's Taxonomy, Thinking Hats and pedagogical theory, for example, Kolb's Cycle of Experiential Learning and Piaget's Theory of Cognitive Development.
- To finalise the Learning Naturally philosophy and methodology.

Early Years

- To strengthen assessment tracking systems to ensure continuity across the Foundation Stage
- To monitor assessment systems across the Foundation Stage
- To implement assessment tracking systems across the Foundation Stage

English

- To create it and validate the Learning Naturally Phonics scheme.

Budget and Alternative Sources of Funding

- To further develop the marketing of the school, resulting in filling any spaces.
- To ensure the marketing of the school fully reflects the '*Learning Naturally*' vision of the school demonstrating how it meets the needs of the children.
- New Governor Working Party to begin work marketing the school.
- Parent Teacher Committee (Beddington Buddies) to continue to work closely with the school to promote the school, in addition to raising funds.
- To continue to monitor spending, ensuring the efficient use of resources and competitive contracts.
- To ensure the Breakfast Club and After School Clubs, fully meet the needs of the school and the community.
- To review and further develop payments online to ensure efficiency for both the school and families.
- To further investigate alternative sources of funding. (grants, merchandise, lettings).
- Develop lines of '*Learning Naturally*' merchandise.

Development of Lunchtime Provision

To:

- explore options to mirror continuous provision during lunchtimes, enabling children to be purposefully involved, as independently as possible.
- source as many materials as possible from sites such as Freecycle etc.
- create a working party including children and adults.
- consult other settings/schools for inspiration.
- glean ideas from companies such as outdoorplay+learning.org.uk
- deliver Crystal Palace sports and play CPD for staff

'Children can be found using: the new beach, dressing up clothes, scooters, bikes and bubble cars, the forest school areas, tyres, chalk and dancing to music. The play team are often found engaging with the children and can equally often be found in dressing up clothes, building with tyres and enjoying a game of football!'

There is a real 'buzz' around the quality of play in school. The children are excited to go outside and explore all the 'new areas'. Children have more space and a wider variety of equipment and experiences. The quality of play has vastly improved over a relatively short period of time, as there is a focus on what the children

need, especially as part of the recovery of returning to school. Social interactions have been such a huge part of play since March 2021 and children have been able to explore, be creative, laugh, challenge themselves, persevere and have an amazing play experience. Children have so many more ideas of what they would like to see and have become a true partner in developing their areas and play opportunities.'

The introduction of tyres and dressing up facilities have been popular with all children and it's fascinating to see the different ways they interact with the equipment. The children have responded with real enthusiasm to the different opportunities now available and lunchtime has become an enrichment environment for all. What's really fascinating is observing how much more imaginative and creative some of our older children have become. I think that has been one of the biggest surprises.

The enhanced use of the quiet zone and the opening up of the allotment as an alternative quiet space has provided the safe havens needed by some of our SEN children. An additional benefit has been the use of heavy equipment (eg tyres) has fulfilled some of the different sensory needs experienced by some of our children.