Beddington Infants' School

Strategic School Development Plan 2024-2025

Beddington Infants' School Vision

Learning Naturally at Beddington Infants' School

Where every child will...

be a
Well rounded
child

be a good
communicator

be respectful
and polite

enjoy learning

have strong
core skills

be a full member
of the
community

be ambitious

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

Beddington Infants' School

Strategic School Improvement Plan 2024-2025

Metacognition: SET INSET: Ross McGill

- To take part in whole school and whole SET training by Ross McGill.

- To develop a greater understanding of metacognition.

- To reflect on training and implement strategies to further support learning.

- To share experiences relating to strategies trialled and further develop learning experiences based on outcomes.

Development of Middle Leaders (new to the role and developing skills) and Embedding curriculum themes through subjects

- Subject Leaders to ensure their subject area:
    - is Diverse.
    - meets the needs of Accelerated Learners and those identified with SEND.
    - provides evidence of the Learning Naturally philosophy.
    - has the curriculum themes firmly established across their subject area in all year groups.

- Subject Leaders to:
- review the impact of actions last year in terms of diversity in their subject.
- audit provision to identify the curriculum themes running through their subject area across each year group.
- continue to collaborate with SET Subject Leads and Subject Leads from Holy Trinity.

- identify and strengthen opportunities for children to further improve Greater Depth across the curriculum.

● To review and evaluate the current information gathered by Subject Leaders, adapting as needed to ensure all stakeholders are provided with relevant and meaningful information.

● To review and evaluate the efficacy of the current processes in place for collating the children's experiences and learning, e.g. photos, videos, pupil voice, the School Council. through photos, videos and children's voice, the experiences and the learning children complete.

● Link Governors to continue working closely with their respective Subject Leader, helping to shape the Subject Leader role and providing further reflection opportunities for the governors in relation to their link subject.

● Senior Leadership Team to continue to lead the Peer Mentoring programme, ensuring that both new and existing staff members, teachers and teaching assistants, are able to participate and benefit from the opportunity to collaborate with colleagues from across the school, developing their own practice through professional dialogue.

● 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).

Launching the *Learning Naturally* website and CPD modules

- To launch a *Learning Naturally* CPD programme of modules for external professionals with a view to developing an alternative online option.

- To design and launch a website dedicated to promoting the *Learning Naturally* philosophy and offering the CPD modules with links to the school's website.

- To promote the *Learning Naturally* philosophy and methodology.

- To collaborate with Dr Fiona Aubrey-Smith to complete a research project examining the impact of *Learning Naturally*

Embedding *Learning Naturally* Phonics

- To embed the *Learning Naturally* Phonics curriculum incorporating opportunities for consolidation in the outdoor learning environment.

- To validate the *Learning Naturally* Phonics Scheme.

- To ensure children apply phonics learning in writing across the curriculum, including handwriting.

- High quality phonic teaching across the school leading to phonic screening pass rate matching or exceeding national figures. (2024 Nationally: 82%, Beddington Infants' School 2024: 89%, 2023: 85%, 2019: 87%, 2022: 81%)

- Every child, including children with SEND and AL, make at least expected progress from his/her starting point.

Maximising the impact of support staff

- To review the role of support staff and the impact they currently have on learning.

- Reflect on strengths and areas for development as a school to further maximise the impact of support staff.

- Staff to consult current research to further develop their understanding of how support staff can have an impact learning.

- To develop and implement an action plan to further maximise the impact of support staff throughout the school.

- To review the impact of changes and adapt further as needed.

Further development of Lunchtime Provision

- The Leadership team to review and evaluate current options in place to mirror continuous provision during lunchtimes, enabling children to be purposefully involved, as independently as possible.

- Agree on meeting dates for a working party, including children and adults, to review the current provision and discuss possible next steps for further development

- To research further ideas for interactive and purposeful play.

- To embed the Playground Leader and Garden Room Leader roles for the Year 2 children, seeking their views on how the roles could be further developed through the year.

- To seek the views of the younger children on the role of the Year 2 Lunch-Time Leaders and use this to identify potential next steps for further development of the role.

Developing the use of IT to enhance learning

- To review the uses of IT for teaching and learning in all Year Groups.

- To embrace the use of AI to expand our thinking and reduce workload.

- To review the use of IT for administrative functions and tasks through the school by all adults.

- Reflect on strengths and areas for development as a school in terms of use of IT.

- Staff to consult current research and/or live events to further develop their understanding of how IT can enhance *Learning Naturally* provision.

- To develop and implement an action plan to further develop the use of IT with the *Learning Naturally* provision.

- To review the adaptions and enhancements to the use of IT and adapt as needed.

Budget and Alternative Sources of Funding

- To further develop the marketing of the school, resulting in filling any spaces.

- To ensure the marketing of the school fully reflects the *Learning Naturally* vision of the school demonstrating how it meets the needs of the children.

- To further investigate alternative sources of funding. (grants, merchandise, lettings)

- To further reduce spending through ensuring the efficient use of resources and competitive contracts.

- To ensure the Breakfast Club and After School Clubs, fully meet the needs of the school and the community.

- To review and further develop payments online to ensure efficiency for both the school and families.

Beddington Infants' School Improvement Plan 2024-2025

Metacognition: SET INSET: Ross McGill

- To take part in whole school and whole SET training by Ross McGill.
- To develop a greater understanding of metacognition.
- To reflect on training and implement strategies to further support learning.
- To share experiences relating to strategies trialled and further develop learning experiences based on outcomes.

Term	Actions	Responsibility and cost	Monitoring (Who and When)	Success Criteria
Aut 1	All classroom based staff to take part in training led by Ross McGill on Metacognition.	Senior Leadership Team	Headteacher	All staff will have a better understanding of metacognition. All staff will have reflected on their own practice in relation to the training provided.
Aut 2	All staff will identify their own personal adaptations/targets to develop their own teaching in reaction to the training.	Senior Leadership Team	Headteacher	By the end of the Autumn term, all staff will be able to talk about the adaptations they have made and the impact they have had. Staff will use correct terminology when referring to strategies/approaches.
Spr 1	All staff will review the adaption made and suggest next steps for the Spring Term.	Senior Leadership Team	Headteacher	By the end of the Spring term, all staff will be able to talk about the adaptations they have made and the impact they have had.
Sum 1	All staff will review the adaption made and suggest next steps for the Summer Term.	Senior Leadership Team	Headteacher	By the end of the Summer term, all staff will be able to talk about the adaptations they have made and the impact they

					have had.

Beddington Infants' School Improvement Plan 2024-2025

Development of Middle Leaders (new to the role and developing skills) and Embedding curriculum themes through subjects

- Subject Leaders to ensure their subject area:
  - is Diverse.
  - meets the needs of Accelerated Learners and those identified with SEND.
  - provides evidence of the Learning Naturally philosophy.
  - has the curriculum themes firmly established across their subject area in all year groups.

- Subject Leaders to:
  - review the impact of actions last year in terms of diversity in their subject.
  - audit provision to identify the curriculum themes running through their subject area across each year group.
  - continue to collaborate with SET Subject Leads and Subject Leads from Holy Trinity.
  - identify and strengthen opportunities for children to further improve Greater Depth across the curriculum.

- To review and evaluate the current information gathered by Subject Leaders, adapting as needed to ensure all stakeholders are provided with relevant and meaningful information.

- To review and evaluate the efficacy of the current processes in place for collating the children's experiences and learning, e.g. photos, videos, pupil voice, the School Council. through photos, videos and children's voice, the experiences and the learning children complete.

- Link Governors to continue working closely with their respective Subject Leader, helping to shape the Subject Leader role and providing further reflection opportunities for the governors in relation to their link subject.

- Senior Leadership Team to continue to lead the Peer Mentoring programme, ensuring that both new and existing staff members, teachers and teaching assistants, are able to participate and benefit from the opportunity to collaborate with colleagues from across the school, developing their own practice through professional dialogue.

- 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).

Term	Actions	Responsibility and cost	Monitoring (Who and When)	Success Criteria
Aut 1	Building on previous year's audits on diversity	Subject	Headteacher	By the end of the Autumn term, Subject

	within the provision, Subject Leaders will review the outcomes and identify next steps for 2024-2025.	Leaders	Autumn 2	Leaders will have identified appropriate next steps and shared their findings with Year Groups as appropriate.
Aut 1	Subject Leaders to ensure each Year Group is contributing to subject floor books for 2024-2025.	Class Teachers	Subject Leaders throughout Autumn 1	By the end of Autumn term, Year Groups will have built a bank of evidence using a floorbook for the following subjects:
Aut 1	Subject Leaders to identify accelerated learners within their area in collaboration with Class Teachers.	Subject Leaders	AHT Inclusion Termly	By the end of Autumn 1, all Subject Leaders will have shared with the AHT Inclusion, a register of the accelerated learners within their respective subject for monitoring throughout the academic year.
Aut 1	Subject Leader Report and associated paperwork to be reviewed and adapted as needed.	Senior Leadership Team	Headteacher	By the end of Autumn 1, the format and content of subject leader report will be finalised.
Aut 2	Subject Leaders to audit the provision with a focus on how it meets the needs of accelerated learners and those with additional needs within their respective subject areas.	Subject Leaders	Headteacher Termly	By the end of Autumn 2, all Subject Leaders will have conducted Subject Learning Walks across the school to benchmark the effectiveness of the provision in meeting the learning needs of the accelerated learners and those with additional needs.
Aut 2	Subject Leaders to ensure whole school themes are fully identified through their subject, identifying strengths and areas for development.	Subject Leaders	Headteacher Termly	By the end of Autumn 2, all Subject Leaders will have a clear overview of how the themes in their subject are implemented across the school, identifying next steps.
Aut 2	Subject Leaders to register for the various	Subject	Headteacher	By the end of Autumn 2, Subject Leaders

	accreditations (Green Flag, Artsmark, Outdoor Learning)	Leaders	Termly	will have registered for the agreed awards.
Aut 2	Subject Leaders to present an overview of their subject, based on their Subject Leader Report (reviewed format), to SLT and governors on a rolling programme.	Subject Leaders, Governors	Headteacher Termly	By the end of Autumn term, Subject Leaders will have shared their Subject Leader Report with SLT and governors.
Aut 2	Subject Leaders to establish/reestablish communication with their respective Link Governor.	Subject Leaders, Governors	Headteacher Termly	By the end of Autumn term, Subject Leaders will have shared their Subject Leader Report with SLT and governors.
Aut 2	SLT to further develop peer mentoring for class based staff.	Senior Leadership Team	Headteacher Termly	By the end of the Autumn term, teachers and support staff within their peer mentoring groups, will have an agreed focus and plan for the year to share knowledge and skills.

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Term	Actions	Responsibility and cost	Monitoring (Who and When)	Success Criteria
Spr 1	Using the findings from the Autumn, Subject Leaders will implement next steps to ensure diversity is reflected in their subject/s.	Subject Leaders	Headteacher Spring 2	By the end of the Spring term, Subject Leaders will have clear examples of further adaptations to the curriculum in terms of diversity.

Spr 1	Subject Leaders to monitor the learning added by each Year Group to their subject's floorbook. Subject Leaders to identify good examples to publish on the school website and social media.	Class Teachers	Subject Leaders throughout Spring 2	By the end of Spring Term, Year Groups will have built a bank of evidence. Subject Leaders will publish examples of learning in their subject on the school website and/or social media.
Spr 1	Subject Leaders to monitor the provision and progress of those children identified as accelerated learners within their area.	Subject Leaders	AHT Inclusion Termly	By the end of Spring 2, all Subject Leaders will have examples of Greater Depth learning within their subject.
Spr 2	Subject Leaders to monitor the provision with a focus on how it meets the needs of accelerated learners and those with additional needs within their respective subject areas.	Subject Leaders	Headteacher Termly	By the end of Spring 2, all Subject Leaders will have conducted Subject Learning Walks across the school to measure impact of changes made to support learners in their subject.
Spr 2	Building on Autumn term review, Subject Leaders reflect on how well the whole school themes are fully identified through their subject across the school.	Subject Leaders	Headteacher Termly	By the end of Spring 2, all Subject Leaders will have discussed whole school themes with children, and evaluated the impact of the themes.
Spr 2	Subject Leaders to collate information as needed for accreditations. (Green Flag, Artsmark, Outdoor Learning)	Subject Leaders	Headteacher Termly	By the end of Spring 2, Subject Leaders will have collated information from each Year Group as part of the submission process.
Spr 2	Subject Leaders to present an overview of their subject, based on their Subject Leader Report (reviewed format), to SLT and governors on a rolling programme.	Subject Leaders, Governors	Headteacher Termly	By the end of Spring term, Subject Leaders will have shared their Subject Leader Report with SLT and governors.
Spr 2	Subject Leaders to establish/reestablish communication with their respective Link Governor.	Subject Leaders, Governors	Headteacher Termly	By the end of Spring term, Subject Leaders will have shared their Subject Leader Report with SLT and governors.

Spr 2	SLT to ensure all groups meet at least termly to continue with peer mentoring for class based staff.	Senior Leadership Team	Headteacher Termly	By the end of the Spring term, teachers and support staff within their peer mentoring groups, will have supported each other at least once based on their chosen focus.

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Term	Actions	Responsibility and cost	Monitoring (Who and When)	Success Criteria
Sum 1	Using the findings from the Spring, Subject Leaders will implement next steps to ensure diversity is reflected in their subject.	Subject Leaders	Headteacher Summer 2	By the end of the Summer term, Subject Leaders will have clear examples of further adaptations to the curriculum in terms of diversity.

Sum 1	Subject Leaders to monitor the learning added by each Year Group to their subject's floorbook. Subject Leaders to identify good examples to publish on the school website and social media.	Class Teachers	Subject Leaders throughout Summer Term	By the end of Summer Term, Year Groups will have built a bank of evidence. Subject Leaders will publish examples of learning in their subject on the school website and/or social media.
Sum 1	Subject Leaders to monitor the learning of those children identified as accelerated learners within their area.	Subject Leaders	AHT Inclusion Termly	By the end of Summer 2, all Subject Leaders will have examples of Greater Depth learning within their subject.
Sum 2	Subject Leaders to monitor the provision with a focus on how it meets the needs of accelerated learners and those with additional needs within their respective subject areas.	Subject Leaders	Headteacher Termly	By the end of Summer 2, all Subject Leaders will have conducted Subject Learning Walks across the school to measure impact of changes made to support learners in their subject.
Sum 2	Building on Spring term review, Subject Leaders reflect on how well the whole school themes are fully identified through their subject across the school.	Subject Leaders	Headteacher Termly	By the end of Summer 2, all Subject Leaders will have discussed whole school themes with children, and evaluated the impact of the themes.
Sum 2	Subject Leaders to collate information as needed for accreditations. (Green Flag, Artsmark, Outdoor Learning)	Subject Leaders	Headteacher Termly	By the end of Summer 2, Subject Leaders will have collated all information from each Year Group and submitted for final accreditation.
Sum 2	Subject Leaders to present an overview of their subject, based on their Subject Leader Report (reviewed format), to SLT and governors on a rolling programme.	Subject Leaders, Governors	Headteacher Termly	By the end of Summer term, Subject Leaders will have shared their Subject Leader Report with SLT and governors.
Sum 2	Subject Leaders to establish/reestablish communication with their respective Link Governor.	Subject Leaders, Governors	Headteacher Termly	By the end of Summer term, Subject Leaders will have shared their Subject Leader Report with SLT and governors.

Sum 2	SLT to ensure all groups meet at least termly to continue with peer mentoring for class based staff.	Senior Leadership Team	Headteacher Termly	By the end of the Summer term, teachers and support staff within their peer mentoring groups, will have supported each other at least once based on their chosen focus.

Beddington Infants' School Improvement Plan 2024-2025

English - *Learning Naturally* Phonics

- To embed the *Learning Naturally* Phonics curriculum incorporating opportunities for consolidation in the outdoor learning environment
- To validate the *Learning Naturally* Phonics Scheme
- To ensure children apply phonics learning in writing across the curriculum, including handwriting.
- High quality phonic teaching across the school leading to phonic screening pass rate matching or exceeding national figures.
  (2024 Nationally: 82%, Beddington Infants' School 2024: 89%, 2023: 85%, 2019: 87%, 2022: 81%)
- Every child, including children with SEND and AL, make at least expected progress from his/her starting point.

	Actions	Responsibility and cost	Monitoring (Who and When)	Success Criteria
Aut 1	All staff to teach effective phonics sessions indoors and outdoors using the *Learning Naturally* Phonics curriculum	Class Teachers Support Staff	English Lead Year Leaders	By the end of Autumn 1, all staff will be teaching phased phonics using the *Learning Naturally* Phonics planning. When teaching outdoors all staff will be consolidating indoor learning through active games.
Aut 1 and 2	Identify strengths and areas of development in the *Learning Naturally* Phonics curriculum	Class Teachers Support Staff	English Lead Year Leaders	By the end of Autumn term, all adults will feedback strengths and next steps of the *Learning Naturally* Phonics curriculum.
Aut 1	All staff will be using the school's handwriting in all displays and when modelling writing.	Class Teachers Support Staff	English Lead Year Leaders	By the end of Autumn 1, all teaching staff will use the school handwriting accurately when modelling writing and in all displays. Staff will begin using the handwriting rhymes to

				support children.
Aut 1 and 2	Staff will make accurate use of assessment to ensure all children have a clear starting point and are empowered to make expected progress.	Class teachers Support staff	English lead	By the end of the Autumn term all staff will have used the new assessment format, feeding back areas for development and strengths to English Lead.
Aut 2	Invite an external moderator in to support the validation of our *Learning Naturally* Phonics Curriculum.	English Lead	English Lead	English lead will contact Shareen to monitor writing books, displays, phonics teaching and phonics planning

Beddington Infants' School Improvement Plan 2023-2024

English

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To embed the Learning Naturally Phonics curriculum incorporating opportunities for consolidation in the outdoor learning environment
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<td>Actions</td>
<td>Responsibility and cost</td>
<td>Monitoring (who) and (when)</td>
<td>Success Criteria</td>
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<tr>
<td>Spr 1</td>
<td>All Phonics planning and resources will reflect the Learning Naturally Phonics Curriculum. Ensuring that learning remains active, engaging and children have the opportunity to consolidate learning outdoors.</td>
<td>Class Teachers Support Staff</td>
<td>English lead Year leads</td>
<td>Children will have active engaging phonics learning opportunities indoors and outdoors, including during independent learning time and make at least expected progress.</td>
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<td>Spr 1 and 2</td>
<td>Adults will be confident in using phonics teaching (including handwriting) across the curriculum.</td>
<td>Class Teachers Support Staff</td>
<td>English lead Year leads</td>
<td>Adults will model using phonics when writing across the curriculum. Writing books and independent learning will reflect good use of phonics by children.</td>
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<td>Spr 1 and 2</td>
<td>Staff will have embedded school handwriting.</td>
<td>Class Teachers Support Staff</td>
<td>English lead Year leads</td>
<td>Teaching staff will use the handwriting rhymes more confidently to support accurate handwriting which will be reflected in writing books and independent learning folders. Learning environments will show a language rich environment.</td>
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Beddington Infants' School Improvement Plan 2023-2024

English

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- To validate the *Learning Naturally* Phonics Scheme
- To ensure children apply phonics learning in writing across the curriculum, including handwriting.
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- Every child, including children with SEND and AL, make at least expected progress from his/her starting point

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	Actions	Responsibility and cost	Monitoring (who) and (when)	Success Criteria
Sum 1	The phonics working party will assess phonics reading books, ensuring that they are fully aligned to our *Learning Naturally* Phonic programme and that colours are matched to current phonological knowledge.	Phonics working party	English Lead Year leads	By the end of Summer 1 the working party will have ensured that the phonics reading books match the *Learning Naturally* phonics progression and are labelled correctly. Areas for development and next steps will be feedback to English Lead
Sum 1 and 2	Book areas will be inviting and create a love of reading across the school	Class teachers Support staff	English lead Year leads	Books will be regularly refreshed and create a love of reading across the year group, children can access age appreciate books, as well as books which they can decode and challenge them

Sum 1 and 2	School handwriting will be embedded and used accurately in all displays and modelling.	Class teachers Support staff	English Lead Year leads	All staff will be able to confidently use school handwriting when modelling any writing across the curriculum. All displays will have handwritten, modelled writing. Writing will reflect good use of phonics, including sound buttons.

Beddington Infants' School Improvement Plan 2024-2025

Launching the *Learning Naturally* website and CPD modules

- To launch a *Learning Naturally* CPD programme of modules for external professionals with a view to developing an alternative online option.
- To design and launch a website dedicated to promoting the *Learning Naturally* philosophy and offering the CPD modules with links to the school's website.
- To promote the *Learning Naturally* philosophy and methodology.
- To collaborate with Dr Fiona Aubrey-Smith to complete a research project examining the impact of *Learning Naturally*

Term	Actions	Responsibility and cost	Monitoring (Who and When)	Success Criteria
Aut	To reflect on and formalise the *Learning Naturally* philosophy.	Head teacher	Assistant Head teacher	By the end of Autumn term, the head teacher will have formalised the philosophy ready to be shared in Spring 2025.
Aut	To sart working with Dr Fiona Aubrey-Smith (external) to carry our research into the efficacy of Learning Naturally.	Head teache	Assistant Head teacher	Research project will be underway.
Aut	To prepare *Learning Naturally* philosophy modules to be shared with other professionals.	Head teacher	Assistant Head teacher	By the end of the Autumn term, the head teacher will have overseen the preparation of 4 modules for sharing in Spring 2025.
Spr	To share the *Learning Naturally* philosophy with key stakeholders using various channels of communication.	Head teacher	Assistant Head teacher	By the end of the Spring term, the head teacher will have shared the philosophy with key stakeholders.

Spr	To be ready to share the *Learning Naturally* philosophy modules with other professionals, as required.	Head teacher	Assistant Head teacher	By the end of the Spring term, the head teacher will be able to share the modules with other professionals.
Sum	To formally launch the *Learning Naturally* philosophy, via the vehicle of research carried out by Dr Fiona Aubrey-Smith, with all stakeholders using various channels of communication.	Head teacher	Assistant Head teacher	By the end of the Summer 1, the head teacher will be able to share the modules and the outcomes of the research project with professionals.
Sum	To review the *Learning Naturally* philosophy modules and make modifications, if appropriate, including exploring the viability of an online option.	Head teacher	Assistant Head teacher	By the end of the Summer term, the head teacher will have overseen the review and any required modification of the modules, including exploring the viability of an online option.

Beddington Infants' School Improvement Plan 2024-2025

Maximising the impact of support staff in all teams across the school

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- To review the role of support staff and the impact they currently have on learning.
- Reflect on strengths and areas for development as a school to further maximise the impact of support staff.
- Staff to consult current research to further develop their understanding of how support staff can have an impact learning.
- To develop and implement an action plan to further maximise the impact of support staff throughout the school.
- To review the impact of changes and adapt further as needed.

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<tr><td>Term</td><td>Actions</td><td>Responsibility and cost</td><td>Monitoring (Who and When)</td><td>Success Criteria</td></tr>
<tr><td>Aut 1</td><td>All Classroom Staff to attend INSET on the role of classroom based support staff.
All Staff to reflect on their own role and identify strengths and areas for development.</td><td>Senior Leadership Team</td><td>Headteacher</td><td>All staff will have a good understanding of what good practice looks like.

All staff will have reflected on their own practice in relation to the impact of support staff in the classroom.</td></tr>
<tr><td>Aut 1</td><td>Year Groups to review timetabling of Class based Support Staff and roles completed over the week.</td><td>Year Leaders</td><td>Headteacher</td><td>By the end of the Autumn term 1, The Senior Leadership Team will have identified strengths and areas for development in all Year Groups.</td></tr>
<tr><td>Aut 1</td><td>Senior Leaders to review roles and responsibilities of non-classed based support staff.</td><td>Senior Leadership Team</td><td>Headteacher</td><td>By the end of the Autumn term 1, The Senior Leadership Team will have identified strengths and areas for development for all non-classed based support staff roles.</td></tr>
<tr><td>Aut 2</td><td>Year Groups to create and implement next steps to maximise the impact of support staff in the classroom.</td><td>Senior Leadership Team</td><td>Headteacher</td><td>By the end of the Autumn term, all staff will be able to talk about the adaptations they have made and the improved</td></tr>
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				impact support staff are having in their Year Group.
Aut 2	Senior Leadership Team to create and implement next steps to maximise the impact of non-classed based support staff.	Senior Leadership Team	Headteacher	By the end of the Autumn term, non-class based support staff will be able to talk about the adaptations they have made and the improved impact they are having.

Beddington Infants' School Improvement Plan 2024-2025

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- To review the impact of changes and adapt further as needed.

Term	Actions	Responsibility and cost	Monitoring (Who and When)	Success Criteria
Spr 1	As part of peer observations, staff to evaluate the impact of support staff, identifying strengths and areas for development.	Senior Leadership Team	Headteacher	All staff will confidently be able to identify impact of support staff in their own classrooms and others.
Spr 2	Year Groups to reflect on implemented next steps, identifying next steps for the Summer Term.	Year Leaders	Headteacher	By the end of the Spring term all staff will be able to talk about the adaptations they have made and the improved impact support staff are having in their Year Group.
Spr 2	Non-Classroom based Support Staff to reflect on implemented next steps, identifying next steps for the Summer Term.	Senior Leadership Team	Headteacher	By the end of the Spring term, non-class based support staff will be able to talk about the adaptations they have made and the improved impact support staff are having in their part of the school.

Beddington Infants' School Improvement Plan 2024-2025

Maximising the impact of support staff in all teams across the school

- To review the role of support staff and the impact they currently have on learning.
- Reflect on strengths and areas for development as a school to further maximise the impact of support staff.
- Staff to consult current research to further develop their understanding of how support staff can have an impact learning.
- To develop and implement an action plan to further maximise the impact of support staff throughout the school.
- To review the impact of changes and adapt further as needed.

Term	Actions	Responsibility and cost	Monitoring (Who and When)	Success Criteria
Sum 1	As part of peer observations staff to evaluate the impact of support staff, identifying strengths and areas for development.	Senior Leadership Team	Headteacher	All staff will confidently be able to identify impact of support staff in their own classrooms and others.
Sum 2	Year Groups to agree and create/present 'Learning Naturally Guide to maximising the use of Support Staff' encompassing the good practise in their Year Group.	Year Leaders	Headteacher	By the end of the Summer term each Year Group will publish 'Learning Naturally Guide to maximising the use of Support Staff'.
Sum 2	Non-Classroom based Support Staff to create/present 'Learning Naturally Guide to maximising the use of Support Staff' encompassing the good practise in their area of the school.	Senior Leadership Team	Headteacher	By the end of the Summer term each team will publish 'Learning Naturally Guide to maximising the use of Support Staff'.

Beddington Infants' School Improvement Plan 2024-2025

Further development of Lunchtime Provision

- Current provision audited to identify new options to provide continuous provision during lunchtimes, enabling children to be purposefully involved, as independently as possible.
- Year Group Teams to research/identify, prepare and implement new continuous provision options for lunchtimes.
- Children and adults to regularly review the current provision and identify and implement next steps for further development.
- To embed the Lunch-Time Leader roles for the Year 2 children, seeking their views on how the roles could be further developed across the academic year.
- To seek the views of the younger children on the role of the Year 2 Lunch-Time Leaders and use this to identify potential next steps for further development of the role.

	Actions	Responsibility and cost	Monitoring (Who and When)	Success Criteria
Autumn 1	To audit our current lunchtime provision. To discuss what is working well and what needs to be improved.	Deputy Head	Senior Leadership Team	Classroom and Lunchtime Staff to identify the strengths and areas for development in terms of lunchtime provision.
Autumn 1	To audit pupil voice (children's views on lunchtime)	Deputy Head	Senior Leadership Team	All classes will have shared ideas about lunchtime during circle time/class assembly.
Autumn 1	To continue developing Year 2 leadership roles/skills. Children take the lead on delivering appropriate activities, supervising areas that are appropriate.	Year 2 Staff	Deputy Head	Year 2 leaders continue to support Year 1 and Reception during lunchtimes.
Autumn 1	To decide which continuous provision area each year group will set up for our lunchtime provision.	Year Leaders	Headteacher	Year groups to research and present a plan for the lunchtime provision they will lead.

Beddington Infants' School Improvement Plan 2024-2025

Further development of Lunchtime Provision

- Current provision audited to identify new options to provide continuous provision during lunchtimes, enabling children to be purposefully involved, as independently as possible.
- Year Group Teams to research/identify, prepare and implement new continuous provision options for lunchtimes.
- Children and adults to regularly review the current provision and identify and implement next steps for further development.
- To embed the Lunch-Time Leader roles for the Year 2 children, seeking their views on how the roles could be further developed across the academic year.
- To seek the views of the younger children on the role of the Year 2 Lunch-Time Leaders and use this to identify potential next steps for further development of the role.

	Actions	Responsibility and cost	Monitoring (Who and When)	Success Criteria
Aut 2	Year Groups to implement agreed plan for continuous provision at lunchtime. Year Groups to ensure provision is fully set up	Year Group Teams	Year Leads	New and engaging, fully resourced provision will be set up by each Year Group for the lunchtime period.
Aut 2	Year Groups to evaluate continuous provision area and identify next steps or adaptions as needed.	Year Group Teams	Year Leads	Year Group Teams will have evaluated their continuous provision and identify next steps as needed.
Aut 2	To research what is already working in other schools and consider what would work in our environment and with our children, building on the skills and independence of the children at this school.	All staff	Senior Leadership Team	Staff will have additional ideas to further adapt the lunchtime provision.

Beddington Infants' School Improvement Plan 2024-2025

Further development of Lunchtime Provision

- Current provision audited to identify new options to provide continuous provision during lunchtimes, enabling children to be purposefully involved, as independently as possible.
- Year Group Teams to research/identify, prepare and implement new continuous provision options for lunchtimes.
- Children and adults to regularly review the current provision and identify and implement next steps for further development.
- To embed the Lunch-Time Leader roles for the Year 2 children, seeking their views on how the roles could be further developed across the academic year.
- To seek the views of the younger children on the role of the Year 2 Lunch-Time Leaders and use this to identify potential next steps for further development of the role.

	Actions	Responsibility and cost	Monitoring (Who and When)	Success Criteria
Spr 1	To audit current lunchtime provision. To discuss what is working well and what needs to be improved.	Deputy Head	Senior Leadership Team	Classroom and Lunchtime Staff to identify the strengths and areas for development in terms of lunchtime provision.
Spr 1	To audit pupil voice (children's views on lunchtime) to consult children on changes made and further ideas.	Deputy Head	Senior Leadership Team	All classes will have shared ideas about lunchtime during circle time/class assembly.
Spr 1	To continue developing Year 2 leadership roles/skills. Children take the lead on delivering appropriate activities, supervising areas that are appropriate.	Year 2 Staff	Deputy Head	Year 2 leaders continue to support Year 1 and Reception during lunchtimes.
Spr 1	To ensure that the momentum is maintained and all Year Groups continue to suggest and trail further areas/activities.	Year Group Teams	Year Leads	Year Groups regularly contribute to the evolution of provision at lunchtime.

Beddington Infants' School Improvement Plan 2024-2025

Further development of Lunchtime Provision

- Current provision audited to identify new options to provide continuous provision during lunchtimes, enabling children to be purposefully involved, as independently as possible.
- Year Group Teams to research/identify, prepare and implement new continuous provision options for lunchtimes.
- Children and adults to regularly review the current provision and identify and implement next steps for further development.
- To embed the Lunch-Time Leader roles for the Year 2 children, seeking their views on how the roles could be further developed across the academic year.
- To seek the views of the younger children on the role of the Year 2 Lunch-Time Leaders and use this to identify potential next steps for further development of the role.

	Actions	Responsibility and cost	Monitoring (Who and When)	Success Criteria
Sum 1	To audit current lunchtime provision. To discuss what is working well and what needs to be improved.	Deputy Head	Senior Leadership Team	Classroom and Lunchtime Staff to identify the strengths and areas for development in terms of lunchtime provision.
Sum 1	To audit pupil voice (children's views on lunchtime) to consult children on changes made and further ideas.	Deputy Head	Senior Leadership Team	All classes will have shared ideas about lunchtime during circle time/class assembly.
Sum 2	To continue developing Year 2 leadership roles/skills. Children to model roles to Year 1 children in preparation for next academic year.	Year 2 Staff	Deputy Head	Year 2 leaders continue to support Year 1 and Reception during lunchtimes.
Sum 2	To audit impact of changes, adapt as required and make plans for the next academic year.	Year Group Teams	Year Leads	Impact of adaptions of lunchtime provision will be clearly recorded and support further development in 2025-2026.

Beddington Infants' School Improvement Plan 2024-2025

Developing the use of IT to enhance learning, including the use of AI

- To review the uses of IT for teaching and learning in all Year Groups.
- To review the use of IT for administrative functions and tasks through the school by all adults.
- Reflect on strengths and areas for development as a school in terms of use of IT.
- Staff to consult current research and/or live events to further develop their understanding of how IT can enhance *Learning Naturally* provision.
- To develop and implement an action plan to further develop the use of IT with the *Learning Naturally* provision.
- To review the adaptions and enhancements to the use of IT and adapt as needed.

Term	Actions	Responsibility and cost	Monitoring (Who and When)	Success Criteria
Aum 2	Year Groups to review the use of IT in teaching and learning in their Year Group, considering the use of programs such as TEXT HELP.	Year Leaders	Headteacher	All staff will be able to talk about how IT is used in teaching and learning in their Year Group.
Aum 2	Year Groups to research effective uses of IT for Teaching and Learning.	Year Leaders	Headteacher	All staff will be able to talk about at least one IT adaptation incorporated into their daily teaching and learning opportunities for the children.
Aum 2	All staff to reflect on the use of IT in their day to day role. Are there ways that AI can support learning/reduce workload?	All Staff	Line Managers	All staff will be able to talk about how IT is used in teaching and learning in their Year Group. Staff will have explored opportunities offered by AI TeachMateAI, ChatGPT SLT AI: AI Designed for School Leaders and others as suggested under the Government scheme, sharing their findings with colleagues.
Spr 1	All staff to research effective uses of IT within their current role.	Year Leaders	Headteacher	All staff will be able to talk about at least one IT adaptation incorporated into their daily role.

Beddington Infants' School Improvement Plan 2024-2025

Developing the use of IT to enhance teaching and learning, including the use of AI

- To review the uses of IT for teaching and learning in all Year Groups.
- To review the use of IT for administrative functions and tasks through the school by all adults.
- Reflect on strengths and areas for development as a school in terms of use of IT.
- Staff to consult current research and/or live events to further develop their understanding of how IT can enhance *Learning Naturally* provision.
- To develop and implement an action plan to further develop the use of IT with the *Learning Naturally* provision.
- To review the adaptions and enhancements to the use of IT and adapt as needed.

Term	Actions	Responsibility and cost	Monitoring (Who and When)	Success Criteria
Spr 2	Year Groups to create and implement next steps to develop the use of IT to enhance teaching and learning	Senior Leadership Team	Headteacher	By the end of the Spring term, all staff will be able to talk about the adaptations they have made and the improved use of IT within their Year Group.
Spr 2	Staff will have created and and implemented next steps to develop the use of IT in their day-to-day role.	Senior Leadership Team	Headteacher	By the end of the Spring term, all staff will be able to talk about the adaptations they have made and the improved use of IT within their role.
Sum 1	As part of peer observations staff to evaluate the use of IT, identifying strengths and areas for development.	Senior Leadership Team	Headteacher	All staff will confidently be able to identify effective use of IT to enhance the *Learning Naturally* Curriculum.

Beddington Infants' School Improvement Plan 2024-2025

Developing the use of IT to enhance teaching and learning, including the use of AI

- To review the uses of IT for teaching and learning in all Year Groups.
- To review the use of IT for administrative functions and tasks through the school by all adults.
- Reflect on strengths and areas for development as a school in terms of use of IT.
- Staff to consult current research and/or live events to further develop their understanding of how IT can enhance *Learning Naturally* provision.
- To develop and implement an action plan to further develop the use of IT with the *Learning Naturally* provision.
- To review the adaptions and enhancements to the use of IT and adapt as needed.

Term	Actions	Responsibility and cost	Monitoring (Who and When)	Success Criteria
Sum 2	Year Groups to create and implement next steps to develop the use of IT to enhance teaching and learning	Senior Leadership Team	Headteacher	By the end of the Summer term, all staff will be able to talk about the adaptations they have made and the improved use of IT within their Year Group.
Sum 2	Year Groups to agree and create/present '*Learning Naturally* Guide to effective use of IT' encompassing the good practice in their Year Group.	Year Leaders	Headteacher	By the end of the Summer term each Year Group will publish '*Learning Naturally* Guide to effective use of IT'
Sum 2	Staff will have created and and implemented next steps to develop the use of IT in their day-to-day role.	Senior Leadership Team	Headteacher	By the end of the Summer term, all staff will be able to talk about the adaptations they have made and the improved use

				of IT within their role.
Sum 2	Individuals will contribute at least one idea to a whole school guide of how IT can support day-to-day functions and tasks.	Senior Leadership Team	Headteacher	By the end of the Summer term, all staff will be able to identify how IT has enhanced day to day roles.

Beddington Infants' School Improvement Plan 2024-2025

Budget and Alternative Sources of Funding

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

	Actions	Responsibility and cost	Monitoring (who) and (when)	Success Criteria
Aut 1	Representing the vision of the school in displays throughout the school and on the school website. Ensuring the website is attractive, informative and up to date, including additional images of the school site and learning. Making a start on the Learning Naturally website. Considering options. Organising the information.	Deputy Head Assistant Head	Headteacher	By the end of the Autumn Term the school website will fully represent Learning Naturally and the provision through the school. LN website has been planned with a clear structure and plan to create it.
Aut 1	To investigate available grants to support the development of the school building and the provision.	School Business Manager	Headteacher	By the end of the Autumn Term the School Business Manager will provide SLT with an overview of potential grants enabling the most appropriate grants to be applied for from

				Autumn 2.
Aut 1	Marketing the school through sharing information in the local community eg building relationships with local pre-schools and nurseries. Leaving leaflets for families if they agree.	Deputy Head Assistant Head	Headteacher	By the end of the Autumn term, relationships will be initiated with local pre-schools, raising the profile of the school locally.
Aut 1	To further ensure value for money from every adult employed in the school using Provision Mapping software	Year Leaders	Headteacher	By the end of Autumn Term, all support staff will be effectively deployed following both class and individual timetables. Leaders will have all adults will be clear on their roles
Aut 2	To further ensure value for money in terms of the use of resources and contracts. To create an overview of costs for frequently used consumables.	School Business Manager	Headteacher	The Senior Leadership Team will have an overview of spending on key resources such as consumables, enabling them to reduce costs.
Aut 2	Create an overview of contracts (dates and costs), to collaborate with SET schools to achieve reduced costs when renewing.	School Business Manager	Headteacher	By the end of Autumn Term The School Business Manager has a clear overview of school contracts and renewal dates, allowing easy identification of renewal.
Aut 2	To review the financial efficiency of the Breakfast Club. To ensure Breakfast Club meets the needs of the school community.	School Business Manager	Headteacher	By the end of Autumn Term The School Business Manager will share with SLT the income and expenditure of the Breakfast Club, demonstrating how it meets the needs of the school community and making suggestions to improve its efficiency.
Aut 2	To review the financial efficiency of the After School Clubs. To ensure After School Club provision meets the needs of the school community.	Deputy Head	Headteacher	By the end of Autumn Term The Deputy Head will share with SLT the income and expenditure of the After School Clubs, demonstrating how it meets the needs of the school community and making suggestions to improve its efficiency.
Aut 2				

Beddington Infants' School Improvement Plan 2024 - 2025

Budget and Alternative Sources of Funding

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● To further develop the marketing of the school, resulting in filling any spaces.
● To ensure the marketing of the school fully reflects the 'learning naturally' vision of the school demonstrating how it meets the needs of the children.
● To further reduce spending through ensuring the efficient use of resources and competitive contracts.
● To ensure the Breakfast Club and After School Clubs, fully meet the needs of the school and the community.
● To review and further develop payments online to ensure efficiency for both the school and families.
● To further investigate alternative sources of funding. (grants, merchandise, lettings)
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<tr><td></td><td>Actions</td><td>Responsibility and cost</td><td>Monitoring (who) and (when)</td><td>Success Criteria</td></tr>
<tr><td>Spr 1</td><td>Review the amendments made to the Website, gathering views on the school website, via questionnaires.</td><td>Deputy Head

Assistant Head</td><td>Headteacher</td><td>By the end of the Spring Term users of the website (current and prospective families) will have provided feedback on the user experience leading to next steps.</td></tr>
<tr><td>Spr 1</td><td>Regular tours of the school for Prospective Parents/Families.</td><td>Deputy Head

Assistant Head</td><td>Headteacher</td><td>Regularly through the Spring Term, Prospective Families visit the school and have the opportunity to understand the vision of the school and see learning through the school.</td></tr>
<tr><td>Spr 1</td><td>Marketing the school through sharing information in the local community e.g. building relationships with local shops, places of worship and libraries. Leaving leaflets for families if they agree.</td><td>Deputy Head

Assistant Head</td><td>Headteacher</td><td>By the end of the Spring Term, relationships will be initiated with local businesses and the community, raising the profile of the school locally.</td></tr>
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Spr 1	To evaluate how adults are deployed across the school to further improve the impact on learning. To ensure Provision Mapping software is fully updated to demonstrate the effective use of funding.	Year Leaders	Headteacher	By the end of Spring Term, provision mapping software will further illustrate effective and efficient use of adults to enhance learning.
Spr 2	To identify key consumables and target their usage and cost, resulting in savings in efficiency and money.	School Business Manager	Headteacher	By the end of the Spring Term, savings will be made on key consumables, resulting in a reduction in costs.
Spr 2	To collaborate with SET schools to renew contracts to achieve reduced costs.	School Business Manager	Headteacher	By the end of Spring Term, all contracts to be renewed in conjunction with the SET, resulting in a reduction in costs for the school.
Spr 2	Create books from the viewpoint of the child to share information about our provision, learning naturally.	Year Leaders	Headteacher	By the end of the Spring Term, each Year Group will have created at least one book to illustrate the provision in their Year Group to the wider community.
Spring 1 & 2	To agree on most suitable grants and complete application process.	School Business Manager	Headteacher	By the end of the Spring Term the School Business Manager will have completed the application process for the chosen grants.
Spr 2	To investigate and decide upon items to sell with the school branding, resulting in additional income and advertising in the community. Setting up an efficient ordering system for families.	School Business Manager	Headteacher	By the end of the Spring Term the School Business Manager will have led on the purchase and sale of several branded items, leading in an additional income for the school and advertising in the local community.
Spr 2	To complete a feasibility study on options for letting the school premises, as a source of income.	School Business Manager	Headteacher	At the Spring Term FGB the School Business Manager will present findings on the feasibility of letting the premises, with options, for discussion by governors.

Beddington Infants' School Improvement Plan 2024-2025

Budget and Alternative Sources of Funding

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

	Actions	Responsibility and cost	Monitoring (who) and (when)	Success Criteria
Sum 1	Review the videos of learning available on the website, add and amend to ensure they show the full breath of the curriculum and provision.	Deputy Head Assistant Head	Headteacher	By the end of the Summer Term the website will fully represent the 'learning naturally' vision of the school, therefore representing the school to the wider community.
Sum 1	Regular tours of the school for Prospective Parents/Families.	Deputy Head Assistant Head	Headteacher	Regularly through the Summer term as needed, Prospective Families visit the school and have the opportunity to understand the vision of the school and see learning through the school.
Sum 1	Marketing the school through sharing information in the local community e.g. building relationships with local shops, places of worship and libraries. Leaving leaflets for families if they agree.	Deputy Head Assistant Head	Headteacher	By the end of the Summer Term, relationships will be fully established with local businesses and the community, raising the profile of the school locally.
Sum1 2	To collaborate with SET schools to renew contracts to achieve reduced	School Business	Headteacher	By the end of Summer Term, all contracts to be

	costs.	Manager		renewed in conjunction with the SET, resulting in a reduction in costs for the school.
Sum 2	Create books from the viewpoint of the child to share information about our provision, learning naturally.	Year Leaders	Headteacher	By the end of the Summer Term, each Year Group will have created a book about writing and maths to illustrate the provision in their Year Group to the wider community.
Sum 1 & 2	To agree on most suitable grants and complete application process.	School Business Manager	Headteacher	By the end of the Summer Term the School Business Manager will have completed the application process for the chosen grants.
Sum 2	To advertise the school branded items, extending the range as appropriate.	School Business Manager	Headteacher	By the end of the Summer Term the School Business Manager will have embedded a system for selling branded items leading in an additional income for the school and advertising in the local community.
Sum 2	To implement agreed action in relation to letting of the school building.	School Business Manager	Headteacher	At the Summer term the building will have been used on several occasions for lettings, resulting in additional income for the school.