



Thames View Infants

2024-2025 School Development Plan

Contextual Information:

Thames View Infants is considered one of the best schools in the country. It has a certain “sparkle” formed through careful connections between staff and children/parents and a “can do approach” to driving High Quality Learning “that is quite unique”. Historically, it remains one of the highest attaining Infant Schools nationally, which is significant as upon entry into Nursery, children are of the lowest, developmentally. Ofsted judged TVI Outstanding for the third successive occasion during their June 2024 Inspection.

The 2024-25 Academic Year is characterised as follows:

- *A vibrant and energised team, with comparatively higher levels of less experienced teachers and transitions within the SLT.*
- *Stable levels of Teaching Assistant support within EYFS: 1:9 in Nursery and throughout most of Reception.*
- *KS1 running with unprecedentedly low numbers of Teaching Assistants due to budgetary constraints.*
- *Leaders being mostly class-based (adopting the principle of “teach and go” where possible).*
- *The School continues to run a self-funded In-School Specialist Provision for children. In addition, there is a further SEND provision based in Year 2, for children who learn within a more developmentally appropriate curriculum. (The ISP works flexibly with 14 adults and 29 children).*
- *30 children are identified as requiring EHC plans. 15 are already in place, with a working programme to make applications for the rest across the Year.*
- *There are currently high levels of pupil mobility, often with a ‘short-stay’ nature, entering School (Year 2 particularly) also typically presenting with high levels of need.*
- *The formation of Fords View Primary, the MAT’s new-build Free School (opening delayed until 2028).*
- *The Trust aims to build upon reserves year-on-year, achieved with responsive, lag-free, monthly budget monitoring.*
- *The SDP aims to:*
 - *Continue the upward trend of returning KS1 attainment back to pre-COVID levels,*
 - *Build upon informal recommendations from the last Ofsted Inspection,*
 - *Ensure that the Budget continues to be carefully monitored.*

Over-arching Objective:

To challenge traditional dispositions to learning and institutions held amongst the community.

To ensure that the school continues its “Outstanding-ness” within the current Ofsted Framework:

- deepening the school’s ‘Outstanding’ provision,
- ensuring that attainment, progress and quality of provision remain at an ‘Outstanding’ quality,
- embedding the school’s Professional Learning Community ethos.

1. To grow the School's reserve through careful monthly budget monitoring including ensuring that staff expenditure matches budgetary allocations.
2. To retain the School's depth of provision and high level of attainment despite a reduction in Teaching Assistants.
3. To continue to apply for EHC Plans for all those children that we consider require one.
4. To ensure Leaders, despite being largely classed based,
 - a. know all their children well and are secure in their knowledge of attainment within (and across) year groups;
 - b. are well placed to lead staff to ensure all needs are met;
 - c. and remain able to undertake all their Leadership duties effectively.
5. To ensure that, despite a high number of Teachers at an early stage of their careers, the quality of Learning and Teaching remains high across the School (60% Outstanding); with the School's Signature Pedagogy at its heart, continuing to be delivered within a carefully considered broad and balanced curriculum:
 - a. Rich in:
 - i. Talk4Learning
 - ii. Language and Communication Skills
 - iii. Opportunities to further develop PSED and the Characteristics of Effective Learning in children
 - iv. First-hand experiences
 - b. Underpinned by:
 - i. Systematic yet precise basic-skill teaching (in literacy)
 - ii. Cross-curricular opportunities to embed Literacy and ICT skills.
6. To embed advancing children's understanding by extending teachers' use of differentiated questioning and effective talk to enhance learning.
7. To ensure that all children are fluent readers, particularly the lowest 20%.
8. To ensure that children's outcomes within Science and Foundation Subjects are recorded meaningfully and purposefully.
 - a. When writing, the focus is on the learning intention (not imprecise extended writing),
 - b. Writing takes place, led by the teacher, equitably for all children, across the curriculum over-time,
 - c. The majority of children record learning through meaningful, differentiated, practical and experimental consolidation work,
 - d. Evidence is recorded in a number of ways/forms.
9. To empower lunchtime staff to confidently support the development of children's gross-motor coordination, and social skills and interactions when playing.
10. To meet specific Health & Safety and Finance-related action points raised in related audits and Responsible Officer Reports.
11. To ensure the Board of Directors develops its maturity in response to Director's strengths and skills; resulting in everyone having a full in-depth knowledge of school strengths and weaknesses, and how this presents in real-terms.

(Green indicates Actions informally recommended during the 2024 Ofsted Inspection).

Whilst recognising the fluctuations and post-pandemic shortfalls within the 2024 data-set*, the SDP focuses on long-term trends and the holistic needs of the School as identified through an in-depth, and long-standing working knowledge.

***Within KS1:**

- current disparity in attainment of White British (at GD);
- increasing overall attainment to pre-pandemic levels at EXP (>96%).

***Within EYFS:**

- increasing attainment to above National in PSED, UW.

Over-View of key targets EYFS/Reception - by July 2025:

Headline Summaries	2023-24 Actual	2024-25 Targets
		Target %
Good Level of Development	75.7	▲ ▲ 81 (Quintile 1)
Prime Learning Goals	76.6	88
Specific Learning Goals	73.9	83
Across All Learning Goals	73.0	83
CL	80.2	88
PD	86.5	92
PSED	79.3	89
Literacy	77.5	▲ ▲ 90 (Quintile 1)
Maths	82	▲ ▲ 90 (Quintile 1)
UW	77.5	85
EAD	84.7	92

The current Reception cohort includes:

- 86.3% EAL children
- 6 (5.1%) Children attend BumbleBees
- 16 (13.7%) children have a High Level of Need
- 3 (2.6%) EHCPs in place, a total of X/X% projected
- 6 children attend small group provision due to their high level of need including ASD, social, communication, play needs.
- Children with Social Inclusion needs:
 - 1 Looked After Children
 - 0 child receiving Early Help, Children’s services with targeted family support including TAF/Family in Need.
 - 0 MARFs to date (21/11/2023)
 - 0 Children in Need (CIN)
 - 0 CP (Child Protection)
 - 46 School Based Vulnerable

Over-View of key targets KS1- by July 2025:

^88% of Year 1 children will be working within Phase 5 of Letters and Sounds.

^63% of Year 2 children will be working within Phase 5 of Letters and Sounds.

	Reading	Writing	Maths
GD	65%	63%	63%
EXS+	92%	90%	92%
WTS+	99%	98%	99%
PKS+	100%	100%	100%

120 children

The current Year 2 cohort includes:

- 81% EAL children
- 8/7% Children attend BumbleBees
- 23/21% children have a High Level of Need
- 4/3.6% EHCPs in place, a total of 8/7% projected
- 9 children attend small group provision due to their high level of need including ASD, social, communication, play needs.
- 23 children attend a small group provision to improve their reading, handwriting and phonics.
- Children with Social Inclusion needs:
 - 0 Looked After Children
 - 1 (But left in October) child receiving Early Help, Children's services with targeted family support including TAF/Family in Need.
 - 2 MARFs to date (06/12/2024)
 - 2 Children in Need (CIN)
 - 0 CP (Child Protection)
 - 67 School Based Vulnerable

Most of these children are forecast to meet end of year expectations.

^70% of lessons (70% of PE) will be judged as 'Outstanding' within EYFS & KS1.

The quality of ^60% of Extended School/Lunchtime Sports provision will be judged as 'High' within EYFS & KS1.

Whole School Attendance (including Nursery) for HTs 1-6 will increase to ^96.2% (KS1 ^ 97.2%) and Persistent Absenteeism will decrease to 10 across F2 & KS1. Lateness will be reduced by 10%.