

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 the June 2024 Inspection.

The 2025-26 Academic Year is characterised as follows:

- A vibrant and energised team, with comparatively higher levels of less experienced teachers.
- Consistent levels of Teaching Assistant support within EYFS: 1:9 in Nursery and throughout most of Reception.
- A SLCN Provision.
- The School's Self-funded ISP well established, with 23 High Needs children and 9 experienced staff, led by the SENDCo. In addition, there are two further SEND provisions based in Year 1 & 2, for children who learn within a more developmentally appropriate curriculum..
- An established and effective Inclusion Team; which amongst other attributes, are highly successful in making EHCP applications and challenging post-pandemic attitudes towards daily attendance.
- KS1 running with unprecedentedly low numbers of Teaching Assistants due to budgetary constraints.
- Senior Leaders being mostly class-based (adopting the principle of "teach and go" where possible).
- 37 children are identified as requiring EHC plans. 8 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 and accurate EoY financial forecasting.
- The SDP aims to:
 - Continue the upward trend of returning EYFS attainment back to pre-COVID levels,
 - Build upon informal recommendations from the last Ofsted Inspection,
 - Restore the Trust's financial reserves to £150k.

Over-arching Objective:

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

To ensure that the School maintains its "Exceptional" practice within the most recent Ofsted Framework:

- deepening the School's "Exceptional" provision,
- ensuring that attainment, progress and quality of provision remain at an 'Exceptional' quality,
- embedding the School's Professional Learning Community ethos.

1. To embed advancing children’s understanding by extending teachers’ use of differentiated questioning and effective talk to enhance learning.
2. To use photographic evidence and other formative assessment methods in KS1 to effectively capture and demonstrate children’s learning without over-reliance on written work.
3. To ensure that the lowest 20% of children are reading fluently within the correct book-band.
4. To raise attainment in CL, Writing, UW and GLD by the end of EYFS.
5. To equip teachers with the skills and confidence to maintain high standards of teaching, learning, and pupil outcomes in a classroom model with limited additional adult support.
6. To source and implement a new PSHCE Policy.
7. To develop a more sports-based focus during Breakfast Club.
8. To develop pupils’ social skills and physical activity levels through structured traditional playground games led by lunchtime staff.
9. To re-establish the School as a leader locally and nationally by expanding key partnerships and consistently contributing expertise to educational conferences and hosting showcase events.
10. **Financial Solvency Objectives:**

The following objectives are designed to maintain the immediate and long-term financial stability and operational efficiency of the School.

a. Enhance Financial Oversight and Forecasting:

Commit to and execute **enhanced monthly external budget reviews** and maintain all existing financial safeguards implemented since December 2024 to ensure continuous financial solvency and **accurate forecasting**.

b. Ensure Protocol Compliance and Fiscal Accuracy:

Require the School Finance Team to **adhere fully to all financial recommendations**, specifically by pre-authorising all expenditures as "commitments" using **purchase orders (POs)** and accurately **cost-coding all purchases**.

c. Drive Operational Efficiency:

Implement and observe best practices to **maximise operational efficiencies** across all areas, ensuring the prudent and effective allocation of all School resources.

Whilst recognising the fluctuations and addressing the post-pandemic shortfalls within the 2025 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 at EXP in Reading for: White British, White Other, Black Other (attainment is only slightly higher (+4-6%) than National
- increasing overall attainment to pre-pandemic levels at EXP (>96%).

Within EYFS:

- increasing attainment to above National in PSED, UW.
- Notable significant groups, linked to areas of focus:

			Reception Compared to National 24/25	
WBRI (10)	L	-40.5%	GLD	+0.3%
	UW	-10.4%	CL	-0.8%
WOTH (15)	L	-3.2%	PSED	-0.9%
	UW	-7.1%	PD	-4.2%
APKN (17)	L	-11.7%	L	-1.0%
	CL	-14.9%	M	+2.8%
	UW	-9.8%	UW	-5.8%
BAFR (21)	CL	-3.4%	EAD	-6.3%
	UW	-9.0%		



Thames View Infants

2025-2026 School Development Plan

Ofsted Feedback:

1. A timetabled, daily story-time session takes place.
2. In KS1, children write with purpose and precision in Science/Foundation Lessons.
3. Beyond literacy lessons, teachers employ alternative methods for recording subject-learning intentions rather than children writing excessively.
4. In KS1, teachers use photos and other formative assessment methods to capture children's learning.
5. Key words/technical vocabulary are agreed at planning, and these are displayed within lessons.
6. The lowest 20% of children are reading on the correct book-band with fluency.

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

Headline Summaries	2025-26 Targets (last year's actuals in brackets)
	Target %
Good Level of Development	▲ ▲ 82 (68.6)
Prime Learning Goals	90 (75.4)
Specific Learning Goals	▲ ▲ 82 (67.8)
Across All Learning Goals	▲ ▲ 82 (66.9)
CL	85 (78.8)
PD	86 (80.5)
PSED	84 (82.2)
Literacy	▲ ▲ 75 (69.5)
Maths	85 (80.5)
UW	82 (74.6)
EAD	86 (78.8)

The current Reception cohort includes:

Current Rec (114)

- 91.2% EAL children
- 7 (6.1%) Children attend BumbleBees
- 12 (10.5%) children have a High Level of Need
- 1 (0.9%) EHCPs in place, a total of 9/7.9% projected
- 7 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 (11/11/2025)
 - 0 Children in Need (CIN)
 - 0 CP (Child Protection)

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

^95% of Year 1 children will be working within Phase 5 of Letters and Sounds.

^70% of Year 2 children will be working within Phase 5 of Letters and Sounds.

	In line with the National Expectation	Above the National Expectation	
	Working at Secure* & Above	Working at Mastery* & Above	Exceptional*
Reading	95%	70%	15%
Writing	95%	65%	10%
Mathematics	95%	70%	10%
Science	95%	58%	0.9%

120 children

The current Year 2 cohort includes:

- 82% EAL children
- 8 Children attend BumbleBees
- 22 Children attend Foxes (SEND provision within Year 2)
- 24% children have a High Level of Need
- 5 EHCPs in place, 5 more projected
- Children with Social Inclusion needs:
 - 1 Looked After Children
 - 1 child receiving Early Help, Children’s services with targeted family support including TAF/Family in Need.
 - 0 MARFs to date (11/11/25)
 - 0 Children in Need (CIN)
 - 0 CP (Child Protection)
 - 43 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%.

Key Issue: 1

To embed advancing children's understanding by extending teachers' use of differentiated questioning and effective talk to enhance learning.

Key Outcomes:

More attention is given to the type of talk and how that will support children's learning.

Teachers will draw upon a repertoire of appropriate teaching talk:

- rote
- recitation
- exposition
- discussion
- dialogue

To enable all staff and key stakeholders to become skilled in using talk to:

- secure children's understanding
- advance their thinking
- make greater learning demands
- raise the attainment of the most able
- enable children to negotiate and develop a "leadership voice"

and associated skills:

- helping children find their voice
- modelling
- providing a commentary
- providing a forum for sustained shared thinking
- 'scaffolded extended dialogue'
- the use of quality 'uptake'
- focussed-feedback
- empowered talk
- exploratory talk (discussion)

More attention is given to asking questions that will support children's learning.

Children participate actively in class discussions and all answers, right or wrong are used to promote thinking and develop understanding.

Raise the standard of achievement throughout the school.

Teachers' skilled use of differentiated questioning with target individuals and groups of children within teaching episodes, which will increase attainment.

2025-26 SDP1 TVI Talk4Learning:

Action:	Success Criteria:	Key Persons & Cost Implications:	Dates for Completion:	Completion/Review/Next Steps
<p>A sequence of INSETs illustrating different Talk-Types and characteristics:</p> <ul style="list-style-type: none"> • modelling • providing a commentary • providing a forum for sustained shared thinking • 'scaffolded extended dialogue' • the use of quality 'uptake' • focussed-feedback • empowered talk • exploratory talk (discussion) 	<p>All staff understand the role of different talk types and how and when they are used.</p>	<p>JW</p>	<p>January 26</p>	
<p>Working Parties established, with partnered-buddies, undertaking reciprocal peer-observations during weekly pink time. Opportunities for modelling talk4learning identified at staff meetings, to be evaluated-back the following week.</p>	<p>All teachers are confident at using different talk types.</p> <p>CTs plan and include a range of different 'talk' styles within their teaching.</p>	<p>JW All teaching Staff</p>	<p>December 25</p>	
<p>Lesson planning revised to include further T4L prompts and opportunities – led by HoYs at planning time.</p>	<p>Staff have thought about questioning at the planning stage and support each other with this.</p>	<p>ECT Mentors</p>	<p>Start October 25 (ongoing)</p>	
<p>HT leads on empowered talk, modelling this regularly during assemblies.</p>	<p>Children use empowered talk to behave as leaders. Children become negotiators and reason with each other around issues to do with school life.</p>	<p>All teaching staff</p>	<p>Ongoing</p>	
<p>HoY delivers T4L training for UEL PGCE trainees, which includes an opportunity for teachers to showcase the depth of expertise at TVI</p>	<p>Through this event, appraisal and informal opportunities, the SLT is able to evaluate the success of this action plan.</p>	<p>Paul</p>	<p>Ongoing</p>	
		<p>RO JW Teaching Staff</p>	<p>March 26</p>	

Key Issue: 2

To use photographic evidence and other formative assessment methods in KS1 to effectively capture and demonstrate children's learning without over-reliance on written work.

Key Objectives:

To enable all staff to, in Science & Foundation Lessons:

- Use a range of formative assessment strategies to capture children's learning in real-time.
- Ensure children engage in purposeful, curriculum-linked activities, with writing being one of several evidence forms.
- Develop teachers' skills in using observational and multimedia evidence (photos, videos, annotated work, practical outcomes) to evaluate and support learning.
- Encourage children to demonstrate understanding through a variety of methods, not just written work.
- Reduce the pressure on children to produce written evidence unnecessarily, while maintaining high expectations of writing outcomes.

Key Outcomes:

In Science & Foundation Lessons:

- Teachers will use a balanced approach to assessment, including:
 - Observations of children at work
 - Photographs capturing learning in action
 - Videos demonstrating skills or understanding
 - Practical outcomes, models, or artefacts
 - Focused group or individual written tasks where appropriate.
- Formative assessment becomes integral to teaching, enabling teachers to:
 - Adjust teaching in real time
 - Identify misconceptions quickly
 - Celebrate achievements in a variety of formats
- Teachers will confidently select and use the most appropriate form of evidence for the learning objective, demonstrating children's understanding effectively.
- Children develop their skills and understanding in a variety of ways, becoming more engaged, independent, and reflective learners.
- **Children participate in learning experiences that are meaningful, practical, and linked to the curriculum, without being constrained by excessive writing.**
- Teachers can showcase high-quality learning through a rich portfolio of evidence, demonstrating a thoughtful and balanced approach to assessment across KS1.
- Children are able to further their learning, based on receiving relevant, High Quality Feedback, which is recorded in their books. Children deepen their subject learning, life experiences, life-long learning and communication skills.
- The provision is suitably adapted in response to the level of need and number of adults present, in order to sustain deeper learning and attainment.
- Relevant, High-Quality Writing continues to place. Children continue to learn exceptionally well, with a minimal amount of time spent writing or being "withdrawn" to support groups.

2025-26 SDP2 TVI Formative Assessments:

Action:	Success Criteria:	Key Persons & Cost Implications:	Dates for Completion:	Completion/Review/Next Steps
<p>Provide CPD for KS1 staff on formative assessment strategies, drawing on the work of Shirley Clarke to develop effective, responsive approaches that capture real-time learning through photos, videos, and observation.</p> <p>INSET to allocate iPads for staff.</p>	<p>Staff confidently use a range of formative assessment tools inspired by Shirley Clarke's principles. Teachers effectively capture, assess, and respond to learning in Science and Foundation subjects.</p>	<p>Assessment Lead / KS1 Lead / Subject Leaders. Cost: staff meeting time; release time for moderation (£— internal cover).</p>	<p>Training by end of Autumn 2. Review Spring 1.</p>	<p>Evaluate through planning scrutiny, learning walks, and staff feedback. Identify further training needs.</p>
<p>Establish consistent expectations and systems for storing and sharing photographic and observational evidence across KS1, including the value of displaying practical work. 2 iPads for KS1 CTs' use.</p>	<p>Clear and efficient system in place. Teachers use it regularly to evidence learning. Reduction in unnecessary written work.</p>	<p>KS1 Lead / Class Teachers / ICT Support. Cost: £180 per staff meeting.</p>	<p>Autumn 2 – Spring 1.</p>	<p>Review system at end of Spring term; adapt where necessary. Share good practice examples across year groups.</p>
<p>Model and monitor classroom practice to ensure activities allow for varied evidence collection.</p>	<p>Lesson observations show balanced use of practical, oral, and written tasks. Children demonstrate understanding through diverse media.</p>	<p>KS1 Lead / SLT / Subject Leaders. Cost: release for monitoring.</p>	<p>Ongoing from Spring 1.</p>	<p>Feedback shared in staff meetings. Continue peer observation to sustain consistency.</p>
<p>Embed use of formative assessment to inform next steps in teaching and learning.</p>	<p>Planning and pupil progress meetings show assessment being used to adapt teaching in real-time. Children's progress is clearly linked to assessment evidence.</p>	<p>Class Teachers / KS1 Lead / Assessment Lead. No additional cost.</p>	<p>Ongoing across Spring and Summer terms.</p>	<p>Review through pupil progress meetings; celebrate examples of effective use in staff meetings.</p>

2025-26 SDP2 TVI Formative Assessments:

Action:	Success Criteria	Key Persons & Cost Implications:	Dates for Completion:	Completion/Review/Next Steps
Ensure writing remains purposeful and high quality, with children producing written outcomes where appropriate.	Books and portfolios show a balance between written and non-written evidence. Writing outcomes remain strong and relevant to learning intentions.	English Lead / KS1 Lead / Class Teachers.	Monitored termly through book scrutiny.	Review Summer 2. Plan next year's focus based on writing moderation outcomes.
Share examples of effective practice (photo evidence, annotated observations) with Teachers and Directors.	Governors and staff can see high-quality learning demonstrated through diverse evidence forms.	KS1 Lead / SLT / Governors.	Summer term.	Include in end-of-year SDP review and governor report.
Introduce a peer buddy system to support professional dialogue around formative assessment practice. Each teacher paired with a colleague to observe, share evidence, and reflect on practice. Release time provided for collaborative review.	Staff work collaboratively to improve assessment practice. Evidence of peer reflection and shared improvement. Increased confidence and consistency in formative assessment.	KS1 Lead / SLT. Cost: release time allocation for peer observations (£— internal cover).	Spring 1 – Summer 2.	Review through staff voice and peer observation feedback. Identify next steps for sustaining collaborative practice next academic year.

Action Plan Owner: Rosa Corcoran-Jones, Adam Dobson, James Woodhill, Rofiya Begum, Lakshmi Harikrishnan-Nair

Key Issue: 3

To ensure that the lowest 20% of children are reading fluently within the correct book-band.

Key Objectives:

- To enable all staff to:
 - Identify the lowest 20% of readers accurately and ensure they are on the correct book-band.
 - Address gaps in phonics knowledge, decoding strategies, and tricky words.
 - Deliver targeted, high-quality reading support within lessons and across the week, ensuring equitable access for all children.
 - Develop children's confidence and fluency through consistent practice, feedback, and reinforcement strategies.
 - Monitor progress rigorously and adjust teaching approaches to meet individual needs.

Key Outcomes:

- Teachers and Teaching Assistants will have a clear understanding of each child's reading level, strengths, and areas for development.
- Children in the lowest 20% will:
 - Read fluently at their book-band level
 - Apply phonics and decoding strategies accurately
 - Recognise and read tricky words with confidence
 - Develop increased confidence and enjoyment in reading
- Staff will use a range of assessment strategies to inform teaching, including:
 - Listening to individual reading regularly
 - Running small-group interventions
 - Tracking progress over time to ensure rapid and sustained improvement
- Teaching will remain equitable, with the lowest 20% receiving consistent, high-quality support within every lesson and throughout the week.
- Gaps in children's phonics knowledge and decoding strategies will be closed, enabling accelerated progress and stronger reading attainment.
- School leaders will be able to demonstrate clear progress in fluency for the lowest 20%, supported by assessment records and targeted interventions.

2025-26 SDP3 TVI Reading Fluency:

Action:	Success Criteria:	Key Persons & Cost Implications:	Dates for Completion:	Completion/Review/Next Steps:
Identify the lowest 20% of readers using recent assessments and teacher judgement.	All children in the lowest 20% are accurately identified and placed on the correct book-band.	PJ, Class teachers, DH, HoYs; minimal cost.	By mid-November	Review with DH/HoYs. Adjust placements if errors identified.
Conduct diagnostic assessments to identify gaps in phonics knowledge, decoding strategies, and tricky word recognition.	Each teacher has a clear profile of strengths and areas for development for each child.	Class teachers, DH, HoYs;	By late November	Review profiles with DH/HoYs; plan targeted interventions.
Staff training (Rosa's INSET) to further teacher's knowledge of furthering children's reading and strategies to support this. Implement targeted reading interventions for identified children, including daily guided reading, phonics support, and decoding practice.	Lowest 20% children show improved fluency and comprehension; evidence of progress.	Class teachers, Teaching Assistants, DH, HoYs; £360 staff meeting.	Ongoing from November throughout the term	Track progress weekly; adjust interventions for children not making expected progress.
Provide professional development for staff on delivering effective guided reading and phonics interventions.	Staff demonstrate confident and consistent use of strategies; improved outcomes for lowest 20%.	DH, HoYs;	November – mid-December	Follow-up observations and coaching sessions; share good practice.
Monitor and track progress using formative assessments, teacher observations and half-termly summative summaries. Additional Phonic Check after Phase 2 in Reception, BBs and SEND Classes. Revise target children where required.	Clear record of each child's progress; adjustments to book-bands made where necessary.	Class teachers, DH, HoYs.	Half-termly checks from Jan throughout the term	Termly review with SLT; modify interventions as needed.
Engage parents/carers in supporting reading at home (home reading logs, workshops, guidance for supporting phonics).	Increased parental engagement; evidence of reading practice at home; children making accelerated progress.	Class teachers, DH, HoYs.	November onwards, termly review	Review parental engagement and adapt support strategies; share tips for sustaining home reading.

Action Plan Owner: Adam Dobson, Rofiya Begum

Key Issue: 4

To raise attainment in CL (85%), Literacy (75%), UW (82%) and GLD (82%) by the end of EYFS.

Key Objectives:

- To further the School's learning culture, in which, teachers:
- Use assessment for learning information to gauge understanding and to re-focus teaching if necessary and to target individuals and groups of children who require specific support.
 - Confidently teach Guided Reading and Guided Writing Sessions.
 - Plan a range of activities that allow children to explore and consolidate skills and concepts taught in "whole class" sessions.
 - Plan activities that are adult directed/initiated as well as allowing for opportunities for children to plan, initiate and lead their own learning.
 - Provide consistent teaching and provision across the year group both in class and in the outdoor environment.
 - Create a multi-sensory learning environment that allows children to use resources creatively and independently.
 - "Look, listen and note" using observations to plan and develop children's interests and skills.
 - Organise adults to support children's independent exploration and learning.
 - Raise understanding of language, receptive and expressive, using targeted support from Language Link assessments and increased support from school's own Speech and Language Therapist.
 - Provide consistent provision across the year group both inside and outside (Reception).

Key Outcomes:

The Head of EYFS will have a daily hands-on role within the EYFS:

- knowing teachers and children well,
- regularly giving feedback on the quality of the provision and learning,
- directly tweaking/making changes to the provision,
- challenging, changing and advising all available adults in response to need,
- directly leading groups and short-term interventions in response to shortfalls.

Based on observations, Learning and Teaching and the consolidation provision across EYFS will be judged as consistent at least 90% of the time.

70% of whole class/large group teaching of CL/Literacy across the Foundation Stage will be judged as "exemplary" July 26.

At the end of Reception – the % of children scoring within the below area will improve to above National (2025 position):

	EXP+
CL	85%
Literacy	75%
UW	82%
GLD	82%

Based on observations, consolidation provision across Reception will be judged as consistent at least 90% of the time.

Children will know their individualised Reading and Writing targets, the latter based on formative assessments, focussed feedback and written in child-speak.

2025-26 SDP4 TVI EYFS - final:

Action:	Success Criteria:	Key Persons & Cost Implications:	Dates for Completion:	Completion/Review/Next Steps
<p>AD to lead via "teach and go" approach: teach 30 minutes in Nursery each morning and afternoon, then immerse in Reception to observe, assess provision, and adjust planning, teaching, adult deployment, and interventions for CL, Literacy, and UW.</p> <p>New Staff Timetable implemented from January, and revised further from Easter.</p>	<p>AD actively shapes provision daily; gaps in teaching, provision, or adult deployment addressed immediately; targeted interventions implemented.</p>	<p>AD (Head of EYFS/Inclusion Lead), Reception Teachers, TAs, SLCN staff (TR & OG); minimal cost.</p>	<p>Daily from November 2025</p>	<p>Weekly review of adjustments and modify provision or adult support as needed.</p>
<p>AD to cover Reception classes on rotation during PPA to gain detailed knowledge of children and provision.</p>	<p>AD has full insight into all Reception children; provides consistent feedback; plans interventions or tweaks provision where needed.</p>	<p>AD, Reception Teachers, TAs; minimal cost.</p>	<p>Each PPA day from November 2025</p>	<p>Half-Termly review of impact; refine rotation schedule or support focus.</p>
<p>AD to ensure consistency across Reception classes, nurturing teachers, building on and sharing their strengths.</p>	<p>Teaching approaches, provision, and adult deployment consistent across all Reception classes; staff feel supported and confident.</p>	<p>AD, Reception Teachers, TAs; minimal cost.</p>	<p>Ongoing from November 2025</p>	<p>Termly review; adapt support or coaching where needed.</p>
<p>AD to analyse early data from formative assessments, Language Link, termly profiles, phonics checks, and miscues to identify children needing extra support.</p>	<p>Children who are not making progress identified early; targeted support/interventions implemented promptly.</p>	<p>AD, Reception Teachers, TAs; minimal cost.</p>	<p>Weekly from November 2025</p>	<p>Review intervention impact; adjust provision and adult deployment as needed.</p>
<p>Teachers to deliver guided reading and guided writing sessions with AD coaching and feedback; AD to model lessons and share best practice during "pink time." For TAs.</p>	<p>70% of whole class/large group teaching judged "exemplary"; children show accelerated progress in CL and Literacy.</p>	<p>Reception Teachers, AD, TAs; minimal cost.</p>	<p>Ongoing from November 2025</p>	<p>Termly observations; adapt sessions based on AD's feedback.</p>
<p>AD to directly review and adjust planning for CL, Literacy, and UW, including whole-class teaching and consolidation provision.</p>	<p>Planning consistently aligns with children's needs; gaps identified and addressed; consolidation provision judged consistent at least 90%.</p>	<p>AD, Reception Teachers, TAs; minimal cost.</p>	<p>Weekly from November 2025</p>	<p>Review planning adjustments termly; ensure targets for CL 85%, Literacy 75%, UW 82% met.</p>
<p>Plan and implement adult-directed and child-initiated activities to consolidate CL, Literacy, and UW skills; AD to adjust provision as and when needed "in the moment".</p>	<p>Consolidation provision judged consistent at least 90%; children independently apply skills and concepts taught.</p>	<p>Reception Teachers, TAs, AD, SLCN staff (TR & OG); minimal cost.</p>	<p>Daily/weekly from November 2025</p>	<p>Weekly review by AD; refine activities and adult deployment as required.</p>

2025-26 SDP4 TVI EYFS - final:

Action:	Success Criteria:	Key Persons & Cost Implications:	Dates for Completion:	Completion/Review/Next Steps:
Ensure teachers and TAs know their children well; adults deployed effectively to provide timely support.	Adults have clear understanding of children's strengths and needs; support is targeted and responsive; provision consistent across classes.	Reception Teachers, TAs, AD; minimal cost.	Ongoing from November 2025	Weekly review by AD; redeploy adults if needed.
Provide targeted language and SLCN support with TR & OG; AD coordinates and monitors impact.	Children with language delays show measurable improvement; increased participation and attainment in CL and Literacy.	AD, TR, OG, TAs; minimal cost.	Ongoing from November 2025	Monthly review of SLCN interventions; adapt as needed.
AD to lead daily observation cycle ("look, listen, note") to inform planning, provision, and adult deployment.	Observations directly influence teaching, interventions, and consolidation provision; gaps addressed immediately.	AD, Reception Teachers, TAs; minimal cost.	Daily from November 2025	Weekly review; update provision and action plans.
Ensure multi-sensory learning environment inside and outside Reception; AD to monitor and adjust provision and resources for independent use.	Children explore resources creatively; multi-sensory approaches embedded; provision consistent across year group.	Reception Teachers, TAs, AD; minimal cost.	Ongoing from November 2025	Termly review by AD; refine environment and resources as needed.

Key Issue: 5

To equip KS1 teachers with the skills and confidence to maintain high standards of teaching, learning, and pupil outcomes in a classroom model with limited additional adult support.

Key Objectives:

To develop teachers' capacity to:

- Plan and deliver high-quality learning experiences independently.
- Manage classroom organisation and behaviour effectively without additional adult assistance.
- Differentiate learning to meet the needs of all pupils through adaptive teaching strategies.
- Use assessment information efficiently to target support and raise attainment.
- Build professional resilience and confidence within the current staffing model.

Key Outcomes:

- Teachers demonstrate greater independence and confidence in delivering lessons without teaching assistant support.
- High-quality teaching and learning are maintained across all year groups, with improved pupil progress and attainment.
- Lesson observations and learning walks show effective use of adaptive teaching, classroom organisation, and formative assessment.
- Workload is managed more efficiently, with teachers using time and resources strategically to maximise pupil impact.
- Pupils continue to receive high-quality learning experiences that promote independence, engagement, and achievement.
- Attainment within KS1 Continues to rise.

2025-26 SDP5 TVI Up-Skilling Teachers:

Action:	Success Criteria:	Key Persons & Cost Implications:	Dates for Completion:	Completion/Review/Next Steps:
<p>Conduct an initial staff audit to identify strengths, needs, and areas for development related to independent classroom practice.</p> <p>Surgery-style staff meeting to discuss tips & tricks.</p>	<p>Clear overview of staff confidence and CPD needs informs training plan.</p>	<p>SLT / Phase Leaders. Minimal cost – staff meeting time.</p>	<p>Start: Half Term 2 Complete: End of Autumn Term</p>	<p>Use findings to design targeted CPD programme for Spring Term.</p>
<p>Deliver focused CPD sessions on adaptive teaching, classroom organisation, and formative assessment in classrooms without additional adult support.</p>	<p>Teachers demonstrate improved independence and confidence through lesson observations and pupil outcomes.</p>	<p>SLT / SENCo / Lead Teachers. Cost: CPD budget / staff meeting allocation.</p>	<p>Start: Autumn Term 2 Ongoing: Spring Term</p>	
<p>Introduce peer coaching or team-teaching opportunities to share effective independent practice.</p>	<p>Evidence of shared strategies across year groups; consistent teaching standards.</p>	<p>SLT / Phase Leaders. Cost: Cover for paired observation sessions.</p>	<p>Spring Term</p>	<p>Review through observation notes and staff reflections; identify further coaching pairs.</p>
<p>Provide practical classroom tools and templates (e.g. planning guides, independence routines, and support resources).</p>	<p>Teachers report greater efficiency and improved classroom flow.</p>	<p>SLT / Middle Leaders. Cost: Printing and resource time.</p>	<p>Autumn Term 2 – Spring Term 1</p>	
<p>Establish classroom routines that promote pupil independence and reduce reliance on adult intervention.</p>	<p>Pupils demonstrate increased autonomy; transitions are smooth and purposeful.</p>	<p>Class Teachers. No additional cost.</p>	<p>Ongoing from Autumn Term 2</p>	<p>Review via learning walks; celebrate strong practice in staff briefings.</p>

2025-26 SDP5 TVI Up-Skilling Teachers:

Action:	Success Criteria:	Key Persons & Cost Implications:	Dates for Completion:	Completion/Review/Next Steps
<p>Monitor and evaluate impact through lesson observations, book looks, and pupil voice activities.</p>	<p>Consistent high-quality teaching maintained across the school; attainment data remains stable or improves.</p>	<p>SLT / Headteacher. Cost: Monitoring time.</p>	<p>Termly</p>	

Action Plan Owner: James Woodhill & Lakshmi Harikrishnan-Nair

Key Issue: 6

To identify and implement a new PSHCE curriculum.

- 65% of PSHCE lessons within FS & KS1 are judged as Outstanding

Key Objectives:

- To improve the quality of children's experience of PSHCE lessons within the Whole School by identifying and purchasing a new PSHCE Scheme of Work.
- To trial and then introduce a new PSHCE Scheme of Work.
- To support the successful implementation of introducing a new Scheme of Work:
 - re-organisation of resources and storage
 - updating and re-publishing resources (including online content)
 - supporting teachers with peer observations and formative feedback and advice

Key Outcomes:

- A new PSHCE Scheme of Work is successfully purchased and introduced.
- Lesson plans are reorganised, medium term plans are updated and published in folders and online.
- Teachers are confident at delivering the new Scheme of Work and the SLT is able to offer responsive peer support to address skill-shortfalls.
- The new PSHCE Scheme is well resources and resources are correctly and consistently used.
- 65% of PSHCE teaching will be judged as Outstanding
- Teachers are more skilful in using formative assessment to inform future planning and teaching
- Children will be better informed of their own personal health, and their role as good citizens. They will be able to empathise with others and communicate their feelings and recognise these in others.

2025-26 SDP6 TVI PSHCE:

Action:	Success Criteria:	Key Persons & Cost Implications:	Dates for Completion:	Completion/Review/Next Steps
<ol style="list-style-type: none"> Teachers & SLT make criteria-list to help with new PSHCE Scheme selection. Visits to other Schools, as well as consideration of popular commercially available Schemes, helps decision process (including most recent Jenny Mosley version). Purchased Scheme of Work is mapped-out into delivery units and assigned to Year Groups R-2. Consideration is given for any in-house modifications to be made; which if is the case, takes place. 	<p>A suitable Scheme of Work is purchased.</p>	<p>SLT, Teachers, James Woodhill</p>	<ol style="list-style-type: none"> Jan 26 Feb 26 Easter 26 May 26 	
<ol style="list-style-type: none"> Updated purchased Scheme of Work is mapped-out into delivery units and assigned to Year Groups R-2. Consideration is given for any in-house modifications to be made; which if is the case, takes place. 	<p>The Scheme of Work is mapped out and long term and medium term objectives assigned.</p>	<p>JW</p>	<ol style="list-style-type: none"> Summer 26 July 26 	
<ol style="list-style-type: none"> Groups Units of work are printed and stored in curriculum files. Medium & Long Term plans are updated and this is saved on the server, stored in curriculum files and PDF'ed for the School's Online Curriculum Map. New folders are made and distributed. 	<p>Scheme of work is:</p> <ul style="list-style-type: none"> saved on the server Short Term Planning is stored within folders. Medium & Long Term plans updated in PSHCE Folders and Online 	<p>JW</p>	<p>September 26</p>	
<ol style="list-style-type: none"> Current resources audit takes places. New equipment and new storage purchased. Equipment lists made and stored on server for Office Staff to easily re-order. 	<p>PSHCE Resources updated to reflect new content. Office Staff can easily order new resources and this is sustainable.</p>	<p>JW</p>	<p>Summer 26</p>	
<ol style="list-style-type: none"> Whole School inset on Overview of Scheme of Work and new skills, including a sequence of twilight sessions, depending on staff strengths and areas of self-review/perceived weakness. Timetable of peer-support observations, working on staff strengths and expertise, made and implemented. 	<p>Staff feel confident in the delivery of teaching the new Curriculum.</p>	<p>JW</p>	<p>Autumn 2 26 SoW starts Jan 2027</p>	
<ol style="list-style-type: none"> Cycle of monitoring the Quality of Learning using the School's PSHCE Monitoring Proforma takes place. 	<p>The Quality of Teaching PSHCE continue to be judged as High.</p>	<p>JW</p>	<p>Spring/ Summer 27</p>	

2025-26 SDP6 TVI PSHCE:

Action:	Success Criteria	Key Persons & Cost Implications:	Dates for Completion:	Completion/Review/Next Steps
2. Targeted support and further peer observations for teachers where required.				

2025-26 SDP7&8 TVI Sport & Play:

Action Plan Owner: James Woodhill & Lakshmi Harikrishnan-Nair

Key Issues: 7 & 8

7. To develop a more active-based focus during Breakfast Club.
8. To develop pupils' social skills and physical activity levels through structured traditional playground games led by lunchtime staff.

Key Objectives:

- To enable staff to:
- Plan and deliver a range of sports-based activities during Breakfast Club.
 - Encourage pupils to participate actively in structured physical activities.
 - Develop pupils' social skills, including teamwork, communication, and cooperation.
 - Promote healthy lifestyles and increased daily physical activity.
 - Foster a sense of enjoyment, leadership, and resilience through traditional games.

Key Outcomes:

- Breakfast Club sessions have a clear, sports-based focus with structured activities.
- Pupils engage in activities that promote both physical fitness and social interaction.
- Increased participation and motivation among pupils in physical activities.
- Staff demonstrate confidence in delivering structured games, facilitating social development and leading play.
- Pupils show improved teamwork, communication, and problem-solving skills during activities.
- Observed improvement in pupils' overall physical activity levels and engagement with healthy lifestyle choices.
- Children more engaged in play at lunchtimes and able to initiate their own games.
- Children's social and communication skills improve.

2025-26 SDP7&8 TVI Sport & Play:

Action:	Success Criteria:	Key Persons & Cost Implications:	Dates for Completion:	Completion/Review/Next Steps
Plan structured sports-based programme for Breakfast Club. Brain storm list of activities at Staff Meeting.	Breakfast Club sessions have clear, age-appropriate sports activities; pupils participate actively	JW (lead); Teaching Assistants supervise	Start: Nov 2025; Review: Jan 2026	JW to review participation and engagement; adjust activities based on pupil feedback
Train Breakfast Club staff on delivering sports-based activities.	Staff are confident in delivering a range of sports; activities run safely and effectively	JW to lead training; Teaching Assistants attend; Minimal cost (internal)	Training complete by Dec 2025	Evaluate staff confidence and readiness; provide follow-up support if needed
Deliver sports-based activities at Breakfast Club.	Pupils consistently participate; improved engagement, enjoyment, and physical activity	JW to lead; Teaching Assistants support supervision	Ongoing from Jan 2026	
Identify types of traditional games for lunchtime play. Brain storm list of traditional games at Staff Meeting.	Clear list of traditional games that develop social and physical skills	JW (lead); input from MDAs; No-cost materials	Nov 2025	Review games list with MDAs; select games for implementation in next term

2025-26 SDP7&8 TVI Sport & Play:

Action:	Success Criteria:	Key Persons & Cost Implications:	Dates for Completion:	Completion/Review/Next Steps:
Train MDAs on delivering structured traditional games.	MDAs feel confident facilitating games; pupils understand rules and engage safely	JW to lead training; all MDAs attend; Minimal cost (internal)	Training complete by Dec 2025	Review MDA confidence and pupil engagement; provide refresher sessions if needed
Deliver structured traditional games at lunchtime.	Pupils actively participate in games; social skills and teamwork improved; games run smoothly	MDAs to lead; JW supervises initially; Low-cost equipment as required	Ongoing from Jan 2026	Observe sessions; gather feedback from staff and pupils; adjust games and supervision as required
Share good practice amongst lunchtime staff.	Lunchtime Staff have peer-buddies, confidence improves and good practice championed.	JW to organise	Feb 2026 onwards	
Monitor pupils' social skills and physical activity levels	Evidence of improved teamwork, communication, participation, and physical fitness	JW, TAs, MDAs; small budget for cover if needed	Termly (Dec 2025, Mar 2026, Jul 2026)	Review outcomes; adjust activities to address gaps; share results with leadership team

2025-26 SDP7&8 TVI Sport & Play:

Action:	Success Criteria:	Key Persons & Cost Implications:	Dates for Completions:	Completion/Review/Next Steps:
Celebrate achievements and motivate participation	Pupils rewarded/acknowledged for effort and participation; increased enthusiasm and engagement	JW to coordinate; TAs and MIDAs support	Ongoing from Jan 2026	

Key Issue: 9

To re-establish the School as a leader locally and nationally by expanding key partnerships and consistently contributing expertise to educational conferences and hosting showcase events.

Key Objectives:

- To raise our profile in order to support other schools, with a focus on:
 - *Talk for Learning* • *Finance* • *Inclusion*
 - *Lunchtimes* • *Moderation* • *Preparing for Ofsted*
 - *Attendance* • *ECT Support* • *Parental Engagement*
 - *Guided Reading* • *Supporting the most vulnerable* • *Raising Standards in Areas of High Deprivation*
 - *Current issues*

- To provide opportunities for Teachers and Teaching Assistants to embed and showcase key teaching and learning priorities.

- To create and nurture professional links with Primary colleagues within neighbouring boroughs, with a view to developing opportunities for further outreach work.

Key Outcomes:

Senior and Middle Leaders are provided with opportunities to play an increasingly influential role in shaping the vision and ethos of TVI as a learning community.

The school has an established learning culture within which practitioners feel supported in taking risks with the learning provision, becoming increasingly more reflective and responsive.

TVI is re-established as a local leader of School Support, showing School strengths and offering peer support and expertise to local Schools.

2025-26 SDP9 TVI Shared Expertise:

Action:	Success Criteria:	Key Persons & Cost Implications:	Dates for Completion:	Completion/Review/Next Steps
<p>Promotion of Support Offered:</p> <ul style="list-style-type: none"> Identify areas of School strengths Create an informative 'flyer' to advertise School support Make contact with key departments and individuals for distribution to schools across neighbouring boroughs Advertising 'no cost' training/support 	<p>The portfolio of expertise is advertised widely across neighbouring boroughs, targeting specific Schools, allowing sufficient time for planning and preparation.</p>	<p>PJ</p>	<p>December 2025</p>	
<p>Based on take-up, Support Hosting Days are organised:</p> <ul style="list-style-type: none"> Staff Meeting – within each year group, teachers spend time discussing and adapting planning appropriately in order to showcase each area of learning / topic. DH provides an overview of how each session / open day will run. DH meets with necessary office staff to discuss the planning process. 	<p>Staff understand the ethos surrounding support work and their role within this project.</p> <p>Timetabling for the day is made clear to all staff.</p> <p>Dates in the diary are confirmed in good time and staff across the school are mindful of these events, so clashes do not happen.</p> <p>Objectives and timescales are shared with all necessary staff members.</p>	<p>All Teaching Staff</p>	<p>January 2026 onwards</p>	
<p>Help in School/Reciprocal Visits</p> <p>Leaders arrange visits to other and then offer to reciprocate the offer. From this, connections and networks grow. (Focus – ARPS, EYFS, Lack of Tas, Financial Pressure).</p>	<p>A repertoire of Supporting Schools evolves.</p>	<p>DH, HoY2 JW</p>	<p>January 2026 onwards</p>	

2025-26 SDP9 TVI Shared Expertise:

Action:	Success Criteria:	Key Persons & Cost Implications:	Dates for Completion:	Completion/Review/Next Steps:
<p>Offer of Courses:</p> <ul style="list-style-type: none"> Empowered staff deliver a series of sessions, to include: <ul style="list-style-type: none"> All-day INSET / Open Day Twilight INSET Based on feedback, further support is brokered, delivering bespoke outreach work off site Arrange visits with interested schools, both here and "there" 	<p>Courses are well attended.</p> <p>Attendees observe a rich, vibrant and happy learning provision.</p> <p>Colleagues feel supported in developing their practice within their own setting.</p> <p>Standards are raised.</p> <p>Partnerships grow.</p> <p>Courses are well attended.</p> <p>Attendees observe a rich, vibrant and happy learning provision.</p>	<p>DH, JW</p>	<p>To be arranged.</p>	
<p>Extending existing Partnerships:</p> <p>Other key staff utilise their connections to make further links and develop existing partnerships:</p> <ul style="list-style-type: none"> SENDCO – with LA Inclusion Link for collaboration. SBM through BM network meetings. DH – through DH network, EYFS moderation/meetings and letters to targeted Schools. AHT – through EYFS, Inclusion & moderation. HoY – through UEL hosting days, informal KS1 moderation. HT – responding to conference fliers. JW – PE & talk4learning. AL – attendance conferences <p>Office Staff chase up initial dates set with individual Schools.</p>	<p>The School's network of partnerships increases.</p>	<p>AD/JW</p> <p>Various Teachers</p> <p>DB/JS</p>	<p>Initial meeting November 25; then as and when opportunities occur.</p>	

Action Plan Owner: Kelly Ager, Billy Haynes

Key Issue: 10

To maintain the immediate and long-term financial stability and operational efficiency of the School.

- a. **Enhance Financial Oversight and Forecasting:**
Commit to and execute enhanced monthly external budget reviews and maintain all existing financial safeguards implemented since December 2024 to ensure continuous financial solvency and accurate forecasting.
- b. **Ensure Protocol Compliance and Fiscal Accuracy:**
Require the School Finance Team to adhere fully to all financial recommendations, specifically by pre-authorising all expenditures as "commitments" using purchase orders (POs) and accurately cost-coding all purchases.
- c. **Drive Operational Efficiency:**
Implement and observe best practices to maximise operational efficiencies across all areas, ensuring the prudent and effective allocation of all School resources.

Key Objectives:

- a. **Enhance Financial Oversight and Forecasting:**
 - Commit to and execute enhanced monthly external budget reviews.
 - Maintain all existing financial safeguards implemented since December 2024 to ensure continuous solvency and accurate forecasting.
- b. **Ensure Protocol Compliance and Fiscal Accuracy:**
 - Require the School Finance Team to adhere fully to all financial recommendations.
 - Pre-authorize all expenditures as "commitments" using purchase orders (POs).
 - Accurately cost-code all purchases to support robust financial tracking.
- c. **Drive Operational Efficiency:**
 - Implement and monitor best practices to maximize efficiency across all operational areas.
 - Ensure prudent and effective allocation of School resources.

Key Outcomes:

- Monthly external budget reviews provide clear and accurate insights into financial status.
- Financial safeguards continue to mitigate risk and ensure the School remains solvent.
- All expenditures are pre-authorised and cost-coded correctly, ensuring fiscal accountability and transparency.
- Operational practices are streamlined, maximising value for money and resource efficiency.
- School Leadership has confidence in accurate forecasting and effective resource management.
- Long-term financial stability is maintained, supporting strategic planning and the School's educational objectives.
- To restore the Trusts reserves incrementally to £150k.

2025-26 SDP10 TVI FINANCE & HS ACTION PLAN:

Action:	Success Criteria:	Key Persons & Cost Implications:	Dates for Completion:	Completion/Review/Next Steps
<p>Execute enhanced monthly budget monitoring with timely executive summaries and precise reports from Juniper Financial Services; include RAG-rated risks for Forecasts at each monthly meeting.</p>	<p>Accurate, up-to-date monthly financial position with clear risk indicators; improved year-end forecasting.</p>	<p>HT/DH Finance (KA), AHT (Adam Dobson), Juniper Financial Services; cost of external services.</p>	<p>Monthly from Nov 2025</p>	<p>Review RAG reports in monthly finance meetings; adjust forecasting methodology as required.</p>
<p>Ensure all expenditures are pre-authorized as "commitments" using purchase orders (POs) and cost-coded accurately. HT continues to use signing-off system for all purchases. All SLAs are committed at the start of the AY.</p>	<p>All financial transactions follow protocol; purchase orders are raised consistently; accurate accounting and compliance with financial regulations.</p>	<p>Finance Officer (DB), Line Manager / CFO (KA); minimal operational cost.</p>	<p>Ongoing from Nov 2025</p>	<p>Monthly audit by KO; update financial regulations to formalise PO prerequisite.</p>
<p>Update and maintain the School Financial Regulations to reflect PO and cost-coding requirements: "everything has a PO except emergency repairs".</p>	<p>Regulations clearly set out all financial protocols; compliance is demonstrable.</p>	<p>KA (School Business Manager / CFO)</p>	<p>By Nov 2025</p>	<p>Circulate updated regulations to Directors; review compliance at each finance meeting.</p>
<p>Monitor operational efficiency, including staffing and fixed-term contracts, to ensure alignment with financial forecasting.</p>	<p>Fixed-term contracts managed effectively; no overspend; operational efficiency maintained despite staff reductions.</p>	<p>HT, KA, DH, AHT & SLT; cost-neutral but strategic resource management.</p>	<p>Ongoing from Nov 2025</p>	<p>Review each term; adjust staffing contracts based on forecasting.</p>

2025-26 SDP10 TVI FINANCE & HS ACTION PLAN:

Action:	Success Criteria:	Key Persons & Cost Implications:	Dates for Completion:	Completion/Review/Next Steps:
Achieve successive in-year underspends to restore School reserves to £150k across four years.	Year-on-year underspends achieved; cumulative reserves increase towards target; financial stability maintained.	KA, HT/DH/AHT (Adam Dobson), SLT; minimal additional cost.	Annual review, target reserve achieved over 4 years	Evaluate progress annually; refine budgeting and operational efficiency strategies.
Engage key personnel in monthly finance meetings to review performance, projections, and risks.	Strong oversight from senior leadership; proactive management of emerging financial risks.	AHT (Adam Dobson), KA, Juniper Financial Services	Monthly from Nov 2025	Record decisions and actions; escalate significant risks to Trust Board as needed.
Utilising a third-party consultancy, re-tender catering SLA.	The catering provider will offer a pupil lunch at a cost within the Universal Infant Free Meal price.	PJ, KA, Consultancy. Cost-neutral – including in new tender agreement.	Dec 2025	

2025-26 SDP10 TVI FINANCE & HS ACTION PLAN:

Action:	Success Criteria:	Key Persons & Cost Implications:	Dates for Completion:	Completion/Review/Next Steps
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Health & Safety/Grounds Maintenance:

(Actions based on most recent audit)

Requirements	Actions	Responsibility	Target Date
Fire Safety	To ensure that the Fire Risk Assessment and associated maps continue to be updated with staff changes and then presented to Directors.	BH via LBBD H&S	January 26
Fire Safety	To upgrade the Fire Alarm system to allow for future School expansion/growth.	KA/BH	When School expansion is likely.
Security	To upgrade the Intruder Alarm system to allow for future School expansion/growth.	KA/BH	When School expansion is likely.

Actions based on non-emergency School Improvement)

To utilise the CIF bid process in order to improve playground drainage and restore line markings within EYFS and KS1 playground.	Both EYFS and KS1 playgrounds will drain correctly and be finished with fresh and markings, with no contribution from School Funds.	BH	Dec 25	CIF + Capital
To replace computer desks in KS1 classrooms, with Reception-style ICT suites (once current set-up exhausted)	Once all spares have been utilised/cannibalised, existing computer desks will be set up in a corner-suite arrangement in one classroom, displacing spare parts for the on-going maintenance of existing units.	KA/BH	On-going	Budget Depending