# Thames View Infants
## 2026-2027 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 the June 2024 Inspection.*

*The 2026-27 Academic Year is characterised as follows:*

- *A vibrant and energised team, with comparatively higher levels of less experienced teachers, and an ECT.*
- *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).*
- *A total of 37 children have been identified as requiring Education, Health and Care (EHC) plans. Eight plans are already in place, with a further six expected imminently at the time of writing. A planned programme is in place to submit applications for the remaining children over the course of the academic 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.*
- *Enhanced financial systems and operations efficiency, resulted in a £78k EoY underspend and a £90k reserve figure.*
- *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:*
  - *Sustaining the upward trend of maintaining EYFS attainment above the national expectation of above 75%,*
  - *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 rise GLD attainment to 90% by the end of EYFS.
5. To implement the new PSHCE Policy (by Spring '28).
6. a. To continue a more sports-based focus during Breakfast Club.
   b. To develop pupils' social skills and physical activity levels through structured traditional playground games led by lunchtime staff.

7. **Financial Solvency Objectives:**
   The following objectives are designed to maintain the immediate and long-term financial stability and operational efficiency of the School.
   a. **Maintain Enhance Financial Oversight and Forecasting:**
      Continue **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. **More confident Financial Forecasting:**
      For the finance team to have greater confidence in their EoY forecasting figures.
   d. **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.

9. To reintroduce an extended provision for the most able Year 2 pupils.

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Whilst recognising the fluctuations and addressing the post-pandemic shortfalls within the 2026 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:

- Improving attainment of the WB

**Compared to National:**

- **White British (11); Writing at Expected+; +8.5%** above national — TVI 72.7%, national White British 64.2%. This is the weakest relative position across the main Reading/Writing/Maths measures, but it is **still above national.** 3012021_2026 DataPackKs1V1ThamesViewInfants.pdf
- **White British (11); Science at Expected+; −0.8pp** below national — TVI 81.8%, national White British 82.6%. This is the only clear below-national result for this significant group in the KS1 gap analysis.

**Compared to School:**

Using **Expected Standard+** in Reading, Writing and Maths:

**Highest relative to school average**

- Pakistani (8) — **Reading — +8.0%**
- Indian (9) — **Reading — +8.0%**
- Other Mixed (9) — **Reading — +8.0%**
- Other White (8) — **Reading — +8.0%**
- No identified SEND (78) — **Writing — +7.1%**

**Lowest relative to school average**

- EHCP (8) — **Reading — −54.5%**
- White British (11) — **Writing — −20.2%**
- SEN Support (27) — **Writing — −7.7%**
- English first language (22) — **Writing — −6.5%**
- Bangladeshi (29) — **Maths — −4.1%**

- One important contextual point: **the EHCP gap is against TVI's exceptionally high whole-school KS1 average.** EHCP pupils themselves substantially outperform the national EHCP comparator — e.g. 37.5% Expected+ in Reading compared with 15.0% nationally.

**KS1 GD – highest relative to school average**

- **Pakistani (8)** — Maths — **+22.9% school average; +70.4% national average** — TVI 87.5% GD.
- **No identified SEND (78)** — Maths — **+21.3% school average; + 68.8% national average** — TVI 85.9%.
- **Indian (9)** — Reading — **+20.8% school average; +69.5% national average** — TVI 88.9%.
- **Other White (8)** — Writing — **+16.6%school average; +65.0% national average** — TVI 75.0%.
- **Bangladeshi (29)** — Writing — **+10.6% school average; +59.0% national average** — TVI 69.0%.

**KS1 GD – lowest relative to school average**

- **EHCP (8)** — Maths — **−64.6% school average; −17.1% national average** — TVI 0.0% GD.
- **SEN Support (27)** — Maths — **−42.4% school average; +5.1% national average** — TVI 22.2%.
- **English first language (22)** — Maths — **−32.8% school average; +14.7% national average** — TVI 31.8%.
- **White British (11)** — Maths — **−28.2% school average; +19.3% national average** — TVI 36.4%.
- **Other Mixed (9)** — Writing — **−25.1% school average; +23.3% national average** — TVI 33.3%.

- The clear exception is the **EHCP group**, particularly Writing and Maths, where no pupils reached GD.

*Within EYFS:

- Increasing Attainment YoY:

**Compared to National:**

- **White British (9); Literacy; −9.3%** from national — TVI 66.7%, national White British 76.0%. This is the clearest significant negative gap.
- **Black African (27); Physical Development; −7.7%** — TVI 74.1%, national Black African 81.8%.
- **English as first language (11); Literacy; −3.1%** — TVI 72.7%, national 75.8%.
- **Boys (51); Expressive Arts & Design; −2.7%** — TVI 78.4%, national boys 81.1%. Boys were also −1.8pp in Physical Development.

**Compared to School:**

**Highest relative to school average**

- Pakistani (13) — **Understanding the World — +14.5%**
- Disadvantaged (10) — **Physical Development — +13.6%**
- White British (9) — **Communication & Language — +12.7%**
- English first language (11) — **Communication & Language — +12.7%**
- No identified SEND (77) — **Understanding the World — +10.6%**

**Lowest relative to school average**

- SEND (33) — **Understanding the World — −24.9%**
- White British (9) — **Literacy — −14.2%**
- Black African (27) — **Physical Development — −12.3%**
- Boys (51) — **Expressive Arts & Design — −9.8%**
- English first language (11) — **Literacy — −8.2%**

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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 2027:**

| Area of Development | 2026 (confirmed) 110 children | 2027 Targets 120 children |
|---|---|---|
| PSED | 91.8% | 93% |
| CL | 88.2% | 91.2% |
| PD | 90.9% | 92.9% |
| Literacy | 82.7% | 85.7% |
| Maths | 84.5% | 88.5% |
| UW | 85.5% | 87.5% |
| EAD | 88.2% | 90.2% |
| **Good Level of Development** | 80.9% | 90% |

**The current Reception cohort includes:**

Current Rec (120)

- 88.3% EAL children
- 10 (8.3%) Children attend BumbleBees
- 20 (16.6%) children have a High Level of Need
- 2 (1.6%) EHCPs in place, (a total of 11/9.1% projected)
- 10 children attend small group provision due to their high level of need including ASD, social, communication, play needs.
- Children with Social Inclusion needs:
    - 2 Looked After Children
    - 3 child receiving Early Help, Children's services with targeted family support including TAF/Family in Need.
    - 0 MARFs to date (16/09/2026)
    - 0 Children in Need (CIN)
    - 4 CP (Child Protection)

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**Over-View of key targets KS1- by July 2027:**

^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%** | **60%** | 1% |

120 children

**The current Year 2 cohort includes:**

- 84% EAL children
- 5 Children attend BumbleBees
- 4 Children attend Pandas (SEND provision within Year 1)
- 24 Children attend Gorillas (SEND provision within Year 2)
- 25% children have a High Level of Need
- 4 EHCPs in place, 2 more projected
- Children with Social Inclusion needs:
    - 2 Looked After Children
    - 1 child receiving Early Help, Children's services with targeted family support including TAF/Family in Need.
    - 1 MARF to date (13/10/26)
    - 0 Child in Need (CIN)
    - 0 CP (Child Protection)
    - 58 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 97% by the end of Year and Persistent Absenteeism will decrease to 10 across F2 & KS1. Lateness will be reduced by 10%.

**2026-27 SDP1 TVI Talk4Learning:**

Action Plan Owner: James Woodhill & Lakshmi Harikrishnan-Nair

**Key Issue: 1**

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

**Key Objectives:**

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"

**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

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.

**2026-27 SDP1 TVI Talk4Learning:**

| Action: | Success Criteria: | Key Persons & Cost Implications: | Dates for Completion: | Completion/Review/Next Steps |
|---|---|---|---|---|
| A sequence of INSETs illustrating different Talk-Types and characteristics:<br>• modelling<br>• providing a commentary<br>• providing a forum for sustained shared thinking<br>• 'scaffolded extended dialogue'<br>• the use of quality 'uptake'<br>• focussed-feedback<br>• empowered talk<br>• exploratory talk (discussion) | All staff understand the role of different talk types and how and when they are used. | JW | January 27 | |
| 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. | All teachers are confident at using different talk types.<br><br>CTs plan and include a range of different 'talk' styles within their teaching. | JW<br>All teaching Staff | December 26 | |
| | | ECT Mentors | Start October 26 (ongoing) | |
| Lesson planning revised to include further T4L prompts and opportunities – led by HoYs at planning time. | Staff have thought about questioning at the planning stage and support each other with this. | All teaching staff | Ongoing | |
| HT leads on empowered talk, modelling this regularly during assemblies. | Children use empowered talk to behave as leaders.<br>Children become negotiators and reason with each other around issues to do with school life. | Paul | Ongoing | |
| HoY delivers T4L training for UEL PGCE trainees, which includes an opportunity for teachers to showcase the depth of expertise at TVI | Through this event, appraisal and informal opportunities, the SLT is able to evaluate the success of this action plan. | RO<br>JW<br>Teaching Staff | March 27 | |

**2026-27 SDP2 TVI Formative Assessments:**

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

**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.

| Action: | Success Criteria: | Key Persons & Cost Implications: | Dates for Completion: | Completion/Review/Next Steps |
|---|---|---|---|---|
| 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.<br><br>INSET to allocate iPads for staff. | 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. | Assessment Lead / KS1 Lead / Subject Leaders. Cost: staff meeting time; release time for moderation (£— internal cover). | Training by end of Autumn 2. Review Spring 1. | Evaluate through planning scrutiny, learning walks, and staff feedback. Identify further training needs. |
| 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. | Clear and efficient system in place. Teachers use it regularly to evidence learning. Reduction in unnecessary written work. | KS1 Lead / Class Teachers / ICT Support. Cost: £180 per staff meeting. | Autumn 2 – Spring 1. | Review system at end of Spring term; adapt where necessary. Share good practice examples across year groups. |
| Model and monitor classroom practice to ensure activities allow for varied evidence collection. | Lesson observations show balanced use of practical, oral, and written tasks. Children demonstrate understanding through diverse media. | KS1 Lead / SLT / Subject Leaders. Cost: release for monitoring. | Ongoing from Spring 1. | Feedback shared in staff meetings. Continue peer observation to sustain consistency. |
| Embed use of formative assessment to inform next steps in teaching and learning. | Planning and pupil progress meetings show assessment being used to adapt teaching in real-time. Children's progress is clearly linked to assessment evidence. | Class Teachers / KS1 Lead / Assessment Lead. No additional cost. | Ongoing across Spring and Summer terms. | Review through pupil progress meetings; celebrate examples of effective use in staff meetings. |

**2026-27 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. |

**2026-27 SDP3 TVI Reading Fluency:**

## 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.

**2026-27 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 teachers 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.<br><br>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.<br><br>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. |

**2026-27 SDP4 TVI EYFS:**

## Action Plan Owner: Rofiya Begum

**Key Issue: 4**

To raise attainment in CL (91%), Literacy (85%) , UW (87%) and GLD (90%) 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 Reception 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 27.

At the end of Reception – the % of children scoring within the below area will improve to above National (2026 position):

| | EXP+ |
|---|---|
| CL | 91% |
| Literacy | 85% |
| UW | 87% |
| GLD | 90% |

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.

| Action: | Success Criteria: | Key Persons & Cost implications: | Dates for Completion: | Completion/Review/ Next Steps |
|---|---|---|---|---|
| RB to lead via "teach and go" approach: teach, then immerse across Reception to observe, assess provision, and adjust planning, teaching, adult deployment, and interventions for CL, Literacy, and UW.<br><br>New Staff Timetable implemented from November, and revised each term thereafter | RB actively shapes provision daily; gaps in teaching, provision, or adult deployment addressed immediately; targeted interventions implemented. | RB (Head of R/Inclusion Lead), Reception Teachers, TAs, SLCN staff (TR & OG); minimal cost. | Daily from November 2026 | Weekly review of adjustments and impact; modify provision or adult support as needed. |
| RB to cover Reception classes on rotation during PPA to gain detailed knowledge of children and provision. | RB has full insight into all Reception children; provides consistent feedback; plans interventions or tweaks provision where needed. | RB, Reception Teachers, TAs; minimal cost. | Each PPA day from November 2026 | Half-Termly review of impact; refine rotation schedule or support focus. |
| RB to ensure consistency across Reception classes, nurturing all staff, building on and sharing their strengths. | Teaching approaches, provision, and adult deployment consistent across all Reception classes; staff feel supported and confident. | RB, Reception Teachers, TAs; minimal cost. | Ongoing from November 2026 | Termly review; adapt support or coaching where needed. |
| RB to analyse early data from formative assessments, Language Link, termly profiles, phonics checks, and miscues to identify children needing extra support. | Children who are not making progress identified early; targeted support/interventions implemented promptly. | RB, Reception Teachers, TAs; minimal cost. | Weekly from November 2026 | Review intervention impact; adjust provision and adult deployment as needed. |
| Teachers to deliver guided reading and guided writing sessions with RB coaching and feedback; AD to model lessons and share best practice during "pink time." For TAs. | 70% of whole class/large group teaching judged "exemplary"; children show accelerated progress in CL and Literacy. | Reception Teachers, RB, TAs; minimal cost. | Ongoing from November 2026 | Termly observations; adapt sessions based on RB's feedback. |
| RB to directly review and adjust planning for CL, Literacy, and UW, including whole-class teaching and consolidation provision. | Planning consistently aligns with children's needs; gaps identified and addressed; consolidation provision judged consistent at least 90%. | RB, Reception Teachers, TAs; minimal cost. | Weekly from November 2026 | Review planning adjustments termly; ensure targets met. |
| Plan and implement adult-directed and child-initiated activities to consolidate CL, Literacy, and UW skills; RB to adjust provision as and when needed "in the moment". | Consolidation provision judged consistent at least 90%; children independently apply skills and concepts taught. | Reception Teachers, TAs, RB, SLCN staff (TR & OG); minimal cost. | Daily/weekly from November 2026 | Weekly review by RB; refine activities and adult deployment as required. |

**2026-27 SDP4 TVI EYFS:**

| 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 2026 | Weekly review by RB; redeploy adults if needed. |
| Provide targeted language and SLCN support with RC; RB coordinates and monitors impact. | Children with language delays show measurable improvement; increased participation and attainment in CL and Literacy. | RB, TAs; minimal cost. | Ongoing from November 2026 | 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. | RB, Reception Teachers, TAs; minimal cost. | Daily from November 2026 | Weekly review; update provision and action plans. |
| Ensure multi-sensory learning environment inside and outside Reception; RB 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, RB; minimal cost. | Ongoing from November 2026 | Termly review by RB; refine environment and resources as needed. |

**2026-27 SDP5 TVI PSHCE:**

# Action Plan Owner: James Woodhill & Lakshmi Harikrishnan-Nair

**Key Issue: 5**

To implement the new PSHCE curriculum (completed by Spring '28).

- 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, which remains in keeping with **SEALs ethos & pedagogy.**
- 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.

**2026-27 SDP5 TVI PSHCE:**

| Action: | Success Criteria: | Key Persons & Cost Implications: | Dates for Completion: | Completion/Review/Next Steps |
|---|---|---|---|---|
| 1. Purchased Scheme of Work is mapped-out into delivery units and assigned to Year Groups R-2.<br>2. Consideration is given for any in-house modifications to be made; which if is the case, takes place. | A suitable Scheme of Work is purchased. | SLT, Teachers, James Woodhill | 1. Autumn 26<br>2. Jan 27 | |
| 1. Updated purchased Scheme of Work is mapped-out into delivery units and assigned to Year Groups R-2.<br>2. Consideration is given for any in-house modifications to be made; which if is the case, takes place. | The Scheme of Work is mapped out and long term and medium term objectives assigned. | JW | 1. Spring 27<br>2. July 27 | |
| 1. A term in advance, leaders re-write lesson plans, maintaining the SEALs ethos and pedagogy.<br>2. Groups Units of work are printed and stored in curriculum files.<br>3. 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.<br>4. New folders are made and distributed. | Scheme of work is:<br>• saved on the server<br>• Short Term Planning is stored within folders.<br>• Medium & Long Term plans updated in PSHCE Folders and Online | JW | Spring 27 | |
| 1. Current resources audit takes places.<br>2. New equipment and new storage purchased.<br>3. Equipment lists made and stored on server for Office Staff to easily re-order. | PSHCE Resources updated to reflect new content. Office Staff can easily order new resources and this is sustainable. | JW | Spring 27 | |
| 1. 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.<br>2. Timetable of peer-support observations, working on staff strengths and expertise, made and implemented. | Staff feel confident in the delivery of teaching the new Curriculum. | JW | Autumn 27<br><br>SoW starts Summer 2027 | |
| 1. Cycle of monitoring the Quality of Learning using the School's PSHCE Monitoring Proforma takes place.<br>2. Targeted support and further peer observations for teachers where required. | The Quality of Teaching PSHCE continue to be judged as High. | JW | Spring/ Summer 28 | |

**2026-27 SDP6&7 TVI Sport & Play:**

Action Plan Owner: James Woodhill & Lakshmi Harikrishnan-Nair

**Key Issues: 7 & 8**

7. To continue 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.

**2026-27 SDP6&7 TVI Sport & Play:**

| Action: | Success Criteria: | Key Persons & Cost Implications: | Dates for Completion: | Completion/Review/Next Steps |
|---|---|---|---|---|
| Renew 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 2026; Review: Jan 2027 | 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 2026 | 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 2027 | |
| Brain storm list of traditional games at Staff Meeting. Identify types of traditional games for lunchtime play. | Clear list of traditional games that develop social and physical skills | JW (lead); input from MDAs; No-cost materials | Nov 2026 | Review games list with MDAs; select games for implementation in next term |

**2026-27 SDP6&7 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 2026 | 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 2027 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 2026, Mar 2027, Jul 2027) | Review outcomes; adjust activities to address gaps; share results with leadership team |

**2026-27 SDP6&7 TVI Sport & Play:**

| Action: | Success Criteria: | Key Persons & Cost Implications: | Dates for Completion: | Completion/Review/Next Steps |
|---|---|---|---|---|
| Celebrate achievements and motivate participation<br><br>Family Event in which each class "teach" their parents games that they have learnt. | Pupils rewarded/acknowledged for effort and participation; increased enthusiasm and engagement | JW to coordinate; TAs and MDAs support | Ongoing from Jan 2027<br><br>Spring 2027 | |

**2026-27 SDP8 TVI FINANCE & HS ACTION PLAN:**

# Action Plan Owner: Kelly Ager, Billy Haynes

**Key Issue: 8**

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

**a. Maintain Enhanced Financial Oversight and Forecasting:**
Maintain enhanced monthly external budget reviews and maintain all existing financial safeguards implemented since December 2025 to ensure continuous financial solvency and accurate forecasting.

**b. Maintain Protocol Compliance and Fiscal Accuracy:**
Ensure the School Finance Team continues 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. More Confident Financial Forecasting:**
Develop the confidence and expertise of the School Finance Team in understanding and producing accurate in-year and end-of-year financial forecasts.

**d. Drive Operational Efficiency:**
Continue to 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. More Confident Financial Forecasting:**

- For the Finance Team to have greater confidence in their end-of-year forecasting figures.
- Develop greater understanding of the assumptions, commitments and variables informing forecasts.
- Use monthly external budget reviews to test, challenge and refine forecasts throughout the year.

d. **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.
- **The Finance Team demonstrates increased confidence and accuracy in producing and explaining end-of-year forecasts.**
- Forecasting is routinely tested against actual expenditure, commitments and emerging financial pressures.
- Variances are identified and understood early, allowing timely corrective action.
- To restore the Trusts reserves incrementally to £150k.

**2026-27 SDP8 TVI FINANCE & HS ACTION PLAN:**

| Action: | Success Criteria: | Key Persons & Cost Implications: | Dates for Completion: | Completion/Review/Next Steps |
|---|---|---|---|---|
| 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. | Accurate, up-to-date monthly financial position with clear risk indicators; improved year-end forecasting. | HT/DH Finance (KA), DH (RC), Juniper Financial Services; cost of external services. | Monthly from Nov 2026 | Review RAG reports in monthly finance meetings; adjust forecasting methodology as required. |
| Ensure all expenditures are pre-authorised as "commitments" using purchase orders (POs) and cost-coded accurately.<br><br>HT continues to use signing-off system for all purchases.<br><br>All SLAs are committed at the start of the AY. | All financial transactions follow protocol; purchase orders are raised consistently; accurate accounting and compliance with financial regulations. | Finance Officer (DB), Line Manager / CFO (KA); minimal operational cost. | Ongoing from Nov 2026 | Monthly audit by KO; update financial regulations to formalise PO prerequisite. (section 8.1) |
| Update and maintain the School Financial Regulations to reflect PO and cost-coding requirements: "everything has a PO except emergency repairs". | Regulations clearly set out all financial protocols; compliance is demonstrable. | KA (School Business Manager / CFO) | By Nov 2026 | Circulate updated regulations to Directors; review compliance at each finance meeting. (section 8.1) |
| Monitor operational efficiency, including staffing and fixed-term contracts, to ensure alignment with financial forecasting. | Fixed-term contracts managed effectively; no overspend; operational efficiency maintained despite staff reductions. | HT, KA, DH, AHT & SLT; cost-neutral but strategic resource management. | Ongoing from Nov 2026 | Review each term; adjust staffing contracts based on forecasting. |

**2026-27 SDP8 TVI FINANCE & HS ACTION PLAN:**

| Action: | Success Criteria: | Key Persons & Cost Implications: | Dates for Completion: | Completion/Review/Next Steps |
|---|---|---|---|---|
| Develop Finance Team confidence in end-of-year forecasting through monthly review of forecast assumptions, commitments, actual expenditure and anticipated variances with Juniper Financial Services. | Finance Team can confidently explain and justify forecast figures; forecast variances reduce; emerging pressures are identified promptly and reflected accurately in the year-end position. | KA, DB, Juniper Financial Services, HT. | Monthly/ Ongoing from Autumn 2026. | Review confidence and accuracy termly; identify any further training or support required. |
| 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, 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. | DH, KA, Juniper Financial Services | Monthly from Nov 2026 | Record decisions and actions; escalate significant risks to Trust Board as needed. |

| Action: | Success Criteria: | Key Persons & Cost Implications: | Dates for Completion: | Completion/Review/Next Steps |
|---|---|---|---|---|

## 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 | April 27 | |
| **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 | Autumn 27 | 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 |
| To ensure the School remains operational during periods of extreme heat, by installing A/C in each classroom and key learning space. | Directors agree a rolling programme, targeting R (3 classes), 2 (3 classes), 1 (2 classes), big hall, kitchen fridge area. | BH/Directors | Autumn 27 then rolling programme | Capital (budget depending) |