



## Turnfurlong Infant School Strategy

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## Turnfurlong Infant School Strategy

### Foreword

The Turnfurlong Infant School Governing Body presented its first long-term strategy for the school in Spring 2019 for the 2019-2024 period. Following regular review, the strategy was fully revised in Autumn 2023, for the academic years 2023/2024-2027/2028.

Our intention in developing this strategic plan is to set out and communicate the Governing Body's vision, ethos and long-term direction of the school to enable everyone to see where we are going and what we are trying to achieve. We also want to recognise the excellent work that has built an outstanding reputation over recent years and set out an ambition that will take us into the next decade.

We would welcome any comments or suggestions, preferably by email as below

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## The School Strategy

***‘The strongest governing bodies express hope for their school’***

Myatt, M., 2016. *Hopeful Schools*. Mary Myatt Learning Limited

**The School Strategy** is a governing body-owned, long-term plan, extending over a period of five years, from 2023/2024 -2027/2028. It sets out the school’s mission (where we are now), our **values** (the principles that guide our thinking and behaviour and that underpin culture, strategy, policies and procedures); our **vision** (what we strive for) and our **long-term strategic priorities**. This strategy is aimed at all the key stakeholders in the school; our children, parents, staff and governors.

The School Strategy will be reviewed and revised annually whilst maintaining a long-term perspective, extending over five years. Amendments and adjustments may be made as necessary at review points. It will always be necessary to review and revise following an Ofsted inspection.

The School Strategy is complemented by the **School Improvement Plan**, a shorter-term operational plan extending over a period of one to two years. The School Improvement Plan is developed by the Headteacher and senior leadership team. It sets out in operational terms how the long-term strategy and priorities of the school are to be achieved. The School Improvement Plan is agreed by the Governing Body at the beginning of each academic year.

## The School

Turnfurlong Infant School is situated approximately one mile from the centre of Aylesbury. The school was opened in 1974 and is a single-storey building with extensive playing fields. A purpose-built nursery opened at the school in September 2017. Turnfurlong Infant School is a Foundation School, and a member of the Aylesbury Learning Partnership (ALPS). This is a co-operative trust of three local schools comprising Turnfurlong Infant School, Turnfurlong Junior School and The Grange Community School. Turnfurlong Infant School has been led by the Headteacher, Rebecca Ochiltree since September 2018.

Turnfurlong Infant School has a catchment area bounded by Camborne Avenue north side, Cam Mead, Long Meadow, Limes Avenue, Craigwell Avenue, Tring Road west side, High Street west side, Exchange Street south side, Walton Road east side and Wendover Road east side. Whilst the school catchment area is well-established, the school community spreads a lot further. In 2021/22, 64% of pupils came from outside of the catchment area. The number of pupils in Reception who live in catchment reduced from 42% in 2019/20 to 29% in 2021/22.

As well as being geographically dispersed, the school community is also culturally and socially diverse. The number of children at our school who belong to a Black, Asian or Minority Ethnic group is higher than the national average and the number of children at our school who speak English as an additional language is higher than both the Local Authority and the national average. There are approximately 30 languages other than English spoken in the children's homes. After English, the language most frequently spoken at home is Urdu.

The school has an authorised admission number of 90 children in Reception, Year 1 and Year 2. All classes are led by qualified teachers who are supported by teaching assistants. Planning for teaching and learning is coordinated by the year group team leader and the curriculum has been mapped across all three ALPS schools, from EYFS to the end of Key Stage 4. The nursery class is for children aged from two to four. It offers morning and afternoon places for 30 children, including up to four places for two-year olds who are entitled to early education funding. The Nursery is staffed by qualified teachers and support staff with specialist Early Years qualifications.

Turnfurlong Infant School is outward-facing. We work closely with other schools to champion and develop best practice through local networks. We have a particularly strong partnership with Turnfurlong Junior School and have developed shared approaches to teaching and learning to support continuity and progression. We regularly have shared continuous professional development with the Junior School through INSET and shared priorities for school improvement. We regularly host visits to share good practice and our Headteacher is a mentor to new Headteachers in Buckinghamshire.

### Aylesbury Learning Partnership of Schools

The Aylesbury Learning Partnership of Schools (ALPS) was formed in September 2013. It is currently formed of three schools; Turnfurlong Infant School, Turnfurlong Junior School and The Grange Community School. ALPS is a co-operative trust and the values of the co-operative organisation are embedded in our school's mission and ethos.

The curriculum of the three schools has been mapped to ensure continuity and progression in skills and knowledge from the Early Years Foundation Stage to the end of Key Stage 4. Pupils also experience curriculum enhancement through shared projects across the schools. In recent years this has included a shared poetry project, music and dance experiences and art exhibitions.

Our three schools are committed to working together in partnership with each other and with our students, parents, and the wider community who we seek to serve. The principles of the trust help us to unite and develop our school communities and to support our journey of continual school improvement.

#### Ofsted Inspection April 2018

Turnfurlong Infant School was most recently inspected in April 2018. At this inspection, the school retained its rating of Good. Ofsted noted that to improve further, the school needed to ensure that:

- Phonics was taught well across the school so that more pupils achieved the expected standard in the phonics screening check at the end of Year 1.
  - Pupils who have Special Educational Needs and/or disabilities are on track to make stronger progress across Key Stage 1.
  - More opportunities were taken to work in partnership with schools in the cooperative trust.
- 
1. Between 2018/19 and 2021/22 the number of pupils achieving the expected standard in the Year 1 phonics screening test was higher than the national and local standard. Read, Write Inc was established as the core phonics scheme in September 2018, providing consistency in the teaching of phonics across the school. Additional phonics based reading material was introduced in September 2019 and has since been added to in order to ensure that children in the early stages of learning to read are reading texts that are closely matched to the phonemes they are learning. A member of staff is the 'phonics lead' and they have also supported staff development at Turnfurlong Junior School.
  2. Since 2018/2019, Turnfurlong Infant School has seen an increase in numbers of children with SEND. This is partly due to early identification but may also be due to local reputation. Outcomes for children at Turnfurlong Infant School with SEND in statutory assessments in 2021/22 were frequently higher than the Buckinghamshire average and there has been a general trend of improvement in progress and outcomes for children with SEND over the last five years.
  3. Working in partnership across the Aylesbury Learning Partnership of schools is now deeply embedded. The curriculum is mapped from the Early Years Foundation Stage to the end of Key Stage 4 and subject coordinators meet annually. This supports continuity in skills and knowledge over subsequent key stages. On annual School Improvement Plans, there is frequently a priority for improvement that is shared between Turnfurlong Infant School and Turnfurlong Junior School. This has led to shared continuous professional development for staff and greater continuity in teaching and learning from Key Stage 1 to Key Stage 2. Shared teaching and learning strategies include Read Write Inc, Storytelling Schools, Voice 21, Zones of Regulation.

## Turnfurlong Infant School Mission Statement (where we are today)

We are passionate about education and have uncompromising aspirations to nurture an exceptional community of lifelong learners. Our school:

- Ensures there is a warm, welcoming and secure environment for all.
- Recognises that relationships are at the heart of everything we do
- Provides high quality, inclusive and inspirational teaching and learning.
- Offers a creative and adventurous curriculum delivered by a team of committed and reflective practitioners.
- Expects high standards for behaviour and conduct.
- Fosters a culture in which every child's contribution is encouraged and valued and where achievements are celebrated.
- Builds collaborative partnerships between children, staff, parents, governors and the local and wider community.

## Turnfurlong Infant School Community Values

Our values are the principles that guide our thinking and behaviour. They underpin our school culture and they are the 'golden threads' that are woven through our school strategy, policies and procedures.

All schools have a statutory responsibility **'to create and enforce a clear and rigorous expectation ..... to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs'** (DfE 2014). Our core values reflect this duty. As a school that is member of a co-operative trust, our six core values also reflect the values of the co-operative organisation. Our six core values are:

- Responsibility
- Honesty
- Friendship
- Respect
- Kindness
- Courage

Our values are supported by the following 'golden rules' (Mosely J, 1996):

- We are gentle
- We listen
- We are honest
- We are kind and helpful
- We look after property
- We work hard

By espousing the values and encouraging the children to abide by the golden rules, we believe that we are able to translate British Values and Co-operative Values into concepts that are relevant and meaningful to the young children in our school. A simple mapping exercise shows how these concepts are interconnected:

Core value	Golden Rules	British Values	Cooperative Values
<b>Responsibility</b>	We are gentle We listen We are honest We are kind and helpful We look after property We work hard	Democracy Rule of Law Individual Liberty	Self-help Self-responsibility
<b>Honesty</b>	We are honest	Rule of Law	
<b>Friendship</b>	We are gentle We listen We are kind and helpful	Mutual Respect Tolerance of those of different faiths and beliefs	Solidarity
<b>Respect</b>	We are gentle We listen We are honest We are kind and helpful We look after property	Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Democracy Equality Equity
<b>Kindness</b>	We are gentle We listen We are kind and helpful	Mutual Respect Tolerance of those of different faiths and beliefs	
<b>Courage</b>	We are honest We work hard	Individual Liberty	Solidarity

## Turnfurlong Infant School Vision Statement (what we strive for)

Our vision statement is:

**Together**

**Inspiring**

**Success**

The staff and governors are ambitious for our school. Building on our already strong reputation and excellent academic performance, our vision is that over the next five years, Turnfurlong Infant School will:

- Embed a deep and rich curriculum that ensures that learning is creative, challenging and meaningful, and is accessible to all children.
- Establish a support framework to sustain staff and pupil mental health and wellbeing.
- Continue to collaborate with other settings to be outward looking and in so doing self-evaluate and self-improve.
- Share success and best practice with others.
- Enhance our premises (physical and digital assets) - within available resources - in order to provide a high-quality learning environment for all of our children
- Seize opportunities to develop staff in all roles across the school and maintain and develop a positive culture of well-being.
- Utilise technology effectively to support and enhance learning.
- Continue to develop learning through hands-on experiences and enhanced provision into Key Stage 1
- Develop plans for leadership succession.
- Support new entrants to the teaching profession through all available routes.
- Support colleagues work-life balance and well-being through flexible working wherever reasonably possible.



## Strategic Priorities

We have five areas for school improvement. These are listed by the headings in the Ofsted Education Inspection Framework (2022):

### School Improvement Priority One: Quality of Education

#### What:

- *To prioritise reading to enable all children to be able to access learning in KS1 and beyond and to support a love of reading*
- *To ensure that the curriculum is coherently planned and focused in all foundation subjects to enable children to build on prior skills and knowledge*
- *To ensure that the curriculum enables children with SEND to be fully included in the classroom and supports them to be as independent as possible in their learning*
- *To ensure that the curriculum places value on 'cultural capital' for all children but particularly for pupils who are disadvantaged or who have SEND*
- *To increase the percentage of children achieving 'greater depth' in reading, writing and maths at the end of KS1*

#### How:

- The explicit teaching of oracy skills is modelled across the curriculum through the Voice 21 project
- Classroom working walls and displays include an oracy wall, a maths wall, core story focus (storytelling schools) and Read Write Inc frieze/speed sounds chart
- Opportunities that provide cultural capital enrichment and language enhancement are identified across the curriculum; the visiting farm and chick hatching in EYFS, visits out of school and visitors in school
- Staff actively engage with Aylesbury library and the range and quality of books available for children to select in our own school library is improved through the purchase of new resources
- Opportunities to further promote reading are identified and seized; author visits, World Book Day, Pyjamarama Day
- Curriculum leaders work with senior leaders to monitor curriculum mapping, planning and coverage across the school
- Curriculum leaders work with colleagues in ALPs schools to ensure progression in all subjects from KS1 to KS2
- Teachers work with SENDco to implement individualised support strategies that enable children with SEND to be engaged, included, active and as independent as possible in their learning
- Children with speech, language and communication needs are identified as early as possible and all available, targeted resources are used to enable children to close the learning gap

#### Success Criteria:

- Children speak positively about books and reading
- Teachers and teaching assistants are explicitly teaching and modelling oracy skills across the curriculum
- The improve the number of children who pass the Year 1 phonics test is at least in line with national average
- Progress and attainment in Writing and Grammar, Punctuation and Spelling (SPAG) improves, particularly for boys and vulnerable groups in KS1.
- The % of pupils who achieve Greater Depth (GD) standard in Reading, Writing and Maths at the end of KS1 increases to be in line with national average
- The % of disadvantaged pupils who achieve the Good Level of Development (GLD) at the end of Reception increases
- Progress of vulnerable groups – SEND, Pupil Premium (PP), EAL – shows that children are making rapid progress to quickly diminish differences with rest of cohort

Commented [ROI]:

## School Improvement Priority Two: Behaviour & Attitudes

### What:

- To ensure that the school's policy for behaviour (revised 2023) is understood and consistently implemented by all staff
- To ensure that children develop an understanding of community cohesion and inclusion in an age appropriate way
- To support children's behaviour development as they move from co-regulation to self-regulation with a range of universal and targeted strategies
- To actively work with families, and where necessary, other agencies to support good attendance and punctuality

### How:

- All classrooms have a 'recognition board' that focuses on specific aspects of behaviour that the whole class is working towards. These are changed frequently and good behaviour is acknowledged and celebrated
- The behaviour policy is focused on reconciliation and reflection and this is understood by all staff
- Positive behaviour is explicitly taught and modelled by staff e.g. in RHE lessons, in reflective conversations, in 'noticing' positive behaviour first in the classroom and around school
- Festivals that are celebrated by our school community are discussed and marked at school e.g. Diwali dance workshop, Eid Party, Christmas play, Christmas parties
- Similarities and differences are positively celebrated e.g. Deaf Awareness week, Sing and Sign Assemblies, Neurodiversity awareness weeks
- Children are supported to move from co-regulation to self-regulation using the Zones of Regulation and different strategies to support them when they are in different zones
- Staff work with colleagues from the PRU and the Specialist Teaching Service to support children with SEMH and challenging behaviour
- The Zones of Regulation are a universal approach and displays to support them are in every classroom
- Attendance and punctuality are closely monitored by school leaders. Pupil Premium funding is used to fund interventions to support individual children where necessary.

### Success Criteria:

- Children are able to talk about aspects of the behaviour policy; recognition boards, stickers, housepoints, values leaves
- Children are able to articulate the school's values and 'The Golden Rules'
- Children are proud of their cultural heritage and enjoy sharing this with others in school
- Children recognise and are respectful of cultural similarity and differences
- Children are supportive of each other
- Children are able to recognise how they are feeling and are developing strategies to help them to manage this. They know that adults will support them with this.
- Support for children with challenging behaviour/ mental health needs is effective and individuals make progress over time
- Attendance figures improve as a whole school and where there are concerns for individual children's attendance or punctuality, this also improves

### School Improvement Priority Three: Personal Development

#### What:

- To ensure that children have an age-appropriate understanding of how to keep themselves safe
- To actively develop and identify opportunities to promote equality and diversity
- To provide children with opportunities to be responsible and respectful within our school and in the wider community
- To ensure that all children are supported to develop confidence and resilience

#### How:

- School has focus weeks on personal safety throughout the year and targeted lessons within the EYFS curriculum and the KS1 Relationships and Health Education curriculum
- School also works with parents to raise awareness of online safety, personal safety
- Children have opportunities to do special helper jobs across all year groups and Year 2 children are 'yellow bib' helpers at playtime and lunchtime
- Festivals that are celebrated by our school community are discussed and marked at school e.g. Diwali dance workshop, Eid Party, Christmas play, Christmas parties
- Similarities and differences are positively celebrated e.g. Deaf Awareness week, Sing and Sign Assemblies, Neurodiversity awareness weeks
- Children are supported to move from co-regulation to self-regulation using the Zones of Regulation and different strategies to support them when they are in different zones
- Children who need particular support with their emotions can be supported in school through an ELSA group or by working with outside agency such as the School Nursing team

#### Success Criteria:

- Children are able to articulate how to keep themselves safe at school and outside of school
- Children are aware of and can talk about the roles and responsibilities that they have at school, recognising that these develop as they move through school
- Children are proud of their cultural heritage and enjoy sharing this with others in school
- Children recognise and are respectful of cultural similarity and differences
- Children are supportive of each other
- Children are able to articulate and recognise their emotions to support negotiation and self-regulation
- Children know that they can ask adults in school for help and that they will be listened to – evidenced through pupil questionnaires

## School Improvement Priority Four: Leadership & Management

### What:

- To ensure that staff new to school, or new to role, are effectively supported
- To ensure that teachers and teaching assistants are supported in their pedagogical and subject knowledge in order to maintain high standards of teaching, learning and assessment in all key stages
- To ensure that the workload of staff is supported and managed effectively
- To ensure that leaders are aware of pressures on staff and manage these effectively
- To support a work culture where all staff feel supported, accepted and are able to develop professionally
- To maintain a strong culture of safeguarding, working closely with other agencies to ensure effective support and reduce risk to children

### How:

- Staff new to school are provided with a thorough induction and those new to school or role are supported by a 'staff buddy' whose responsibility it is to help them settle into the school or their new role
- Staff pedagogical knowledge and subject knowledge is supported through individual performance management and the school improvement plan. Continuous professional development can include attending face to face or online training courses as an individual, observing colleagues, visiting other schools and settings or attend whole team/whole school training
- Staff are provided with rich and varied opportunities to lead, innovate and take responsibility, and enable new and aspiring leaders to demonstrate their aptitude for leadership.
- Staff workload is monitored and discussed at SLT, TA and year group meetings
- Staff are supported if they require additional time for specific tasks
- Staff meeting schedules are organised to include time to complete tasks such as SEN paperwork, planning, moderating teacher assessment and uploading assessment data
- PPA is prioritised by SLT in all circumstances
- Staff well-being is supported by enabling staff to attend events for their own children during the working day (plays, sports days, first day at school). Unpaid leave for special events such as graduations will always be supported wherever possible.
- Leaders will consider requests from staff for flexible working and try to support these wherever possible
- Staff will be aware of the full range of support packages available to them as employees
- All stakeholders will have the opportunity to make a positive contribution to the life of the school, ensuring that their ideas and contributions will be listened to and valued.
- All staff will know how to use the CPOMS system
- Safeguarding will be reported to the Governors in an anonymised format
- The school will have sufficient Deputy Designated Leads to enable responsibilities to be delegated and shared across the team

### Success Criteria:

- Staff retention is strong.
- School is seen as attractive to potential new staff.
- Morale is good and where there are challenges, these are responded to
- Sickness and staff absence is low
- Staff survey data shared with Governing Body
- Teaching and learning is consistently good
- Staff in all roles are developing and embedding new professional skills
- Confident and consistent embodiment of school ethos and values evident throughout our school community

- Effective support and challenge of governing body in holding leaders to account and moving the school forward
- Safeguarding is effective

#### School Improvement Priority Five: Early Years Provision

##### What:

- *To ensure that language, vocabulary and communication are prioritised in the Early Years*
- *To promote a love of books and stories in the Early Years*
- *To enable children to successfully apply their knowledge of phonics to reading and writing*
- *To ensure that children experience high quality teaching and learning opportunities that build on what they know, can remember and do*
- *To ensure that children experience a curriculum that is sequenced, challenging and ambitious*
- *To ensure a children experience a learning environment that stimulates curiosity, concentration and creativity*
- *Children with additional needs are identified at the earliest opportunity and effective support is put in place*
- *Children make good or better progress from their starting points*
- *Staff use a variety of strategies to support parents to be engaged in their child's learning*
- *Children are well-prepared for a successful transition to Key Stage 1*

##### How:

- Continue to embed and deepen a range of teaching strategies to support the development of speech, language and communication and to diminish the difference in progress and attainment; Helicopter stories, storytelling schools, sustained shared thinking
- Planning balances extending children's observed interests with adult-initiated learning to ensure full curriculum coverage that builds on skills and knowledge over time
- Learning environments are engaging, creative and provide opportunities for children to extend their learning and apply new skills and knowledge through play and adult directed learning
- Work with curriculum subject leaders to show how the EYFS curriculum feeds into curriculum mapping in KS1
- Embed and deepen a range of strategies to increase parental involvement in their child's learning; information on school website, online learning journeys, parent workshops linked to 'stay and play' sessions
- Children with additional needs are identified quickly, staff work with parents, SENDco and colleagues from other agencies to ensure needs are met

##### Success Criteria:

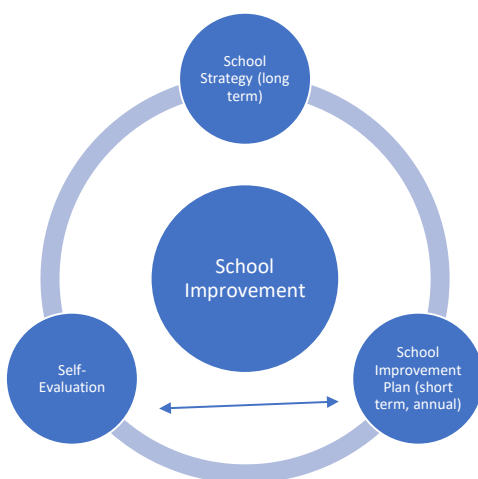
- Evidence of high-quality early education, closely linked to next steps in learning, supporting children's development is triangulated through observation, assessment and planning
- Children demonstrate high levels of well-being and involvement in adult-led and child-led learning.
- Parental feedback shows positive community engagement with children's learning and development.
- The % of boys and children from vulnerable groups achieving the Early Learning Goal (ELG) in writing will increase at the end of Reception.
- Children with SEND make good progress from their starting points
- EYFS teachers working as a team across Nursery and Reception

## Implementation, Monitoring and Evaluation

School improvement is the synthesis of a continual cycle of professional reflection, an understanding of where we are, a vision of where we want to be and a carefully planned journey of how to get there. It is shaped by school leaders understanding the features and challenges that are unique to the context of our school, celebrating achievements but also recognising where and how improvement can be made over time. In order to achieve this, the process is informed by thorough **self-evaluation**. Self-evaluation is underpinned by a range of evidence. This will include in-depth analysis of statutory assessment outcomes, internal monitoring of teaching and learning, external support and challenge from the Local Authority and the Ofsted inspection process. The use of a range of evidence from these different sources enables leaders to be able to measure success and impact and to share this with governors through the school's **Self Evaluation Form**.

The **School Strategy** is a 'road map' that has been written to take the school on the journey from where it is now to where it needs to be. It is a long-term, strategic plan, extending over five years and, as such, it is the touchstone for strategic questioning and challenge; How does this align with our vision? How will this support the journey of improvement? It needs to be revisited and reviewed annually by the Governing Body with the Headteacher, in order to ensure that the school strategy and priorities for improvement are aligned. This annual review of the School Strategy in the Summer term ensures that the strategic long-term vision for school improvement informs the annual **School Improvement Plan**.

The **School Improvement Plan**, breaks the School Strategy down into smaller steps and sets out in operational terms how the long-term strategy and priorities of the school are to be achieved on a year to year basis. The plan is agreed by the Governing Body at the beginning of each academic year. Progress against the plan is reported to the Governing Body by the Headteacher at termly Full Governing Body meetings.



When writing the School Improvement Plan, school leaders ensure the following:

- There is a clear link between objectives in the School Improvement Plan and the school's strategic direction as outlined in the School Strategy
- Priorities are easily understood and are able to be articulated in clear and simple terms to staff and the school community
- Actions for objectives are SMART (short, measurable, achievable, realistic, targeted)
- The plan is feasible (can be developed with the school's available human and financial resources)
- Data and other evidence of achievement are collected, shared and reported on regularly
- Staff and the wider school community are made aware of the School Improvement Plan