



Turnfurlong Infant School
 Creating a love of learning for a better future

Turnfurlong Infant School Strategy

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Turnfurlong Infant School Strategy

Foreword

The Turnfurlong Infant School Governing Body is pleased to present our long-term strategy for the school for 2019-2024.

Our intention in developing the plan is to set out and communicate our vision, ethos and long-term direction of the school, so that we can all be clear on where we are going and what we are trying to achieve. We 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 through the school office.

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The School Strategy

'The strongest governing bodies express hope for their school'
(Myatt: 2016)

The School Strategy is a governing body-owned, long-term plan, extending over a period of 5 years, from 2019 – 2024. It sets out the school's mission (where we are now); our values (the principles that guides our thinking and behaviour and underpins culture, strategy, policies & procedures); our vision (what we strive for); and our long-term strategic priorities. It is aimed at key stakeholders in the school: our children, parents, staff and governors.

Initiated by discussion amongst the governing body, the plan has been further developed through discussion by, and consultation with, staff, governors, parents and pupils. It is informed by the school self-evaluation and incorporates the school's responses to the recommendations made in its last Ofsted Inspection Report (April 2018). Continual school self-evaluation and governing body review will inevitably lead to amendment of the plan during the period.

The School Strategic Plan is complemented by the School Improvement Plan, a shorter-term operational plan extending over a period of 1–2 years. The School Improvement Plan is developed by the Headteacher and staff, setting out in operational terms how the long-term strategy and priorities of the school are to be achieved.

The Strategy will be reviewed and revised annually whilst maintaining a long-term perspective, extending over 5 years.

The School

Turnfurlong Infant School is situated approximately one mile from the centre of Aylesbury. The school was built in 1975 and is a single-storey building with extensive playing fields. A purpose-built nursery opened at the school in September 2017.

The 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 2019, 60% of children lived outside of the catchment area.

As well as being geographically dispersed, the school community is also very diverse, with a mix of nationalities and economic groups, providing a rich variety of languages and social and ethnic mores within the school community. There are 24 home languages within our school community.

The school has an authorised admission number of 90 children in Reception, Year 1 and Year 2. The teaching staff comprises the Headteacher, nine full-time and three part-time teachers. 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. In some areas of learning children may work in differentiated groups across the year group. The nursery class is for children aged from two to four. The nursery has 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.

There have been recent changes to the senior leadership team, with a new Headteacher in post from September 2018. She joined the school with a wealth of experience in Early Years Education, having been a Headteacher for a Nursery School in Oxfordshire, helping to successfully move the school from Good to Outstanding in January 2017.

High quality, innovative approaches are used to provide evidence-based methods of professional development. The introduction of Singapore Maths and the Read Write Inc phonics programme have been highly effective, leading to a steep improvement in attainment.

Turnfurlong Infant and School is outward-facing, working closely with other schools to champion best practice, provide outreach support; staff participate in and contribute to Continuous Personal Development, shared training with our local junior school and hosting visits from other schools.

Aylesbury Learning Partnership of Schools

In September 2013, in partnership with Ashmead Combined School and The Grange School, Turnfurlong Infant School became part of the Aylesbury Learning Partnership of Schools (ALPS) and a Trust School. Trust Schools are a type of school that have the opportunity to be supported by a Charitable Trust, whilst still being part of the Local Authority family of schools. The co-operative trust strengthens the school's drive for continuous improvement, in particular through engaging more closely with our partner schools and the local community. Ashmead has subsequently left the partnership and Turnfurlong Junior School has joined.

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 are based upon cooperative values that help us to unite and develop our school communities, in order to support our journey of continual school improvement.

In the most recent Ofsted inspection, the school retained its rating as 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.

Turnfurlong Infant School has already made excellent progress since our last Ofsted Inspection. However, we are not complacent and seek to ensure that in the next 5 years, we have fully developed and embedded up-to-date educational concepts and focus on our core values and these will form the basis for all our planning and review.

Turnfurlong Infant School Mission Statement (where we are today)

We are passionate about education and have uncompromising aspirations for every individual and for our school to be an exceptional community of lifelong learners. Our school:

- Ensures there is a warm, welcoming and secure environment for all.
- Provides children with positive role models.
- Provides high quality, personalised 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 genuine, collaborative partnerships between children, staff, parents, governors and the local and wider community.
- Celebrates the uniqueness of our Infant School status.

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
Responsibility	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
Honesty	We are honest	Rule of Law	
Friendship	We are gentle We listen We are kind and helpful	Mutual Respect Tolerance of those of different faiths and beliefs	Solidarity
Respect	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
Kindness	We are gentle We listen We are kind and helpful	Mutual Respect Tolerance of those of different faiths and beliefs	
Courage	We are honest We work hard	Individual Liberty	Solidarity

Turnfurlong Infant School Vision Statement (what we strive for)

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 embark on a transformative journey that will:

- Embed a deep and rich curriculum that ensures that learning is creative, challenging and meaningful, and is accessible to all children.
- Develop and embed structures to become a 'storytelling school'.
- Embed the 'characteristics of effective learning' from the Nursery through to Year 2.
- Successfully collaborate with other settings to be outward looking and in so doing self-evaluate and self-improve.
- Optimise our premises - within available resources - in order to maintain a high-quality learning environment for all of our children.
- Optimise all available channels to further develop partnerships with parents in order to encourage them to actively participate in their child's learning.
- See the school being signposted as an example of best practice.
- 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.

We want children at Turnfurlong Infant School to leave us having had rich and varied learning opportunities. We will have inspired them to be confident, life-long learners who are equipped with the skills they need to thrive in an increasingly complex and changing world.

Strategic Priorities

We have five priorities for school improvement. These are listed by the headings in the Ofsted School Inspection Framework (2019):

School Improvement Priority One: Quality of Education

What:

- ***To successfully define and embed the Intent, Implementation and Impact of a deep and meaningful curriculum.***
- ***Current pupils make good or better progress from their starting points.***
- ***Specific groups of children to make good or better progress in order to close the learning gap; disadvantaged pupils, talented and more able, pupils with Special Education Needs & Disability (SEND), pupils for whom English is not their first language.***

How:

- To ensure that the majority of children make at least good progress from their starting points.
- Maintain the number of children who pass the Year 1 phonic test to be in line with national average.
- Improve progress and attainment in Writing and Grammar, Punctuation and Spelling (SPAG), particularly for boys and vulnerable groups in KS1.
- To increase % of pupils who achieve Greater Depth (GD) standard in Writing and Maths at the end of KS1.
- To increase % of disadvantaged pupils who achieve the Good Level of Development (GLD) at the end of Reception.
- Identify children with speech, language and communication needs as early as possible, introduce strategies to support these children and evaluate impact.
- Develop, implement and evaluate strategies to extend more able children.

Success Criteria:

- End of year progress and attainment in writing shows positive trend with statutory assessment above national averages and in line with Buckinghamshire County averages and with positive % increase for 'working at greater depth' (end of Year 2) 'exceeding ELG' (end of Reception).
- End of year progress and attainment in Maths shows positive trend with a particular improvement in children attaining 'working at greater depth' (end of Year 2).
- Progress of vulnerable groups – SEND, Pupil Premium (PP), EAL – shows that children are making rapid progress to quickly diminish differences with mainstream pupils.
- Consistent positive behaviour for learning and engagement supports ethos and vision.

School Improvement Priority Two: Behaviour & Attitudes

What:

- ***Children's behaviour and conduct is consistent and reflects the school's values.***
- ***Children have high attendance and they are punctual.***
- ***Children feel safe and do not experience bullying or discrimination.***

How:

- Ensure positive behaviours for learning through consistency of approach across the school to develop pupils' positive attitudes and 'behaviours for learning' specifically resilience, perseverance, engagement, concentration and independence.
- Maintain high standards in safeguarding.

Success Criteria:

- Evidence consistent cohesive school culture promoting core values and learning for all.

- Achievement, progress, attitude and resilience of vulnerable learners strengthened.
- Evidence shows increased understanding of all learners in social, moral, spiritual and cultural development and our shared school values.
- Children respond to feedback and apply recommendations to follow on work.
- Support for children with challenging behaviour/ mental health needs is effective.

School Improvement Priority Three: Personal Development

What:

- ***Continue to develop a values-led curriculum that extends beyond the academic curriculum.***
- ***Support children to develop positives attitudes to learning including resilience, confidence and independence.***
- ***Encourage good physical and mental health.***
- ***Promote British Values.***

How:

- Embed values teaching across the curriculum and ensure that all pupils understand their purpose and relevance as members of their local community.
- Continue to develop our nurture provision and measure the impact of this.
- Promote mental health and wellbeing of our children.
- To develop a vision and plan for our playground and provision for outdoor learning.

Success Criteria:

- Children are able to articulate 'golden rules' and 'school values'.
- Outdoor learning and learning beyond the classroom embedded within the curriculum.
- Boxall profile embedded as impact measure of interventions to support children with social, emotional and mental health needs.
- Children are able to articulate and recognise emotions to support negotiation and self-regulation.
- Wellbeing of all staff is supported, keeping work-life balance and boosting resilience and positivity.

School Improvement Priority Four: Leadership & Management

What:

- ***Evidence of consistent cohesive school culture promoting core values and learning for all.***
- ***Achievement, progress, attitude and resilience of vulnerable learners strengthened.***
- ***Attract, retain and develop effective leaders.***
- ***Strengthen the role of Governors in supporting the school leadership team.***
- ***The school takes a leading role in collaboration (ALPS, Aylesbury Town Liaison Group, work with other Infant schools).***

How:

- Provide staff with rich and varied opportunities to lead, innovate and take responsibility, and enable new and aspiring leaders to demonstrate their aptitude for leadership.
- Further develop the role of middle leaders to ensure effective fulfilment of roles to create a sustainable distributed leadership model, improve outcomes and further build capacity.
- Develop and share good practice and cost effective CPD; offer and receive focused school-to-school support via proactive school partnership working.
- Promote and enable positive staff wellbeing. Monitor workload and implement strategies to reduce.
- Governors to continue to use a range of evidence to judge performance, have full engagement in current educational landscape and to plan for strategic future to provide challenge and evidence of impact.
- Ensure that governors effectively evaluate the impact of the School Improvement Plan.

- Effectively implement safer recruitment procedures to ensure the governing body is full and effective in its responsibility.
- Ensure that all stakeholders 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.
- Developing collaboration between schools to increase diversity of professional opportunity, support and challenge

Success Criteria:

- Staff retention is strong. School is seen as attractive to potential new staff.
- Staffing teams cohesive, success and solutions focused.
- 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.
- Evidence of effective collaboration offering diversity of opportunity, support and challenge (moderation, peer to peer improvement).

School Improvement Priority Five: Early Years Provision

What:

- ***Children experience high quality teaching and learning opportunities inside and outside, in adult-led and child-initiated learning.***
- ***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.***
- ***Parents are enabled to be engaged in their child's learning.***
- ***Children are well-prepared for a successful transition to Key Stage 1.***

How:

- Develop and embed a range of teaching strategies to support the development of speech, language and communication and to diminish the difference in progress and attainment; storytelling, Spirals language programme, sustained shared thinking, further development of outdoor learning provision.
- Increase the % of boys and children from vulnerable groups achieving the Early Learning Goal (ELG) in writing at the end of Reception.
- Increase the % of children who are exceeding expected attainment in the Early Learning Goal (ELG) for writing at the end of Reception.
- Introduce tools to assess and monitor children's well-being and involvement in our early years provision; Ferre-Laevens scales, Boxall profile.
- Use teacher assessment to quickly identify and provide targeted intervention to children requiring additional support, monitoring for impact.
- Introduce and embed 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.

Success Criteria:

- Evidence of high-quality early education, closely linked to next steps in learning, supporting children's development in the Prime areas of learning as triangulated through observation, assessment and planning (Personal, Social and Emotional, Communication and Language, Physical).
- Evidence of high-quality early education, closely linked to next steps in learning, supporting children's development in the Specific areas of learning as triangulated through observation, assessment and planning (Literacy, Maths, Understanding the World, Expressive Arts and Design).
- 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.

Implementation, Monitoring and Evaluation

This section is still a work in progress

Strategic management requires a period of reflection and evaluation of the school's current status, combined with forward thinking about future education initiatives and projections relating to the potential budget and pupil numbers. Plans that emerge meet:

- *the demands of the school and its community;*
- *the aims, values and culture of the school; and*
- *the available resources, whether financial, human or material.*

Propose that the TIS Strategy is reviewed straight after Easter each year.

Additional (shorter) Governor meeting in the programme.

The School Improvement Plan is drafted in the second half of the Summer term using audits and information from all stakeholders to be finalised at the beginning of the Autumn term. This is necessary in order to ensure that the SIP is responsive to SATS, EYFS results etc.

The following criteria should be considered when applying the Strategic Plan into the School Improvement Plan (SIP):

- There is a clear link between the plans articulated in the SIP and the school's strategic direction objectives.*
- The plan and actions are comprehensive (addresses all the issues) and appropriate (makes sense in terms of the school's purpose, values and environmental context).*
- The plan is feasible (can be developed with the school's resources) and sustainable (is enduring) over the three-year period.*
- The achievement of the key improvement priorities can be operationalised and measured (broken down into actions and specific, measurable and achievable targets)*
- The key improvement priority is easily understood and is able to be articulated in clear and simple terms to staff and the school community.*
- Data and other evidence of achievement is collected, shared and reported on regularly.*
- Staff and the wider school community are made aware of the SIP.*