

Maidenbower Infant School: Strategic Plan 2023-26

The Governing Body and Senior Leadership of Maidenbower Infant School have produced a three-year strategic plan that sets out our priorities and describes the important milestones we need to achieve along the way. This includes our vision, strategic priorities and the values that underpin all we do. We'll be regularly tracking progress to ensure continuous improvement.

Our strategic plan has been compiled with ideas from our children, staff, families and governors; it recognises the many existing strengths of the school and builds upon these. We are committed to meeting the needs of our pupils, helping them realise their potential and move with confidence into the next stage of their lives.

Our Vision

'What happens early, matters for a life time.'

At Maidenbower Infant School, we aim to create an inclusive, caring and challenging learning environment where all children thrive. We recognise the importance of providing children with a strong start to their schooling years, so that they can develop a lifelong love of learning. Our core belief is that **"what happens early, matters for a lifetime"**, therefore we ensure that our teaching and learning is the best it can be for all our children. We aim to develop children's **curious** young minds and inspire them to learn about the world around them. We want our children to be **respectful** and **kind** individuals who help each other to reach their maximum potential. We support all children to be **ambitious** and achieve, so that they are well prepared for their next stage of their education. Our values reflect our beliefs in developing the whole child and our school vision, curriculum and culture is demonstrated in everything we do.

Our Strategic Priorities

Leadership and Management

There is robust leadership throughout the school; from senior to middle and subject leaders. Strong and effective governance – a reflective governing body that provides support and challenge to drive improvement.

Quality of Education

The quality of education provided is exceptional and outcomes are consistently above national measures.

Personal Development

Every child's MIS journey provides a platform to build self-esteem, independence, confidence, discover their unique talent and secure the skills to succeed in life.

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Our Values – we want our community to be:

Respectful

Kind

Curious

Ambitious

We have identified key objectives against each of these strategic priorities. A separate document, the School Development Plan (SDP) produced by the Headteacher, Senior Leadership Team and wider staff team, transfer these strategic priorities and key objectives into an annual plan with more detailed actions, measures and targets.

**Maidenbower Infant School
3-Year Strategic Plan**

Aim	Current Strengths	2023-2024	2024-2025	2025-2026	
<p>Personal Development – Every child’s MIS journey will provide a platform to build self-esteem, independence, confidence, discover their unique talent and secure the skills to succeed in life.</p> <p>Nursery Every child will experience a happy, safe and stimulating environment, allowing them to develop a strong foundation in the prime areas of learning.</p>	<p>‘Pupils arrive every day excited and eager to meet their friends in this caring and happy school. Relationships between staff and pupils are warm and respectful. The atmosphere around classrooms and corridors is calm and harmonious. The school values of curiosity, respect, kindness and ambition are part and parcel of everyday life. Pupils feel safe.’</p>	Vision and Culture			
	<p>‘[Children] are well prepared for life in modern Britain. They learn how to take care of their physical and mental health. They know the importance of eating healthy meals and exercising. Children in nursery are encouraged to relax in the sensory den.’</p>	<p>The school has an explicit vision for personal development.</p> <p>There is a named governor for personal development.</p>	<p>MIS has a culture that supports pastoral care through strong leadership.</p>	<p>Further opportunities are developed which reinforce the school values and understanding of what it is to be a citizen, not only of the school but of local, national and international societies.</p>	
	<p>‘[Children] learn about different religions, cultures and festivals. Pupils debate topics such as fairness and equality. They use their democratic voice to elect members of the school council. Pupils understand how people are different and the importance of individual choice. As one Year 2</p>	Opportunities for All			
	<p>A clear plan for enrichment is in place across the school to discover and nurture unique talents.</p> <p>Educational enrichment is well-planned and well-embedded.</p>	<p>Impact from well-planned enrichment is significant, shown through pupil and parent voice.</p> <p>Children deemed disadvantaged have opportunities to take part in a wealth of enrichment to support and enhance their learning and life experiences and opportunities.</p>	<p>Opportunities for pupils to develop their talents and interests are of exceptional quality.</p>		
	Enriching the Community				
	<p>Enrichment activities have been developed for nursery children.</p>	<p>Links are made with the local secondary school / local businesses to explore potential opportunities.</p> <p>An initial enrichment workshop for MIS children has been completed in one subject area.</p>	<p>An initial enrichment workshop has been delivered in one subject area for the wider locality.</p> <p>MIS is a centre of excellence; opportunities are provided to nurture, develop and stretch</p>		

	<p>pupil said, ‘Everyone is different and that is what makes us special.’</p> <p>‘Pupils learn about the importance of exercise and healthy eating. They know how to look after their mental health. Younger children talk maturely about their achievements and feelings. They proudly showcase their work on the ‘Proud Patch’.</p> <p>‘Clubs such as ‘multi sports’ and ‘rhythm masters’ help pupils develop their interests. Pupils learn to look after the environment. They relish their roles as eco-warriors, playground angels and monitors. Trips to museums, the planetarium and art galleries bring learning to life.’</p> <p>‘[Children] are clear that staff deal with any incidents of bullying or poor behaviour quickly.’</p> <p>‘Pupils regularly collect donations for charities they support.’</p> <p style="text-align: right;">Ofsted, January 2023</p>			<p>pupils’ talents and interests within and beyond the MIS community.</p>
Outdoor Learning				
<p>Existing Forest School provision is maintained. Outdoor learning provision is well-led and delivered by the Forest School Lead.</p> <p>Outdoor learning is further developed across the school within year group learning gardens.</p> <p>Professional development is provided for 3 TAs in outdoor learning through the apprenticeship levy.</p> <p>Further opportunities for outdoor learning are developed within nursery.</p>	<p>Trained TAs have begun to deliver outdoor learning above and beyond the already established Forest School provision.</p> <p>3 further TAs and 2 teachers are trained as outdoor learning instructors.</p> <p>Outdoor learning provision is further developed as a consequence of increased staff capacity.</p>	<p>Continued training of further outdoor learning instructors across the school.</p> <p>Forest School is an integral part of the MIS curriculum offer.</p> <p>All staff (teachers and TAs) are trained outdoor learning instructors (note: this will continue into 2026/27).</p>		

**Maidenbower Infant School
3-Year Strategic Plan**

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<p>Quality of Education</p> <p>– The quality of education provided is exceptional and outcomes are consistently above national measures.</p> <p>Nursery</p> <p>The quality of education provided is exceptional and ensures that children start Reception achieving to the best of their ability.</p>	<p>‘Children in early years thrive in all areas of the curriculum. Staff know children well and what they need to learn next. They skilfully plan learning which sparks children’s interest.’</p> <p>‘Staff interact with pupils to awaken their curiosity by asking ‘I wonder’ questions to promote discussion.’</p> <p>‘[Governors] are committed to all staff having the training they need so that pupils get the best teaching possible.’</p> <p>‘A new phonics programme was introduced during the last school year. This is being taught well. In early years and Year 1, pupils are at the right stage for their age. Staff are becoming experts in early reading.’</p> <p style="text-align: right;">Ofsted, January 2023</p> <p>EYFS provides a stimulating and engaging environment and a curriculum which provides a broad range of experiences and</p>	The Curriculum		
		<p>The whole school curriculum map is in place across all subject areas, which shows clear progression across the school.</p> <p>Subject leads have a secure understanding of the intent for their subject and the sequential progression in knowledge and skills.</p> <p>Teachers know and understand the knowledge and skills being taught across the curriculum in their year group. They are secure in what happens when and why.</p>	<p>Professional development is highly effective in ensuring all staff know and understand the curriculum from nursery to Year 2 and how it progresses through the school.</p> <p>Teaching and learning in all curriculum areas is precise. Children consistently know more and remember more.</p> <p>Ways to be able to clearly articulate the progress journey, outcomes and expectations of unique MIS pupils have been further developed.</p>	<p>The well-constructed and ambitious curriculum is embedded and consistently well-taught. This results in all pupils learning more, remembering more and achieving well.</p> <p>A review of the curriculum is complete to ensure it remains representative of the MIS vision, values, ethos and community.</p>
		Assessment		
		<p>Teachers use assessment to check pupils’ understanding and inform teaching in the core curriculum.</p> <p>As a consequence of effective use of assessment in the core curriculum, adaptations for children with SEND are well matched to their needs.</p>	<p>A meaningful and manageable system of assessment in foundation curriculum areas has been developed across all year groups.</p> <p>Governors use comparative data from other schools to measure progress of MIS children in relation to others.</p>	<p>Assessment is highly effectively used to adapt teaching and to target pupils’ individual learning needs accurately.</p>

	<p>challenge. Learning opportunities are carefully planned through purposeful play, including child-initiated and adult-led activities. Pupils make good progress from below typical starting points.'</p>	<p>Continue to ensure that pupils who have fallen behind, due to Covid-19, make accelerated progress which builds on, and complements, school development priorities.</p>		
	<p>'The leadership of reading and phonics remains strong. The leader is currently completing the National Professional Qualification in Literacy and is making effective use of her training to inform the school's ongoing developments. Staff are now more confident in the delivery of the Little Wandle phonics scheme. Lesson visits showed better consistency in the way phonics is taught throughout the school. Classroom displays reliably reinforce the phonics being taught and are presented in a helpful low-arousal format. Children begin to develop their phonological awareness when they join the nursery. Helpfully, nursery staff are included in the phonics training for staff.'</p> <p>Local Authority Monitoring Report, Summer 2023</p>	<p>Early Reading Lead provides well-targeted coaching and professional development to ensure all staff are as knowledgeable as they can be about children's progress in phonics.</p> <p>Assessment of early reading is effectively used to identify gaps in children's phonic knowledge and map next steps in learning, particularly for those identified as the lowest 20%.</p>	<p style="text-align: center;">Phonics and Reading</p> <p>Continued development of early reading through ongoing professional development for all staff including those new to the school, including ECTs.</p> <p>Delivery of intervention / targeted support in early reading is precise and meets the needs of the children identified with clear impact.</p> <p>Phonics teaching is highly effective. Most children are working at a stage appropriate to their age. In the few instances where this is not the case, catch up provision is precise, with clear impact on outcomes.</p>	<p>Outcomes in phonics are consistently above national measures at the end of Year 1.</p>

	<p>Systems are in place to track summative assessment in English, Maths, Science and PE.</p>	The Role of Teaching Assistants		
		<p>Well-targeted professional development ensures that support staff know and understand their roles.</p> <p>Well-targeted professional development secures strong subject knowledge for support staff.</p> <p>Teachers and TAs have time to plan and review learning. Leaders utilise TA time in school to provide extended professional development.</p> <p>Teachers have received extensive and ongoing training on how to manage, organise and work with TAs.</p>	<p>TAs enter lessons with a clear understanding of the concepts and information being taught, skills being developed and intended learning outcomes.</p> <p>Support staff understand their role in facilitating independence; they ably provide support to secure a healthy balance of success and challenge.</p>	<p>Support staff are confident in their role and have good subject knowledge and understanding of end points in learning.</p> <p>As a consequence of high quality CPD, and clarity of the role of support staff for all staff, TAs are fully equipped to support the learning of all pupils and do this excellently.</p>

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<p>Leadership and Management – Robust leadership throughout the school; from senior to middle and subject leaders. Strong and effective governance – a reflective governing body that provides support and challenge to drive improvement.</p> <p>‘Everyone is a leader’</p> <p>Nursery</p> <p>Leadership who understand the changing needs of the EYFS. Leaders have a strong relationship with the EYFS team in the school and the governing board. Leaders ensure that staff are supported in their role through</p>	<p>‘There is a safeguarding culture in the school where staff understand their responsibilities and recognise that safeguarding is everyone’s responsibility. There are rigorous checks, systems, records and routines to keep pupils safe.’</p> <p style="text-align: right;">Local Authority Monitoring Visit, Summer 2023</p> <p>‘New leaders understand how pupils learn and how the curriculum should be structured. They are taking the right steps to identify precisely what pupils must remember, and they use curriculum leaders effectively to support teachers to develop strong subject knowledge.’</p> <p>‘Leaders are working hard to ensure all pupils benefit from the curriculum by attending regularly.’</p> <p>‘Leaders carefully monitor any additional support for pupils with SEND to make sure it is effective.’</p> <p>‘Leaders keep the teaching of early reading high on their agenda. [...]</p>	Senior Leaders		
		<p>The roles and capacity of senior leaders have been further developed as a consequence of structural changes.</p> <p>Leaders ensure new / less experienced staff e.g. ECTs have robust induction into the ‘Maidenbower Way’.</p>	<p>The skillset of senior leaders has been further developed which results in overall growth in senior leadership confidence and competence.</p>	<p>There is greater distributed leadership across the school.</p>
		Subject Leaders		
		<p>A robust plan is in place for the development of subject leaders as effective middle leaders.</p> <p>Further development of less experienced curriculum leaders is in place which enables them to drive forward key developments for their areas of responsibility.</p> <p>Curriculum leader development of continuity and progression in foundation subjects.</p> <p>Leaders are clear on what high quality evidence of learning looks like and communicate this effectively to all staff.</p>	<p>Further develop accountability of foundation subject leaders in ensuring that there is continuity and quality of experience across the school.</p> <p>Knowledge and subject expertise for all staff is strong as a consequence of high quality professional development.</p> <p>As a result of well-planned and targeted professional development, all staff are secure in their knowledge of the curriculum from nursery to Year 2.</p>	<p>MIS uses leadership capacity across the school and collaborates with other schools to develop all subject areas.</p>

<p>appropriate training and mentoring.</p>	<p>Leaders match high-quality stories, poems and information texts to topic areas to ensure pupils learn important new vocabulary.'</p> <p>'Leaders promote pupils' personal development well.'</p> <p>'Governors have a strong strategic vision for the school. They have a clear understanding of the school's priorities and areas that need to improve further. Governors provide leaders with an effective balance of support and challenge.'</p> <p>'Staff value being supported to develop the curriculum. They feel motivated and appreciated by leaders.'</p>	<p>Leaders know their curriculum well from nursery to Year 2 and beyond.</p> <p>Continued review and development of subject leadership by ensuring middle leaders have a clear understanding of the strengths and areas for development of their subject areas; they are able to articulate the impact of their actions to address development needs.</p> <p>Subject leaders are clear on, and able to articulate, the expectations for their curriculum area.</p>	<p>All subject leaders understand the expectations of impactful monitoring.</p> <p>The extended leadership team has been instrumental in supporting the identification of the school's strengths and development priorities and have been actively involved in the development and delivery of the school's improvement plan.</p>	
Governance				
	<p>'The arrangements for safeguarding are effective. Leaders ensure all staff are well trained. There is a strong culture of vigilance in all areas. Staff are knowledgeable about risks in the local area and know how to report the slightest concerns they might have. Leaders act swiftly when concerns are reported. They work well with external agencies, so pupils and their families have the help and support they need. Leaders carry out rigorous checks</p>	<p>Following a review of governor roles, an action plan is developed that drives improvements to enhance school standards.</p> <p>A tighter monitoring system has been developed that encompasses all subject areas and is supported by governor involvement.</p> <p>Through effective use of training and mentoring, governors have been upskilled to enable them to fulfil their strategic role and secure effective monitoring to ensure a strong a confident governing board.</p>	<p>Governors have continued to review and adapt the governor action plan to ensure sustained improvement and support succession planning.</p> <p>Governors, alongside senior leaders, have considered and taken decisions around academisation options for the school.</p> <p>Nursery governor effectively monitors nursery provision, holds leaders to account and reports back to the GB, responding to challenge.</p>	<p>Governance is a strength of the school. Governors perform their core functions highly effectively with direct impact on school effectiveness.</p>

	<p>to make sure that adults are qualified to work with children. Pupils learn about healthy relationships. They know how to keep safe when online.'</p>	<p>A named link governor has been identified with responsibility for monitoring of nursery provision.</p>		
	<p>Ofsted, January 2023</p>	<p>Nursery</p>		
		<p>The new nursery leadership team has been developed and is well established.</p> <p>The new nursery premises are well-planned, resourced and effectively used, led by the nursery leadership team.</p> <p>A named link governor has been identified with responsibility for monitoring of nursery provision.</p>	<p>Effective professional development is in place and, as a consequence, the skills and knowledge of nursery staff is widened, particularly around SEND provision.</p> <p>Nursery governor effectively monitors nursery provision, holds leaders to account and reports back to the GB, responding to challenge.</p>	