



Tadley Primary School
Learning for Life

School Development Plan

2024 – 2027

Latest Ofsted Inspection (115952)

Summary from Ofsted Inspection (November 2019)

- Tadley Community Primary School continues to be a good school
- Pupils like this school. They feel happy and safe here. Pupils know that their teachers care about them and want them to achieve their very best.
- Determined leadership ensures that the school continues to provide a good quality of education. Leaders have high expectations for pupils to achieve well and be successful in later life. Pupils study a wide range of subjects linked closely to the national curriculum.
- Children enjoy their learning in the early years.
- The school's expectations for pupils' behaviour and attendance are clear. Leaders ensure that pupils attend school regularly. Teachers are well trained in the school's behaviour policy, promoting pupils' positive behaviour consistently.
- The school's work to support pupils' personal development is strong. Pupils with SEND and disadvantaged pupils are sensitively supported.
- Staff are proud to work at Tadley. They say that leaders care about their well-being and listen to their views.

Ofsted Guidance for What the School Should Do to Improve Further:

- Some subjects are carefully planned and sequenced, such as reading, mathematics and science. However, this is not the case in all subjects. Leaders need to continue to improve the planning of foundation subjects so that knowledge and skills are coherently planned and sequenced in these subjects as well. It is clear from the actions that leaders have already taken to develop the curriculum further and train staff in how to deliver it that they are in the process of bringing this about.
- In English and mathematics teachers and leaders use assessment well to check pupils' understanding of knowledge and skills. They use this information to plan future learning successfully. However, assessment in the foundation subjects is not used as well. Leaders need to ensure that assessment of knowledge and skills in the foundation subjects is used effectively so that pupils know more and remember more over time.

How are we doing?

- Planning of foundation subjects is now robust as we have aligned our subjects to Kapow Primary Curriculum. Kapow delivers full national coverage for Art and Design, Computing, Design and Technology, French, Geography, History, Music and Science. The curriculum is fully sequenced, knowledge-rich and builds on skills; it gives teachers full subject planning and the tools to support the leadership of each curriculum area; it has CPD for teachers to support their own knowledge and understanding; it uses diverse and inclusive resources and the children enjoy the lessons.
- Assessment of foundation subjects is improving. Kapow offers opportunities within the lesson structure to support this process including low stakes retrieval quizzes; knowledge builders and time to reflect on learning. We are also introducing (2024/25) opportunities for children to record what they have learnt in subjects through double-paged spreads and collating evidence of outcomes across the year in each year group to allow teachers the opportunity to moderate children's learning and understanding.

Our School Vision

At Tadley Community Primary School, we are passionate about equipping our children with the personal characteristics and educational outcomes for their successful futures. Our vision for each child is to develop an active curiosity of their world, discover their own interests and talents, and grow in their own confidence and love of learning. We do this by providing children with an irresistible invitation to learn through our knowledge-rich and diverse curriculum.

Learning for Life the Tadley Way!

Quality of Education

Our vision is to cultivate an environment where every child becomes a confident, fluent reader with a deep love for reading, igniting passion for learning that lasts a life-time. We strive for our children to develop deep fluency in number and calculations, laying a solid groundwork for mathematical thinking, reasoning and problem solving.

We aim to foster accurate, expressive and engaging writing skills, enabling children to communicate their ideas effectively and creatively. Our commitment to excellence is reflected in our pursuit of outstanding outcomes for all children, regardless of their starting point.

We believe in the importance of inclusivity and are dedicated to providing strong support for SEND children, ensuring they achieve their full potential alongside their peers. Through a focus on high-quality teaching, a knowledge-rich, diverse curriculum and a stimulating supportive learning environment, we equip children with the skills, knowledge, and confidence they need to excel both academically and in their personal lives.

We are committed to nurturing a community of learners who are curious, resilient and ready to embrace the challenges of the future, making education a joyful, enriching experience that prepares every child for success in life.

Behaviour and Attitudes

Our vision is to create a nurturing and inspiring environment where every child develops a deep curiosity about the world, fostering a love of learning that drives them to explore, question and grow. We are committed to instilling excellent learning behaviours, where children take pride in all they do, demonstrate resilience in the face of challenges, and continuously strive for personal and academic excellence.

We aspire to cultivate exemplary behaviour in our children, characterised by kindness, respect and empathy towards others. Our school will be a safe and supportive space where every child feels valued, loved and encouraged to express themselves with confidence and authenticity. High attendance is integral to our vision, as it reflects a commitment to learning and the importance of every school day.

Through a strong emphasis on positive attitudes and behaviour, we aim to develop well-rounded individuals who not only excel academically but also contribute to a harmonious and compassionate school community. Our children will leave with a sense of pride in their achievements, ready to face the future with resilience, curiosity and a lifelong love of learning.

Personal Development

Our vision is to nurture each child's unique character and potential, fostering a community where diversity is celebrated and differences are embraced. We are committed to guiding our children on a

journey of inner growth, where they develop in confidence, emotional intelligence and a deep understanding of their own value.

We aim to build strong, respectful relationships within our school community, encouraging collaboration, empathy and mutual support. Our nurturing culture will provide a safe and supportive environment where every child feels empowered to explore and develop their interests and talents.

Through a focus on life skills, fundamental British values, and personal character, we will equip our children with the tools they need to navigate the complexities of life with resilience, compassion and integrity. Our goal is to help each child grow into a confident, well-rounded individual who values themselves and others, and who is prepared to contribute positively to the diverse world around them.

Leadership and Management

Our vision is to cultivate a culture of excellence, integrity and innovation, where every decision is made with the best interests of our children at heart. We are committed to leading with a clear, strategic vision that prioritises high-quality teaching, continuous improvement and outstanding outcomes for all.

We will foster a collaborative and supportive environment where staff are empowered to grow professionally, share their expertise and contribute to the school's success. By promoting a culture of open communication, transparency and mutual respect, we will build strong, trusting relationships among staff, children, parents and the wider community.

We will lead by example, demonstrating resilience, adaptability and a commitment to continuous learning. Our focus on effective management will ensure that resources are used efficiently, policies are implemented thoughtfully, and the school environment remains safe, nurturing and conducive to learning. We are committed to ensuring the welfare of our children is at the heart of everything we do, with robust policies and practices that prioritise their physical, emotional and mental well-being.

We strive to foster a culture of vigilance and care, where safeguarding is everyone's responsibility. Our staff will be thoroughly trained and equipped to recognise and respond to any concerns, ensuring that children are protected from harm and receive the support they need.

Our commitment to safeguarding extends beyond the classroom, promoting a culture of respect, kindness and inclusion that permeates every aspect of school life. Through visionary leadership and effective management, we aim to inspire a school community that is united in its mission to provide the best possible education for every child, preparing them for a successful and fulfilling future.

Early Years

Our vision is to provide a warm, nurturing and stimulating environment where every child feels safe, valued and inspired to explore the world around them. We are committed to fostering a love of learning from the very beginning, creating a foundation for life-long curiosity, creativity and resilience.

We aim to deliver a high-quality, child-centred curriculum that is rich in play-based learning opportunities, tailored to meet the unique needs and interests of each child. Through a balanced approach that combines structured activities with free exploration, we support the development of essential skills in communication, social interaction and problem-solving.

Through our commitment to excellence, continuous improvement and a deep understanding of early childhood development, we aim to provide an outstanding Early Years education that lays the foundation for future success.

SDP Priorities 2024-2027

Quality of Education

1. Improving Writing and Maths Outcomes for ALL
2. Embedding Planning and Assessment in the Foundation Curriculum
3. Improving Academic Outcomes for Boys, SEND and Disadvantaged Children

Behaviour and Attitudes

1. Improving Attendance for ALL
2. Embedding Good Learning Behaviours for ALL
3. Embedding a School Culture of Kindness, Pride, Community and Diversity

Personal Development

1. Improving the Well-Being and Mental Health for Children
2. Broadening Opportunities for ALL children
3. Embedding Responsible Citizenship through our charity projects

Leadership and Management

1. Improving High-Quality Teaching and Learning through middle leadership development
2. Embedding The Role of the Adult (SEND)
3. Improving Parental Engagement
4. Embedding a Culture of Safeguarding

Early Years

1. Improving Enhanced Provision
2. Developing Social, Emotional and Mental Health Skills
3. Improving Communication and Interaction for ALL