

Downlands Community School



School Development Plan 2021-22

Vision and Values

We believe our school is a happy, caring and safe place where our pupils and our staff can achieve their full potential. All members of the school community show respect and understanding for each other while celebrating diversity. We ensure that children are offered challenging tasks within a climate where risk-taking is encouraged. We foster pride in individuals, our school environment and its wealth of resources.



Our school motto is...

“We care. We share. We believe. We achieve.”

SDP in one page

Priority (Ofsted link)	What are we're aiming for?	Who will take the lead?	What impact will we notice?
Developing Mastery Mathematics	Children develop their arithmetic fluency.	KGa	There is evidence that Number Sense is being implemented effectively as a Wave 1 (KS1) and Wave 2 (KS2) intervention.
	Pupils use talk to help them make progress.		Children are heard using maths talk (including target language) confidently and purposefully.
	Maths learning is consistent throughout the school.		Evidence of new mastery maths policy and pedagogy in lessons is developing.
	A maths improvement culture is noticeable.		All stakeholders understand the vision for maths learning and there is good engagement with the community.
Quality of Education	Children make more progress with their writing, particularly boys.	AWh	Class book looks and pupil case studies show evidence of excellent progress in writing over the year.
	Children read more at home.	MHo	Pupil and parent surveys and reading logs reveal greater engagement with home reading.
	Whole class learning is consistently of a high quality with attention given to QFT strategies.	JRi	Learning walks demonstrate consistent use of QFT strategies in lessons.
	Children benefit from clear curriculum intentions, including skill progression.	CGo	Middle leaders can self-evaluate developments in curriculum areas.
Personal Development	Pupils identified for academic interventions make progress.	CGo	Most (>85%) children identified for wave 2 and 3 interventions achieve targets.
	Relational practice techniques prove effective with children.		Pupil voice indicates that teachers resolve problems with empathy and guidance.
	Pupils are better able to resolve peer conflicts.		Pupil voice indicates that children use target language and actions in resolving peer conflicts.
	RHE learning is consistent across the school.		Learning walks and staff surveys reveal that new RHE policy and medium-term plans are understood.
	Pupils enjoy extra-curricular opportunities once again.		Pupil voice shows that children have enjoyed and benefited from extra-curricular opportunities.
Behaviour and attitudes	Pupils identified for pastoral interventions make progress.	JRi	Pupil case studies show evidence of improved emotional regulation for key pupils.
	The new behaviour policy is consistently applied and understood.		Pupil and parent voice indicate a growing understanding of the new behaviour policy.
	The anti-bullying policy is consistently applied and understood.		Specific behaviour records show effective recover/reflect/repair/restore practice.
	Our rights respecting ethos is promoted through active pupil parliament and class charters.		Pupils on risk reduction plans make progress.
	Curriculum intentions reflect wider skills and values underpinning our ethos.		Pupil steering group are proactive in upholding school ethos each term.
EYFS	Learning walks and pupil voice reveal that class charters are values are followed.	JLo	Middle leaders can self-evaluate developments in curriculum areas.
	The EYFS team feel confident in the planning, delivery and assessment of a broad and balanced curriculum which shows a progression of skills across each seven areas of learning.		Staff surveys/supervision meetings/PM meetings show a positive attitude and capability to plan, deliver and assess the children in EYFS according to the new framework.
	Children in EYFS make more progress in their Literacy skills.		Observations, book look's, professional conversations, pupil progress meetings and tracking documents show children are 'On Track' for achieving Expected level in Reading and Writing at the end of the Summer Term.
Leadership and Management	Forest School becomes a part of the EYFS curriculum, fostering a Forest School ethos.	JRi	Forest School sessions are planned and delivered once a week to children in FS2 (Spring Term onwards).
	The school is proactive in supporting staff well-being and mental health.		A staff mental health policy is developed and applied consistently.
	Professional development is underpinned by coaching conversations.		Coaching cycles are used as evidence towards meeting PM objectives.
	Middle leaders are empowered through Assess/Plan/Do/Review (A/P/D/R) cycle.		A review/plan/monitor schedule is followed by middle leaders, with the involvement of link governors.
	Whole school improvement is driven by clear accountability between SLT and Governance.		SLT make regular evidence-based evaluations on school improvement priorities, as part of a leadership report to governors.

Ofsted October 2017 - What does the school need to do to improve further?

“Leaders and governors should ensure that teachers have consistently high expectations of what pupils, especially the most able, can achieve, especially when they are writing; they should make sure that the tasks they set are at an appropriate level of depth and provide sufficient challenge.”

IDSR 2021 - What are the headlines in relation to progress and standards?

Reading

- The key stage 2 three-year average reading attainment score (102.2) was in the lowest 20% of all schools in 2019.
- Early years foundation stage attainment of the expected standard in the reading early learning goal (61%) was significantly below national and in the lowest 20% of all schools in 2019.

Writing

- Key stage 2 progress in writing (-2.6) was significantly below national and in the lowest 20% of all schools in 2019, as well as in 2018 and 2017.
- Key stage 2 attainment of greater depth in writing (6%) was significantly below national and in the lowest 20% of all schools in 2019.
- Early years foundation stage attainment of the expected standard in the writing early learning goal (54%) was significantly below national and in the lowest 20% of all schools in 2019.

Maths

- Key stage 2 progress in mathematics (-3.1) was significantly below national and in the lowest 20% of all schools in 2019, as well as in 2018 and 2017.
- Key stage 2 attainment of the expected standard (100+) in mathematics (64%) was significantly below national and in the lowest 20% of all schools in 2019.
- Key stage 1 attainment of greater depth in mathematics (7%) was significantly below national and in the lowest 20% of all schools in 2019.
- Early years foundation stage attainment of the expected standard in the mathematics early learning goals (63%) was significantly below national and in the lowest 20% of all schools in 2019.

GLD

- The percentage achieving a good level of development in the early years' foundation stage (54%) was significantly below national and in the lowest 20% of all schools in 2019.

Absence

- Overall absence in autumn 2020 (2.1%) was in the lowest 20% of all schools.
- Overall absence (3.1%) was in the lowest 20% of all schools in 2018/19 as well as in 2017/18.
- Persistent absence for pupils with special educational needs (2.6%) was in the lowest 20% of all schools in 2018/19.

Exclusions

- There were no fixed period exclusions in 2018/19.
- There were no permanent exclusions in 2018/19. The national average for this year was close to zero. There were no permanent exclusions in the previous two years either.

Benchmarking data (infants) - 3 year trends

EYFS Good Level of Development (GLD)				
	2017 %	2018 %	2019 %	Trend
Downlands	68	73	54	↓
Dorset	69	70	71	
National	71	72	72	

KS1 - Reading								
	Expected standard %				Greater depth %			
	2017	2018	2019	Trend	2017	2018	2019	Trend
Downlands	78	86	73	↓	28	40	12*	↓
Dorset	76	76	76		25	26	26	
National	76	75	75		25	26	25	

KS1 - Writing								
	Expected standard %				Greater depth %			
	2017	2018	2019	Trend	2017	2018	2019	Trend
Downlands	70	80	61	↓	18	31*	5	↓
Dorset	67	69	68		16	16	14	
National	68	70	69		16	16	15	

KS1 - Maths								
	Expected standard %				Greater depth %			
	2017	2018	2019	Trend	2017	2018	2019	Trend
Downlands	68	83	68	↓	0*	29	7*	↓
Dorset	74	77	75		19	22	21	
National	75	76	76		21	22	22	

Benchmarking data (KS2) - 3 year trends

KS2 - Reading												
	Expected standard %				Greater depth %				Progress			
	2017	2018	2019	Trend	2017	2018	2019	Trend	2017	2018	2019	Trend
Downlands	60	71	67	↕	7*	23	24	↑	-2.62*	-0.87	-1.15	
Dorset	73	74	72		27	28	26		-0.67	-0.62	-0.59	
National	72	75	73		25	28	27		0.0	0.0	0.0	

KS2 - Writing												
	Expected standard %				Greater depth %				Progress			
	2017	2018	2019	Trend	2017	2018	2019	Trend	2017	2018	2019	Trend
Downlands	53*	61*	73	↑	10	6	6	↓	-2.74*	-3.52*	-2.58*	
Dorset	72	75	76		16	21	21		-3.41	-1.63	-0.63	
National	74	76	78		18	20	25		0.0	0.0	0.0	

KS2 - Maths												
	Expected standard %				Greater depth %				Progress			
	2017	2018	2019	Trend	2017	2018	2019	Trend	2017	2018	2019	Trend
Downlands	63	68	64*		3*	3*	12*		-3.55*	-3.95*	-3.16*	
Dorset	72	72	76		20	20	22		-2.08	-1.52	-1.10	
National	75	76	79		23	24	27		0.0	0.0	0.0	

Cohort Targets for 2022 (Using FFT estimates)

EYFS	
GLD %	71

KS1					
Reading		Writing		Maths	
ARE %	GD %	ARE %	GD %	ARE %	GD %
<i>Awaiting estimates</i>	<i>Awaiting estimates</i>	<i>Awaiting estimates</i>	<i>Awaiting estimates</i>	<i>Awaiting estimates</i>	<i>Awaiting estimates</i>

KS2					
Reading		Writing		Maths	
ARE %	GD %	ARE %	GD %	ARE %	GD %
81	39	78	39	81	29

Monitoring plan

Autumn 1 w/b 4/10/21	Autumn 2 w/b 29/11/21	Spring 1 w/b 31/1/22
<p>Priority 1</p> <ul style="list-style-type: none"> Maths learning walk looking for group work, discussion and use of manipulatives (KGa) <p>Priority 2</p> <ul style="list-style-type: none"> English learning walk focussing on guided reading (AWh) Book look for pink/green consistency (MHo) Learning walk for class charters (JLo) Learning walk for QFT, particularly peer-to-peer support and discussion (CGo) Check of strategy bank for pre-teaching ideas and teaching of new vocabulary (CGo) <p>Priorities 3/4</p> <ul style="list-style-type: none"> Pupil/Parent Surveys reflecting themes across SDP (JRi) <p>Priority 5</p> <ul style="list-style-type: none"> Observation of EYFS for enhanced provision and progression of skills (JLo) 	<p>Priority 1</p> <ul style="list-style-type: none"> Pupil interviews (KGa) <p>Priority 2</p> <ul style="list-style-type: none"> Pupil interviews (AWh) Monitor reading records (AWh) Book look - feedback strategies used (MHo) Monitor ADPR interventions (CGo) Case Studies for wave 3 interventions carried out in Autumn Term (CGo) <p>Priority 5</p> <ul style="list-style-type: none"> Staff survey to find out how confident they feel with planning activities/enhanced provision based on skills progression. (JLo) Pupil progress meetings with key workers of those children flagged as 'not on track'. (JLo) <p>All priorities</p> <ul style="list-style-type: none"> Survey staff regarding understanding of responsibilities, new staff structure, SDP, PM and coaching process (JRi) Scrutinise PM objectives (JRi) 	<p>Priority 1</p> <ul style="list-style-type: none"> Maths learning walk for use of hinge questions and Mastery approach <p>Priority 2</p> <ul style="list-style-type: none"> Join in with some shared writing/modelled writing opportunities. (AWh) Book look - RAG. Peer and teacher assessment. (MHo) Success rate of ADPR interventions (CGo) <p>Priorities 3/4</p> <ul style="list-style-type: none"> Pupil/Parent Surveys reflecting themes across SDP (JRi) <p>Priority 5</p> <ul style="list-style-type: none"> Observation of activities/enhanced provision in FS1/FS2 to check for a progression of skills. (JLo) Scrutiny of Seesaw across EYFS to check usage. <p>Priority 6</p> <ul style="list-style-type: none"> Progress of middle leader R/P/M cycle and curriculum skill summary documents (JRi) <p>All priorities</p> <ul style="list-style-type: none"> Downlands Tracker for Data Drop #1 (JRi)
Spring 2 w/b 28/3/22	Summer w/b 6/6/22	Notes about SEF weeks
<p>Priority 1</p> <ul style="list-style-type: none"> Maths book look for self-assessment, LOs and range of strategies (KGa) <p>Priority 2</p> <ul style="list-style-type: none"> English Book Look for independent writing (AWh) Pupil interviews for questioning and feedback (MHo) Learning walk for QFT (CGo) Success rate of ADPR interventions (CGo) Case Studies for wave 3 interventions carried out in Autumn Term (CGo) <p>Priorities 3/4</p> <ul style="list-style-type: none"> Pupil/Parent Surveys reflecting themes across SDP (JRi) <p>Priority 5</p> <ul style="list-style-type: none"> Pupil progress meetings with key workers of those children flagged as 'not on track'. (JLo) <p>All priorities</p> <ul style="list-style-type: none"> Downlands Tracker for Data Drop #2 (JRi) Survey staff regarding understanding of responsibilities, new staff structure, SDP, PM and coaching process (JRi) 	<p>Priority 1</p> <ul style="list-style-type: none"> Pupil survey of their learning in maths (KGa) <p>Priority 2</p> <ul style="list-style-type: none"> Pupil survey of their learning in English (AWh) Guided reading folder assessment and reading folder collection (AWh) To observe methods of planned group verbal feedback and now tasks happening. (MHo) <p>Priority 5</p> <ul style="list-style-type: none"> School readiness check with FS1 (JLo) Meet with FS2 team for EYFS profile discussions - Emerging/Expected? Who will achieve GLD? (JLo) <p>Priorities 3/4</p> <ul style="list-style-type: none"> Pupil/Parent Surveys reflecting themes across SDP (JRi) <p>All priorities</p> <ul style="list-style-type: none"> Survey staff regarding their assessment of SDP/SEF, PM and Coaching and new staff structure (JRi) Downlands Tracker for Data Drop #2 (JRi) 	<ul style="list-style-type: none"> SLT will choose days within each week and update staff and governors. Link Governors are invited to accompany any SLT member on any of these monitoring activities. Evidence of impact will be reviewed the following Monday after these weeks, resulting in the SDP evaluative commentaries below. These activities and evaluative commentaries will also form part of the Leadership Report to be submitted to the Governors' Meeting the following week. Updates to staff will be provide at regular meetings.



Priority 1: Developing Mastery Mathematics

Objectives:

1. Children develop their arithmetic fluency and as mathematical thinkers.
2. Pupils use talk to help them make progress.
3. Maths learning is consistent throughout the school.
4. A maths improvement culture is noticeable.

Success Criteria:

- i. There is evidence that Number Sense is being implemented effectively as a Wave 1 (KS1) and Wave 2 (KS2) intervention.
- ii. Children are heard using maths talk (including target language) confidently and purposefully.
- iii. Evidence of new mastery maths policy and pedagogy in lessons is developing.
- iv. All stakeholders understand the vision for maths learning and there is good engagement with the community.

Actions (time scale)			Lead	Resources	Calendar Dates	Evaluative Commentary		
No progress	Working Towards	Completed				Autumn	Spring	Summer
1.1 Implement use of Number Sense as a 'daily maths phonics' lesson in KS1. Implement use of Number Sense as an intervention for selected children in LKS2 (ongoing). KGa to draft a new maths policy. This will include calculation policy and new protocols for iPad use and written methods within maths. Also, for use of manipulatives by children. Invite feedback through Google forms. (September) KGa to lead professional development so that lessons are planned to allow children to develop independence in their use of manipulatives and explore written methods to record their thinking and formal methods (ongoing).			KGa	£120-day cover for KGa to carry out monitoring and training Rekenrek purchase and other new manipulative resources (£250) Maths leader and TA courses offered by DSAT CPD programme: £500 pa	KGa to train staff at subject development staff meetings: 20/9; 15/11; 10/1; 28/2; 25/4; 20/6			
1.2 KGa to draft a new maths policy (using example provided during readiness course). This will include new protocols for use of questions and key vocabulary. Invite feedback through Google forms.			KGa	£120-day cover for KGa to carry out	KGa to train staff at subject development staff meetings: 20/9; 15/11; 10/1; 28/2; 25/4; 20/6			

KGa to lead professional development so that lessons allow children the opportunity to discuss, problem solve and reason: "Dialogic teaching" (ongoing)		monitoring and training		
1.3 KGa to draft a new maths policy (using example provided during readiness course). Invite feedback through Google forms. (September) KGa adapts maths policy according to staff feedback. Governors ratify policy and it is placed on the school website. (October)	KGa		(KGa to train staff at subject development staff meetings: 20/9; 15/11; 10/1; 28/2; 25/4; 20/6).	
1.4 KGa shares maths vision statement with the whole school community via training, newsletter, social media, display boards. (September) KGa plans and leads maths parental engagement event(s): TBC maths fair; back to school days for parents; Barvember; Social media. (TBC) Upskill teachers and TAs as a result of whole school launch INSET with Maths Advisor (November) Regular staff PD at subject development meetings. (November) Share TRG outcomes of shared planning and teaching episodes. (Ongoing)	KGa/MHo	£450 INSET costs for guest speaker Supply cover for 6 TRG meetings across the year for KGa and MHo	(KGa to train staff at subject development staff meetings: 20/9; 15/11; 10/1; 28/2; 25/4; 20/6) Maths INSET (1/11/21) TRG meetings on: 5/10; 25/11; 25/1; 15/3; 7/4; 16/6	



Priority 2: Quality of education

Objectives:

1. Children make more progress with their writing, particularly boys.
2. Children read more at home.
3. Whole class learning is consistently of a high quality with attention given to QFT strategies.
4. Children benefit from clear curriculum intentions, including skill progression.
5. Pupils identified for academic interventions make progress.


Success Criteria:

- i. Class book looks and pupil case studies show evidence of excellent progress in writing over the year.
- ii. Pupil and parent surveys and reading logs reveal greater engagement with home reading.
- iii. Learning walks demonstrate consistent use of QFT strategies in lessons.
- iv. Middle leaders can self-evaluate developments in curriculum areas.
- v. Most (>85%) children identified for wave 2 and 3 interventions achieve targets.

Actions (time scale)			Lead	Resources	Calendar dates	Evaluative Commentary		
No progress	Working Towards	Completed				Autumn	Spring	Summer
<p>2.1 Launch new English policy, including whole school writing strategy which revisits 'talk for learning' and secures colourful semantics as key strategies. (Aut 1)</p> <p>Review 'Talk for Writing' (WAGOL, Talk for Writing, Shared Write, Independent tasks) at subject development meetings. (Aut)</p> <p>Shared planning/team teaching for colleagues who are needing support with 'Talk for Writing'. (ongoing)</p> <p>Big Write days each half term using homework as stimulus before morning write the day after. (ongoing)</p> <p>Big write event in summer term with extra special stimulus. (June)</p> <p>Launch a creative writing club for pupils aiming for greater depth. (Autumn)</p> <p>Attend moderation assessment meetings led by BSN and disseminate to phase planning meetings. (ongoing - see DSAT CPD schedule)</p>			AWh	<p>STA cover of English lead to engage in shared planning and teaching episodes.</p> <p>English leader and TA courses offered by DSAT CPD programme: £500 pa</p>	<p>AWh to train staff at subject development staff meetings: 20/9; 15/11; 10/1; 28/2; 25/4; 20/6</p>			


Improve understanding of GD and ARE outcomes for Y2 and Y6 and strategies to allow pupils to progress to these outcomes. (ongoing)				
<p>2.2 Launch new English policy, including whole school reading strategy. (Aut 2)</p> <p>Launch a whole-school reading at home initiative. (Aut 2)</p> <p>Engage parents on the importance of reading, using information evening or social media. (Spring 1)</p> <p>Train school librarians and establish systems to ensure that the new library resources are used properly. (Aut 2)</p>	AWh	<p>New medium-term plans and resources for KS2</p> <p>Staff local library cards</p> <p>English leader and TA courses offered by DSAT CPD programme: £500 pa.</p>	<p>AWh to train staff at subject development staff meetings: 20/9; 15/11; 10/1; 28/2; 25/4; 20/6 and INSET on 4/1/22</p>	
<p>2.3 Advise colleagues about modifying the classroom environment to take account of all learning needs. (Aut 1)</p> <p>Set expectations for learning resources available to pupils in classes which reflect school policies: colourful semantics board, word banks, maths manipulatives. (Aut 1)</p> <p>Train staff on the strategy of pre-teach and the revision of key vocabulary. (Nov)</p> <p>Give regular feedback to colleagues on the application of the marking policy, including exemplifying how feedback has allowed pupils to make progress. (ongoing)</p> <p>Refresh staff training awareness of effective questioning and peer discussion strategies. (Jan INSET)</p>	CGo MHo	<p>CGo to attend NPQH course: £1400</p> <p>DSAT CPD offer: £500pa</p>		
<p>2.4 Middle leaders write 'baskets' skill progression documents for each subject. (by Jan 2021)</p>			INSET 4/1/22	

Middle leaders carry out activities relevant to their subject's ADPR cycle. (ongoing)	JRi	1 day release per middle leader: £1200		
2.5 Revise reporting expectations for wave 2 and 3 interventions to ensure simplicity and ADPR capture. (November)	CGo			
Re-purpose COVID catch-up and pupil premium strategies, including aspects of academic interventions. (October)	JRi	CGo to attend NPQH course: £1400	CGo to train staff at subject development staff meetings: 20/9; 15/11; 10/1; 28/2; 25/4; 20/6 and INSET on 4/1/22	
Share examples of good practice as part of regular teacher meetings. (ongoing)	CGo			
Generate individual case studies to document successful intervention strategies. (ongoing)	CGo			

	Priority 3: Personal development Objectives: <ol style="list-style-type: none"> 1. Relational practice techniques prove effective with children. 2. Pupils are better able to resolve peer conflicts. 3. RHE learning is consistent across the school. 4. Pupils enjoy extra-curricular opportunities once again. 5. Pupils identified for pastoral interventions make progress. Success Criteria: <ol style="list-style-type: none"> i. Pupil voice indicates that teachers resolve problems with empathy and guidance. ii. Pupil voice indicates that children use target language and actions in resolving peer conflicts. iii. Learning walks and staff surveys reveal that new RHE policy and medium-term plans are understood. iv. Pupil voice shows that children have enjoyed and benefited from extra-curricular opportunities. v. Pupil case studies show evidence of improved emotional regulation for key pupils. 			
	<p style="text-align: center;">Actions (time scale)</p> <p style="text-align: center;"> No progress Working Towards Completed </p>	Lead	Resources	Calendar dates
3.1 Facilitate two 1.5 hrs bespoke training from Ed Psych and ELSA on relational practice. (Sept) Review case studies of relational practice in action with pupils and families as part of on-going training with Ed Psych. (Autumn 2/Spring 1)	CGo	Overtime for TA staff 1.5hrs x 8		

<p>3.2 Refresh ICPS training for selected staff and disseminate at whole staff meetings. (October and ongoing)</p> <p>Design a ICPS vocabulary map to allow for improved, age-appropriate emotional literacy and relational practice. Use weekly ICPS sessions, assemblies and displays to establish this. (By Jan 2022)</p> <p>Establish a new Pupil Parliament, members of which to be trained as Play Leaders and Peer Supporters. This will also be open to other children. (Ongoing)</p>	<p>CGo</p> <p>CGo</p> <p>JRi/JLo</p>		<p>Online training 11/10/21</p>	
<p>3.3 RHE policy is monitored with case studies for each phase to describe a pupil's experience of this new aspect of the curriculum. (ongoing)</p> <p>Share good practice and additional training at subject leader development meetings. (ongoing)</p>	<p>JRi/RBd/HRu</p>	<p>Jigsaw digital platform est. £300</p>	<p>RBd/HRu to train staff at subject development staff meetings: 20/9; 15/11; 10/1; 28/2; 25/4; 20/6 and INSET on 4/1/22</p>	
<p>3.4 Train EVC and enable trip leaders to use Evolve online risk assessment tool. (Sept and ongoing)</p> <p>Re-establish an extra-curricular calendar to enrich the curriculum and promote pupils' social and emotional mental health. Use school calendar prefix "Extra curricular". (ongoing)</p> <p>Create through the year clubs offer, making use of external providers as necessary. (ongoing)</p>	<p>CGo</p> <p>WCl</p>	<p>EVC training £60</p> <p>Sports Premium fund allocation TBC</p>	<p>21/9/21</p>	
<p>3.5 Extend wave 2 support for friendship issues: 'Friendship Ladder' scheme. (ongoing)</p> <p>Increase capacity for KS1 emotional literacy support and evaluate impact of ELSA interventions as a whole, using case studies to document impact. (ongoing)</p>	<p>RWa/Cha</p> <p>RWa</p>	<p>Cover for KS1 TA estimate £450</p>		

<p>Train designated senior mental health lead. (November onwards)</p> <p>Broker support from EMHPs to support selected pupils.</p> <p>Engage with outside agencies such as family partnership workers and AP providers as necessary, using case studies to document impact.</p> <p>Re-establish family support and engagement groups.</p>	CGo/Rwa			
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	<p>Priority 4: Behaviour and attitudes</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. The new behaviour policy is consistently applied and understood. 2. The anti-bullying policy is consistently applied and understood. 3. Our rights respecting ethos is promoted through active pupil parliament and class charters 4. Curriculum intentions reflect wider skills and values underpinning our ethos. <p>Success Criteria:</p> <ol style="list-style-type: none"> i. Pupil and parent voice indicate a growing understanding of the new behaviour policy. ii. Specific behaviour records show effective recover/reflect/repair/restore practice. iii. Pupils on risk reduction plans make progress. iv. Pupil parliament are proactive in upholding school ethos each term. v. Learning walks and pupil voice reveal that class charters are valued and followed. vi. Middle leaders can self-evaluate developments in curriculum areas. 			
	<p>Actions (time scale)</p> <p>No progress Working Towards Completed</p>	Lead	Resources	Time scale
<p>4.1</p> <p>Train another SLT and STA on 3-day Dorset Step on course (Spring).</p> <p>Implement parent engagement activity as regards Dorset Steps approach and new behaviour policy (Aut 2).</p> <p>Update training for all staff on Dorset Steps (Autumn 2 TBA).</p> <p>Risk reduction plans are appropriately reviewed and evidenced in relation to good practice. (ongoing)</p>	JRi			
4.2				

<p>Ratify new anti-bullying policy with governors (September).</p> <p>Implement parent engagement activity as regards new anti-bullying policy (Spring 1).</p> <p>Train staff as regards internal behaviour records for behaviour incidents, detailing recover/reflect/repair/restore process. Also, ensuing safeguarding protocols are followed. (ongoing)</p> <p>Establish a new Pupil Parliament, members of which to be trained in identifying bullying and it's causes. (Termly)</p> <p>Lead whole school anti-bullying week with help of pupil parliament members, referring to new policy.</p>	JRi			
<p>4.3 Extra training and support given regarding the establishment of class charters (September/October)</p> <p>Elect 14 pupil parliament members each term and deliver training in anti-bullying; peer supporter and playground leadership skills. They will also be involved in ethos based assemblies to their peers.</p>	JLo/JRi	Pupil parliament badges: £150		
<p>4.4 Training given to middle leaders on 'baskets' curriculum skills document, including references to SMSC, British Values and other school ethos themes to be promoted within subjects. (Autumn)</p> <p>Middle leaders to produce 'baskets' curriculum skills documents, including references to SMSC, British Values and other school ethos themes to be promoted within subjects. (Jan 2022)</p>	JRi	1 day release per middle leader: £1200	AWh and JRi to train staff at subject development staff meetings: 20/9; 15/11; 10/1 and INSET 4/1/22	



Priority 5: EYFS provision

Objectives:

1. The EYFS team feel confident in the planning, delivery and assessment of a broad and balanced curriculum which shows a progression of skills across each seven areas of learning.
2. Children in EYFS make more progress in their Literacy skills.
3. Forest School becomes a part of the EYFS curriculum, fostering a Forest School ethos.

Success Criteria:

- i. Staff surveys/supervision meetings/PM meetings show a positive attitude and capability to plan, deliver and assess the children in EYFS according to the new framework.
- ii. Observations, book look's, professional conversations, pupil progress meetings and tracking documents show children are 'On Track' for achieving Expected level in Reading and Writing at the end of the Summer Term.
- iii. Forest School sessions are planned and delivered once a week to children in FS2 (Spring Term onwards).

Actions (time scale)			Lead	Resources	Calendar dates	Evaluative Commentary		
No progress	Working Towards	Completed				Autumn	Spring	Summer
<p>5.1 JL to create new long-term planning documents to show breadth of curriculum, experiences and skills progression across both FS1 and FS2 and share with all EYFS team in training session. (Aut)</p> <p>JL to give time to EYFS team to be able to plan for experiences and opportunities for the children across the year - paying particular attention to cultural capital. (Aut)</p> <p>JL to monitor planning, delivery and assessment across EYFS through conversations, observations, monitoring of Seesaw, Supervision, PM and Pupil Progress Meetings. (All year)</p>			JLo	<p>Training Day - 1 hour</p> <p>SLT Time 1 x weekly</p>				
<p>5.2 JL to support, guide and advise JP on strategies to improve CL and Literacy skills in FS1. (All year)</p> <p>JL to adapt planning for phonics teaching from last year to enable children to develop 'mastery' of letters and sounds which includes new rhymes for letter formation. (Mostly Aut)</p>			JLo	SLT Time 1 x weekly				

<p>JL to provide parents with information and confidence on how to help their children with their reading and writing skills, either through Seesaw or a workshop. (Aut 2)</p> <p>JL to begin investigating new validated phonics schemes for implementation next academic year. (Spring)</p> <p>JL to use FS2 Skills Progression document to plan for progress in Literacy skills. (All year)</p>		Possible release time		
<p>5.3 JL to add Forest School opportunities into long term planning doc for EYFS. (Aut)</p> <p>JL to order equipment and resources needed for Forest School sessions. (Aut ongoing)</p> <p>JL to complete Forest School Portfolio, hand in for marking and gain Level 3 certificate. (Aut)</p> <p>JL to assist KP to set up a temporary Forest School area on the school site whilst the Garrison Forest School site is being built. (Spring)</p> <p>JL to begin once weekly Forest School sessions for FS2 on Wednesday afternoons. (Aut 2)</p> <p>JL to offer FS1 1 x session each half term. (Aut 2)</p>	JLo	Equipment list (JL/KP)		



Priority 6: Leadership and management

Objectives:

1. The school is proactive in supporting staff well-being and mental health.
2. Professional development is underpinned by coaching conversations.
3. Middle leaders are empowered through Assess/Plan/Do/Review (A/P/D/R) cycle.
4. Whole school improvement is driven by clear accountability between SLT and Governance.

Success Criteria:

- A staff mental health policy is developed and applied consistently.
- Coaching cycles are used as evidence towards meeting PM objectives.
- A review/plan/monitor schedule is followed by middle leaders, with the involvement of link governors.
- SLT make regular evidence-based evaluations on school improvement priorities, as part of a leadership report to governors.

Actions (time scale) No progress Working Towards Completed	Lead	Resources	Calendar dates	Evaluative Commentary		
				Autumn	Spring	Summer
<p>6.1 Train designated senior mental health lead (TBC).</p> <p>Re-purpose regular staff social events across the year (ongoing)</p> <p>Train class teacher as mindfulness practitioner and include mindfulness activities at the start of staff meetings and INSET.</p> <p>Develop staff mental health policy (Spring 1).</p> <p>Advise staff on applying staff mental health policy (Spring 2).</p>	CGo	<p>Supply cover for CGo to attend training</p> <p>2 days supply cover est £240</p>	<p>RBd/CGo to train staff at subject development staff meetings: 28/2; 25/4</p>			
<p>6.2 Refresh awareness of coaching training and resources to support (Autumn).</p> <p>Promote 6 coaching sessions per year and review impact through PM evidencing and staff consultations. (on-going)</p>	JRi		<p>Coaching weeks: 20/9; 22/11; 17/1; 22/3; 23/5; 28/6</p>			
<p>6.3 Share detail about APDR middle leader cycle and ask middle leaders to identify starting points.</p>	JRi	<p>1 day release per middle leader: £1200</p>	<p>JRi to lead staff at subject development staff meetings:</p>			

<p>Middle leaders to reflect regularly on their progress through the 2-year cycle, involving governors where possible.</p>			<p>20/9; 15/11; 10/1; 28/2; 25/4; 20/6 and INSET on 4/1/22</p>	
<p>6.4 Enable SEF calendar to allow SLT to carry out activities, including link governors where possible.</p> <p>SLT to contribute to SDP self-evaluation commentary and leadership report to governors meetings.</p>	<p>JRi</p>		<p>SEF weeks as above plus SLT review meetings on: 12/6; 6/12; 7/2; 4/4; 13/6</p>	