

Downlands Community School



School Development Plan

2022-23

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

What are we aiming for?		What impact will we notice?
Greater consistency in pedagogy to support children's progress in writing.	ENGLISH	Pupils make better progress in writing as a result of excellent classroom practice.
Greater accuracy in assessing children's progress in writing.		There is clearer evidence about children's progress in writing, informing feedback to pupils and additional learning interventions and adjustments.
Improve the development of early reading.		Infant pupils make better progress in terms of their phonics and early reading skills.
Greater consistency in teaching and assessing reading comprehension.		Pupils make better progress in reading comprehension skills.
Talk is used effectively in maths lessons.	MATHS	Children are confidently using key vocabulary to explain their understanding, often referring to manipulatives or pictorial methods. Adults are key facilitators of maths talk: modelling language and sentences stems: careful listening; prompts and follow up questions.
Children's maths books are a rich source of information about their learning journey.		Children are provided with a breadth of opportunities to demonstrate mastery, with reasonable adjustments where necessary.
Improve parent engagement with their child's maths learning.		There is evidence of children talking to their parents about their maths learning (Seesaw). Good uptake of parents attending maths mornings.
Gaps in pupils' maths learning are addressed effectively through effective planning.		There is evidence of effective planning to narrow gaps in identified children.
To identify key concepts and milestone assessments in all foundation subjects.	Curriculum	Improved feedback for pupils and parents on progress made in all foundation subjects.
To define the school's contribution to cultural capital.		The school's contribution to cultural capital is defined and embedded within curriculum maps.
To provide more support and guidance to middle leaders.		To strengthen the capacity of middle leadership.
Children with additional needs are enabled to make progress in lessons through the 'reasonable adjustments' made within lessons.	Inclusion	Children with additional needs make progress within lessons as a result of the 'reasonable adjustments' made by teachers.
Inclusion is central to the school ethos and influences all areas of school life.		The school has audited its current provision in terms of inclusion, developing initial plans for improvement and championing good practice across the year.
Fostering and valuing respectful, positive and meaningful relationships.	Personal Development	The school proactively promotes and supports positive and healthy relationships.
Build on school motto in terms of core values which contribute to the positive mental health and well being of the school community		A more comprehensive set of values is developed around the school motto which informs the development of curriculum plans, rewards and collective worship.
Prioritise mental health of the whole school community.		Improved mental health and well-being of the school community.
Implement and embed a new phonics programme within the EYFS.	EYFS	Children in FS2 make good progress in their reading and writing skills; Adults are confident in their understanding of the new approach to teaching phonics.
Greater focus on the children's PSE Development within the EYFS, allowing children to make good progress within this area.		Children make good progress within the prime area of PSED; Adults promote skills needed in PSED and are good role models; Parents feel confident in supporting children in their PSED.
Improved consistency across the EYFS with a culture that addresses communication and language gaps through the context of everyday activities and routines.		Children to achieve their CL targets, including those who have been identified as not on track; Adults are using strategies as part of routine interactions with children to address CL gaps (embedded interventions); Less time is spent working 1-1 or with small groups to address SALT interventions.

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 2019 - 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 %	2022%	Trend%
Downlands	68	73	54	61	↑
Dorset	69	70	71	awaiting	
National	71	72	72	awaiting	

KS1 - Reading

	Expected standard %					Greater depth %				
	2017	2018	2019	2022	Trend%	2017	2018	2019	2022	Trend%
Downlands	78	86	73	32	⇓	28	40	12	9	↓
Dorset	76	76	76	awaiting		25	26	26	awaiting	
National	76	75	75	68	↓	25	26	25	awaiting	

KS1 - Writing

	Expected standard %					Greater depth %				
	2017	2018	2019	2022	Trend%	2017	2018	2019	2022	Trend%
Downlands	70	80	61	29	⇓	18	31*	5	3	↓
Dorset	67	69	68	awaiting		16	16	14	awaiting	
National	68	70	69	59	↓	16	16	15	awaiting	

KS1 - Maths

	Expected standard %					Greater depth %				
	2017	2018	2019	2022	Trend	2017	2018	2019	2022	Trend
Downlands	68	83	68	38	⇓	0*	29	7*	9	↑
Dorset	74	77	75	awaiting		19	22	21	awaiting	
National	75	76	76	70	↓	21	22	22	awaiting	

Benchmarking data (KS2) - 3 year trends

KS2 - Reading

	Expected standard %					Greater depth %					Progress				
	2017	2018	2019	2022	Trend	2017	2018	2019	2022	Trend	2017	2018	2019	2022	Trend
Downlands	60	71	67	63	↓	7*	23	24	22	↓	-2.62	-0.87	-1.2	-1.5	↓
Dorset	73	74	72	awaiting		27	28	26	awaiting		-0.67	-0.62	-0.6	awaiting	
National	72	75	73	74	↑	25	28	27	x		0.0	0.0	0.0	0.0	

KS2 - Writing

	Expected standard %					Greater depth %					Progress				
	2017	2018	2019	2022	Trend	2017	2018	2019	2022	Trend	2017	2018	2019	2022	Trend
Downlands	53*	61*	73	44	↓↓	10	6	6	4	↓	-2.74	-3.52	-2.6	-3.7	↓
Dorset	72	75	76	awaiting		16	21	21	awaiting		-3.41	-1.63	-0.6	awaiting	
National	74	76	78	69	↓	18	20	25	x		0.0	0.0	0.0	0.0	

KS2 - Maths

	Expected standard %					Greater depth %					Progress				
	2017	2018	2019	2022	Trend	2017	2018	2019	2022	Trend	2017	2018	2019	2022	Trend
Downlands	63	68	64*	63	↓	3*	3*	12*	11	↓	-3.55	-3.95	-3.2	-1.4	↑
Dorset	72	72	76	awaiting		20	20	22	awaiting		-2.08	-1.52	-1.10	x	
National	75	76	79	71	↓	23	24	27	x		0.0	0.0	0.0	0.0	

Expected standard + % in Reading, Writing and Maths

	2017	2018	2019	2022	Trend
Downlands	46	52	55	37	↓↑
National	61	64	65	59	↓↑

Cohort Targets for 2023 (Using FFT estimates)

EYFS	
GLD %	52%

KS1					
Reading		Writing		Maths	
ARE %	GD %	ARE %	GD %	ARE %	GD %
61	3	55	0	61	0

Reading		Writing		Maths		RWM
ARE+%	GD%	ARE+%	GD%	ARE+%	GD%	ARE+%
89	24	74	24	82	5	87

Monitoring plan		
Autumn One 2wks beg 26/9	Autumn Two 2wks beg 21/11	Spring One 2wks beg 23/1
<p>Priority: English Deep Dive Reading with ECL: planning and delivery of guided reading, application of Sounds Write; adherence to writing plans; early book look. Monitoring development of toolkits Plan to develop texts to support early reading</p> <p>Priority: Maths Deep Dive with ECL: effective use of maths talk, evidence of mastery and reasonable adjustments in books. NFER Gap analysis Feedback from phase leads on shared planning for maths teaching</p> <p>Priority: Curriculum and middle leadership Middle leader clarity and objectives set after PM discussions Jamboard activity update on cultural capital</p> <p>Priority: Inclusion Outcomes of 'reasonable adjustments' teacher agreement can be shared. Draft of new ethos statement to be reviewed</p> <p>Priority: Personal development PSPs or risk reduction plans in place Values working party in place</p> <p>Priority: EYFS Look at phonics planning (long term, medium term and weekly), discuss with YLM how phonics teaching is going so far, discuss with AW feedback from Milldown school, discuss baseline outcomes in terms of prime areas, observe behaviour in FS2 in relation to Class Charter, Initial Parents Meetings.</p> <p>All priorities Use of Ofsted Parent View</p>	<p>Priority: English Peer observations and sharing good practice Book look for assessed written pieces. Monitoring development of toolkits Feedback from pupil progress meetings</p> <p>Priority: Maths Book Look in conjunction with pupil interviews. Attend phase planning meetings Peer observations and sharing good practice Parent engagement uptake</p> <p>Priority: Curriculum and middle leadership New key concepts and milestone assessments completed in shared drive and on website Amendments to long term plans and curriculum statement to reflect cultural capital.</p> <p>Priority: Inclusion Outcomes of SENCo discussions with class teachers and strategies discussed and pupil progress meeting Peer observations and sharing good practice DC inclusion audit</p> <p>Priority: Personal development Outcomes of PSP reviews New definition around school values (motto) using NHS 5 steps to well being</p> <p>Priority: EYFS Look at current GAP analysis and discuss next steps/progress, visit coffee morning (Fri) to discuss PSED in EYFS, discuss with YLM how the reward system is going/charter impact.</p> <p>All priorities Thriving Lives Toolkit audit is completed</p>	<p>Priority: English Book Look in conjunction with pupil interviews. Observation of lessons with Governor Shared moderation of assessed writing tasks. Parent engagement update</p> <p>Priority: Maths Book Look in conjunction with pupil interviews. Observation of lessons with Governor Parent engagement uptake Feedback from pupil progress meetings</p> <p>Priority: Curriculum and middle leadership Pupil voice and book look to monitor impact of milestone assessments on children, with Governor Learning walk with governor regarding foundations subjects and adherence to curriculum intent statement and cultural capital.</p> <p>Priority: Inclusion Learning walk with governor to see examples of reasonable adjustments Check relevant policies for inclusion update Plans for trial pupil passport in place</p> <p>Priority: Personal Development General observations of pupil behaviour from visiting Governors Outcomes of Ofsted Parent View Curriculum plans updated to reflect new school values statements.</p> <p>Priority: EYFS Evaluation of Class Charter, hold extra Parent meetings for those children not on track in prime areas with targets set for those children. Analysis of current tracking (Gap Analysis)/next steps and progress, parent survey for phonics and PSED (do they know how to support at home?)</p> <p>All priorities Use of Ofsted Parent View</p>
Spring Two 2wks beg 13/3	Summer 2wks beg 15/5	Notes about SEF weeks
<p>Priority 1 Peer observations and sharing good practice Monitoring development of toolkits Book look for assessed written pieces Feedback from pupil progress meetings</p> <p>Priority: Maths Peer observations and sharing good practice Book look Feedback from pupil progress meetings</p> <p>Priority: Curriculum and middle leadership End of year reports are altered to include grade descriptors for foundation subjects.</p> <p>Priority: Inclusion Peer observations and sharing good practice Outcomes of pupil passport</p> <p>Priority: EYFS Observe staff supporting PSED in both FS1 and FS2, discuss with FS1 staff how CL gaps are being addressed in everyday context.</p> <p>All priorities Revisit Thriving Lives Toolkit audit</p>	<p>Priority 1 Shared moderation of assessed written pieces Monitoring development of toolkits</p> <p>Priority Maths Outcomes of shared teaching with Maths Lead or Specialist Mastery Teacher Book Look for mastery maths evidence and reasonable adjustments</p> <p>Priority: Curriculum and middle leadership Outcomes of PM objectives for middle leaders</p> <p>Priority: Inclusion Return to DC audit SENCo/inclusion champion learning walk linked to inclusive ethos</p> <p>Priority: Personal development Review outcomes of mental health surveys</p> <p>Priority: EYFS End of term assessment data ELGs, School Readiness check with FS1 children, have targets been met for those who were not on track in prime areas?</p> <p>All priorities Use of Ofsted Parent View</p>	<p><i>Fortnight periods for SLT to carry out the following activities: learning observations; book looks; pupil voice consultation; teacher voice consultation; parent voice consultation; tracking data</i></p> <p><i>SEF evidence to be evaluated at ½ termly SLT SEF review meetings and an evaluative commentary added to this document and the leadership report to Governors, including new actions as necessary.</i></p> <p><i>Outcomes of SEF process to be fed back to staff, informally during process, via weekly briefings, subject development meetings and INSET days.</i></p>



Priority: English

Objectives:

1. Greater consistency in pedagogy to support children's progress in writing.
2. Greater accuracy in assessing children's progress in writing.
3. Improve the development of early reading.
4. Greater consistency in teaching and assessing reading comprehension.

Success Criteria (not met partly met fully met):

- i. Pupils make better progress in writing as a result of excellent classroom practice.
- ii. There is clearer evidence about children's progress in writing, informing feedback to pupils and additional learning interventions and adjustments.
- iii. Infant pupils make better progress in terms of their phonics and early reading skills.
- iv. Pupils make better progress in reading comprehension skills.

<p style="text-align: center;">Actions (time scale)</p> <p style="text-align: center;">No progress Working Towards Completed</p>	Lead	Resources	Calendar dates	<p style="text-align: center;">Evaluative Commentary (including new actions as necessary)</p> <p style="text-align: center;">Autumn Spring Summer</p>
<p>1a. INSET training on Talk for Writing (2.9.22)</p> <p>1b. Develop long term and medium term plans/toolkits relating to the teaching and learning of writing between Y1 and Y6. (INSET 2.9.22, Subject development meetings across the year)</p> <p>1c. Purchase flip charts for all classrooms to facilitate shared writing and improved modelling and instruction of writing outcomes. (16.9.22)</p> <p>1d. English Lead to develop pedagogy around supporting writing at Subject Development Meetings - using research within EEF Teacher feedback to improve pupil learning. The following themes to be addressed (subject development meetings and sharing good practice opportunities):</p> <ul style="list-style-type: none"> - Talk for writing and the use of 'drama' - If you can't say it you can't write it - High quality instruction for writing outcomes: shared writing; eliciting success criteria; modelling drafting and improving work. - Effective and timely feedback on pupil's written outcomes - Enabling pupils to act on feedback received about their writing <p>(Subject development meetings across the year, INSET 31/10/22 and 3/1/23)</p> <p>1e. Look for evidence of impact in relation to progress in writing (see monitoring plan).</p>	ARO	<p>Consultant support for subject lead (£600)</p> <p>Flip charts (£300)</p> <p>Release teachers for sharing good practice (£4,125)</p>	<p>INSET 2/9, 31/10, 3/1</p> <p>Subject development meetings 12/9; 21/11; 23/1; 20/3; 24/4; 17/7</p> <p>SEF Fortnights: 26/9; 21/11; 1/12; 23/1; 13/3; 15/5</p> <p>SLT SEF Review meetings: 10/10; 5/12; 20/2; 27/3; 5/6</p> <p>Weekly sharing good practice opportunities</p>	<ul style="list-style-type: none"> ● INSET training complete. Follow up meeting with Simon Adorian occurred on the 4/10/22 - Long term writing outcomes for the school were evaluated and set. ● Writing toolkits continue to be organically completed. ● Flip Charts purchased and distributed. (Correct flip chart paper also purchased.) ● Writing Toolkits continue to develop. Staff reminded about the SPRING toolkits.
<p>2a. Classroom teachers to ensure that pupils develop at least eight assessed written pieces across the year with a minimum of six pieces being part of final portfolios for end of year teacher assessment. (ongoing throughout year)</p> <p>2b. Develop accuracy and consistency in assessment at phase moderation meetings, referring to criteria on tick sheets provided by subject lead. (every ½ term)</p> <p>2c. Children not making expected progress in writing to be raised in pupil progress meetings: gaps identified and</p>	AWh	<p>Consultant support for subject lead (£600)</p> <p>Release teachers for sharing good</p>	<p>Subject development meetings 12/9; 21/11; 23/1; 20/3; 24/4; 17/7</p> <p>SEF Fortnights: 26/9; 21/11; 1/12; 23/1; 13/3; 15/5</p>	<ul style="list-style-type: none"> ● Staff are set writing outcome goals during week two staff meeting and INSET. ● Pupil progress meetings taking place.

<p>interventions and reasonable adjustments agreed. (Pupil Progress Meetings)</p> <p>2d. Subject leader and/or phase leads to work alongside other teachers in modelling good practice on feedback to improve learning, reasonable adjustments and focussed small group interventions. (ongoing throughout year)</p> <p>2e. Look for evidence of impact in relation to progress in writing (see monitoring plan).</p>		<p>practice (£4,125)</p>	<p>SLT SEF Review meetings: 10/10; 5/12; 20/2; 27/3; 5/6</p> <p>Pupil Progress meetings (w/b 7/11; 6/2; 3/7)</p> <p>Weekly sharing good practice opportunities</p>	
<p>3a. Roll out training in Sounds Write to all classroom teachers by the end of 22/23.</p> <p>3b. Implementation and evaluation of structured, systematic and precise phonics lessons through EYFS and KS1. (last teacher trained by end of November)</p> <p>3c. Trained teachers to work alongside other teachers in modelling good practice on Sounds Write methodology. (ongoing throughout year)</p> <p>3d. Books matched accurately to children's reading level - sounds they have learned, including investment in new reading scheme where necessary (by Oct 31, 2022)</p> <p>3e. Children not making expected progress in phonics to be raised in pupil progress meetings: gaps identified and interventions and reasonable adjustments agreed. (Pupil Progress Meetings)</p> <p>3f. Look for evidence of impact in relation to progress in early reading (see monitoring plan).</p>	<p>AWh</p>	<p>Sounds Write Training (£2640)</p> <p>New early reading books (£1300)</p> <p>Release teachers for sharing good practice (£4,125)</p>	<p>SEF Fortnights: 26/9; 21/11; 1/12; 23/1; 13/3; 15/5</p> <p>SLT SEF Review meetings: 10/10; 5/12; 20/2; 27/3; 5/6</p> <p>Subject development meetings 12/9; 21/11; 23/1; 20/3; 24/4; 17/7</p> <p>Pupil Progress meetings (w/b 7/11; 6/2; 3/7)</p> <p>Weekly sharing good practice opportunities</p>	<ul style="list-style-type: none"> • New Phonics Programme of Sounds Write has been launched in FS2 and KS1 - a further 3 colleagues to be trained in November. • -Visit to Milldown completed in the third week of term to ensure that we are resourcing the new phonics programme appropriately. Feedback passed on to KS1 Lead. • -Book lists for Sounds Write to be evaluated and new resources ordered and organised. • Feedback from FS2 suggest that the new phonics scheme is helping childrens reading as they are blending quicker then before. • New books have been sorted and used in FS2 and KS1. • Three ore teachers have been trained in Sounds Write. • Spoke to EYFS about Sounds Write, they are pleased and happy with the results. However the new phonics tracker is not working so they are going to develop their own. Also, they have identified children that are not keeping up with the programme and will look to make reasonable adjustments and interventions for those children. • Discussed the role out of books for both KS1 and FS2. Going well and working well.
<p>4a. Teachers use re-purposed assessment guidance to plan clear learning objectives and outcomes for guided reading sessions, recording guided reading sessions and collecting evidence. (throughout year - guidance given summer 22)</p> <p>4b. Teachers use re-purposed assessment guidance to track progress of individual pupils. (ongoing)</p> <p>4c. Teachers to work alongside other teachers in modelling good practice on feedback to improve learning, reasonable adjustments and focussed small group interventions. (ongoing throughout year)</p> <p>4d. Implement NFER tests in reading, analysing performance to identify gaps, inform planning and measure progress. (ongoing throughout year)</p> <p>4e. Children not making expected progress in reading to be raised in pupil progress meetings: gaps identified and interventions and reasonable adjustments agreed. (Pupil Progress Meetings)</p> <p>4f. Promote engagement in reading at home: prepare a bank of question stems prepared for parents; invite parents to</p>	<p>AWh</p>	<p>NFER Tests (£2000)</p> <p>Release teachers for sharing good practice (£4,125)</p>	<p>SEF Fortnights: 26/9; 21/11; 1/12; 23/1; 13/3; 15/5</p> <p>SLT SEF Review meetings: 10/10; 5/12; 20/2; 27/3; 5/6</p> <p>Subject development meetings 12/9; 21/11; 23/1; 20/3; 24/4; 17/7</p> <p>Pupil Progress meetings (w/b 7/11; 6/2; 3/7)</p> <p>Weekly sharing good practice opportunities</p>	<ul style="list-style-type: none"> • All teachers have switched to the new school national curriculum reading check list to help teachers with ADPR cycle. • Autumn NFER test have been taken - Data to be evaluated. • Reading Deep Dive Carried out with TP. (Action Plan raised - Need to revisit KS1 when appropriate.

school open morning to see lessons involving the development of reading. 4g. Look for evidence of impact in relation to progress in teaching and learning of reading comprehension (see monitoring plan).				
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	Priority: Maths Objectives: <ol style="list-style-type: none"> 1. Talk is used effectively in maths lessons. 2. Children's maths books are a rich source of information about their learning journey. 3. Improve parent engagement with their child's maths learning. 4. Gaps in pupils' learning are addressed effectively through effective planning. Success Criteria (not met partly met fully met): <ol style="list-style-type: none"> i. Children are confidently using key vocabulary to explain their understanding, often referring to manipulatives or pictorial methods. Adults are key facilitators of maths talk: modelling language and sentences stems: careful listening; prompts and follow up questions. ii. Children are provided with a breadth of opportunities to demonstrate mastery, with reasonable adjustments where necessary. iii. There is evidence of children talking to their parents about their maths learning (Seesaw). Good uptake of parents attending maths mornings. iv. There is evidence of effective planning to narrow gaps in identified children. 			
	Actions (time scale) No progress Working Towards Completed	Lead	Resources	Calendar dates
1a. Subject development meetings and peer observations are used to establish best practice in relation to effective talk in maths in all phases. (ongoing throughout the year) 1b. Use deep dive to ascertain current effective practice and areas for development in relation to effective maths talk. 1d. Use early bird maths effectively: KS1 pupils talk about their maths ideas more fluently; KS2 pupils use talk as a pre-teach tool and to explore a range of working methods. 1e. Teachers work alongside other teachers in modelling good practice on effective maths talk. (ongoing throughout year) 1f. Look for evidence of impact which effective maths talk has on learning (see monitoring plan).	KGa	Cover associated with embedding year (£165 pe day) Release teachers for sharing good practice (£4,125)	Deep Dive with ECL - 27/9 SEF Fortnights: 26/9; 21/11; 1/12; 23/1; 13/3; 15/5 SLT SEF Review meetings: 10/10; 5/12; 20/2; 27/3; 5/6 Subject development meetings 12/9; 21/11; 23/1; 20/3; 24/4; 17/7	Lots of good 'Maths' talk in classes, maths language being modelled by adults & some mastery strategies are being used although some classes are in the early stages. Reminder of key strategies (ABC, STEM sentences, 'because', 'I say, you say, we say', Robot/Controller & Hinge questions) to be delivered in a staff meeting. Staff meeting delivered key information as above following the learning walk. JJo has been to observe KGa teach and discussed the use of key strategies from Mastery Maths (ABC, STEM sentences, 'because', 'I say, you say, we say', Robot/Controller & Hinge questions) within his own planning and teaching. LK and WC have arranged to observe KGa teach. KGa and LFreir have delivered training with yr1/2 teachers - focus was to redesign Y1 maths lessons to be in line with mastery approach. Y1 teachers are now implementing and there is evidence of the new way of working in maths books and lesson plans.
2a. Subject development meetings and peer observations are used to establish best practice in relation to effective recording of maths learning in all phases. (ongoing throughout the year)		Cover associated with embedding year (£165 pe day)	Deep Dive with ECL - 27/9 SEF Fortnights: 26/9; 21/11;	A variety of evidence in children's work in books in KS1 - includes pictures on seesaw of using manipulative and WRM sheets. KS2 - challenges rather than whole worksheets providing reasonable adjustments for children. Book look completed - good evidence of mastery approach throughout school. All children are working on the same tasks, they are sat in mixed ability pairs and groups, being

<p>2b. Use deep dive to ascertain current effective practice and areas for development in relation to evidence of children's maths learning in their books.</p> <p>2c. Maths Lead to develop pedagogy at Subject Development Meetings - using research within EFF Teacher feedback to improve pupil learning. Specifically:</p> <ul style="list-style-type: none"> - High quality instruction for maths skills; - Effective and timely feedback on pupil's working out - Enabling pupils to act on feedback received about their maths working methods <p>2d. Look for evidence of mastery and reasonable adjustments in pupil books (see monitoring plan).</p>	KGa	Release teachers for sharing good practice (£4,125)	<p>1/12; 23/1; 13/3; 15/5</p> <p>SLT SEF Review meetings: 10/10; 5/12; 20/2; 27/3; 5/6</p> <p>Subject development meetings 12/9; 21/11; 23/1; 20/3; 24/4; 17/7</p>	<p>encouraged to talk using maths vocabulary and reasonable adjustments are being made. Reasonable adjustments include use of a wide variety of manipulatives, strategies, variation in representation and peer/adult support.</p>
<p>3a. Maths Lead launches 'Ask me about my maths' campaign with the whole school community.</p> <p>3b. Create Maths Morning opportunities, to enable parents to experience maths learning.</p> <p>3d. Look for engagement with maths morning and 'Tell me about my maths' campaign (see monitoring plan).</p>	KGa	n/a	Maths morning 4/2/2023	<p>Maths morning planned for 4/2/23, teachers are planning a range of activities to demonstrate strategies used and manipulatives for the 4 operations. A small number of parents have signed up.</p>
<p>4a. WRM planning is used and adapted collaboratively. This includes reasonable adjustments such as: use of manipulatives; differing starting points; adult support; small group activities.</p> <p>4b. Cold and hot tasks used at the start of new topics to inform planning.</p> <p>4c. Same day interventions are delivered by class teachers and TAs as appropriate.</p> <p>4d. Implement NFER tests in maths, analysing performance to identify gaps, inform planning and measure progress. (ongoing throughout year)</p> <p>4e. Children not making expected progress in maths to be raised in pupil progress meetings: gaps identified and interventions and reasonable adjustments agreed. (Pupil Progress Meetings)</p> <p>4f. Establish clear next steps when children are identified through data drops and discussed at pupil progress meetings.</p> <p>4g. Look for evidence of effective planning to address gaps in learning (see monitoring plan).</p>	KGa	NFER Tests (£2000)	<p>SEF Fortnights: 26/9; 21/11; 1/12; 23/1; 13/3; 15/5</p> <p>SLT SEF Review meetings: 10/10; 5/12; 20/2; 27/3; 5/6</p> <p>Subject development meetings 12/9; 21/11; 23/1; 20/3; 24/4; 17/7</p>	<p>Evidence of use of WRM for planning as a starting point, in general. Powerpoints are being adapted for class needs, in most cases. KS2 using cold and hot tasks to assess learning for each topic. Planning support to be given where needed. Numbersense being used in LKS2 as intervention for children not making expected progress. Same day interventions in KS2 to address gaps in learning from lessons - small groups during assembly time.</p> <p>January training day will be used to support KS1 teachers with their planning for Mastery, reasonable adjustments and addressing gaps in learning (Louise Freir and KGa). Training has been delivered and the new approach is in place - there is evidence in children's books and planning.</p> <p>Book look shows that gaps are being addressed and planned for. Teachers are not moving on too quickly and ensuring children have an understanding of a topic before moving on.</p>

<p>3b. All subject leaders are able to access release time to carry out leadership actions.</p> <p>3c. All subject leaders are able to access DSAT middle leadership opportunities and communities.</p> <p>3d. Humanities Lead to have gained subject knowledge and a deeper understanding of curriculum development as a result of DSAT community initiative.</p> <p>3e. Look for evidence of curriculum development and impact (see monitoring plan).</p>	MHO	Access to DSAT training for middle leadership (£500)	<p>23/1; 20/3; 24/4; 17/7</p> <p>INSET 31/10/22, 3/1/23</p> <p>PM discussions INSET 30/9, w/b 13/3/23, w/b 26/6/2</p>	All teachers and TAs given access to release time to allow them to see good practice across the school and action leadership responsibilities. A system for learning points from peer observations is operational.
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	<p>Priority: Inclusion</p> <p>Objectives:</p> <ol style="list-style-type: none"> Children with additional needs are enabled to make progress in lessons through the ‘reasonable adjustments’ made within lessons. Inclusion is central to the school ethos and influences all areas of school life. <p>Success Criteria (not met partly met fully met):</p> <ol style="list-style-type: none"> Children with additional needs make progress within lessons as a result of the ‘reasonable adjustments’ made by teachers. The school has audited its current provision in terms of inclusion, developing initial plans for improvement and championing good practice across the year. 			
<p>Actions (time scale)</p> <p>No progress Working Towards Completed</p>	Lead	Resources	Calendar dates	<p>Evaluative Commentary (including new actions as necessary)</p> <p>Autumn Spring Summer</p>
<p>1a. Teachers agree on ‘reasonable adjustments’ which would benefit children with disadvantage or additional needs. Such as: breaking down learning steps using visual aids; targeted support (peer/TA/Teacher) after modelling; pre-teaching; learning tools/manipulatives and/or scaffolding; targeted use of additional adults; priority for feedback. (3/10/ 22)</p> <p>1b. SENCo to meet with all classroom teachers to discuss provision for all children on SEN register.</p> <p>1c. Pupil progress meetings are used to review current strategies, identify pupils not making expected progress and make appropriate plans (Aut 2, 7/11 and Spring 2, 6/2).</p> <p>1d. Look for evidence of reasonable adjustments and their impact (see monitoring plan).</p>	CGo	Release teachers for sharing good practice (£4,125)	Subject development meetings 12/9; 3/10; 21/11; 23/1; 20/3; 24/4; 17/7	<p>Examples of reasonable adjustments shared with teaching staff following CG attendance at DSAT SENCO Briefings. This included RA's for diagnosis and need, and RA's for curriculum subjects. Informal discussions and meeting to monitor progress of individual children with SEN and decide what is going well and what next steps need to be. Decisions for referrals made in conjunction with parents and class teachers. Pupil voice sought where appropriate.</p> <p>Pupil progress meetings have begun to take place but not in all key stages. SENCO not present at these - should be.</p>

<p>2a. Form inclusion focus group and develop a coherent ethos for the school with inclusion at its heart, cross referencing equality/equity poster. (before autumn ½ term)</p> <p>2b. Promote a member of staff as an inclusion champion whose role includes: challenging LT; sharing good practice; further research and development opportunity. (3/10/22)</p> <p>2d. Good practice in inclusivity is shared regularly via briefings; staff gratitude board and specific case studies where appropriate. (weekly)</p> <p>2c. Update/crosslink with new policies (13/12/22)</p> <p>2d. Carry out DC Inclusion Audit as part of TAS support.</p> <p>2e. Identify manageable priorities for year 1 of implementation: working with parents; trialling 'pupil passports' which identify needs, celebrate achievement in previous settings and make sure that pupil/parent voice is heard. (INSET 3/1/23 - planning)</p> <p>2f. Look for evidence of inclusive ethos (see monitoring plan).</p>	<p>CGo</p>	<p>CGo Senior Leader Masters training</p>	<p>Subject development meetings 12/9; 3/10; 21/11; 23/1; 20/3; 24/4; 17/7</p> <p>INSET 3/1/23</p>	<p>Focus group has met and begun to discuss ways to intertwine the ethos and values of the school so that they are both inward and outward facing and recognised by all.</p> <p>Gratitude tends to be shared through weekly briefings rather than on board.</p> <p>Policies updated in accordance with KCSIE 2022.</p> <p>Inclusion Audit had to be postponed and will take place in January. TP and CG to do this. CG has done a pre review of what she expects to find and see. Action Plan put together. Some actions already in place</p> <p>-Shared 9 protected characteristics primary friendly posters for classroom display and discussion. Reinforcing good manners through assemblies and in all areas of and movements around the school.</p> <p>Evidence of inclusive ethos - newly introduced break time activities promoting social interaction and wellbeing.</p> <p>-</p> <p>Manageable priorities to come from audit and discussion with TP.</p>
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	<p>Priority: Personal Development</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Fostering and valuing respectful, positive and meaningful relationships. 2. Build on school motto in terms of core values which contribute to the positive mental health and well being of the school community <p>Success Criteria (not met partly met fully met):</p> <ol style="list-style-type: none"> i. The school promotes and supports positive and healthy relationships. ii. A more comprehensive set of values is developed around the school motto which informs the development of curriculum plans, rewards and collective worship. 			
<p style="text-align: center;">Actions (time scale)</p> <p style="text-align: center;">No progress Working Towards Completed</p>	<p>Lead</p>	<p>Resources</p>	<p>Calendar dates</p>	<p style="text-align: center;">Evaluative Commentary (including new actions as necessary)</p> <p style="text-align: center;">Autumn Spring Summer</p>
<p>1a. New Relationships Policy launched at INSET on 1.9.22 and ratified with governors on 20.9.22 (Aut 1)</p> <p>1b. PSPs defined for all children for whom additional guidance is needed in addition to Relationships Policy. (Aut 1).</p>			<p>INSET 1.9.22</p>	<p>Appendix added to Relational Practice Policy which reflects and defines the stages of the pathway. Shared with and ratified by governors. Shared with children but a need for a friendly version identified (RW to construct with key children)</p>

<p>1c. Parental guided tours followed by informal launch of new relationships policy 28/9/22 (Aut 1).</p> <p>1d. Standing agenda item for application of relationship policy and PSPs at weekly briefing.</p> <p>1e. Dorset Steps update training for all staff at INSET 30.9.22 (Aut 1)</p> <p>1f. Monitoring of behaviour incident reports and follow-up from key staff (Across year Leadership Team Meetings)</p> <p>1g. Train members of Pupil Parliament to look for positive impact of Relationships and Anti-Bullying policy (Aut 1)</p> <p>1h. Explore surveys to provide qualitative data to track benefits of addressing mental health as part of our school values. (Autumn Term)</p> <p>1i. Launch Ofsted Parent View as main survey mechanism with parents (Aut 2)</p> <ul style="list-style-type: none"> + ICPS + PSHE (RHE/Safeguarding) <p>1j. Look for evidence of relationships policy in action (see monitoring plan).</p>	JRi	N/A	<p>Parent tours: 29/9; 24/1/23; 18/5/23</p>	<p>RW and CG presented the update at staff training. Used real events (as this was a safe/ staff only environment) to promote positive relational practice. Key points to come from this were the need to Tag-team if an adult is finding it hard to relate positively to a child who is dysregulated.</p> <p>Behaviour incident reports now account for the number and severity of incidents that inform the stages of the Relational Practice Pathway that individual children are on. Children know what stage they are on and what they need to do to be able to return to earlier stages.</p>
<p>2a. Establish a focus group (all stakeholders) to develop greater definition around school values (motto: We Care; We Share; We believe; We achieve) and actions/behaviours which everyone in the community can take, referring to NHS five steps to well being: connect with other people; be physically active; learn new skills; give to others; pay attention to the present moment. (Autumn Term)</p> <p>2b. Update curriculum statements and long term plan to reflect the school values definition (INSET 3/1/23)</p> <p>2c. Refresh collective worship plans to include values and ethos alongside faith based assemblies. (INSET 3/1/23)</p> <p>2d. Review rewards system to achieve greater harmony with repurposed school values.</p> <p>1j. Chart development of new school values statements and associated policies (see monitoring plan).</p>	CGo	<p>CGo Senior Leader Masters training and mental health lead course fees</p>	<p>INSET 3/1/23</p> <p>Subject development meetings 12/9; 3/10; 21/11; 23/1; 20/3; 24/4; 17/7</p>	<p>Presented at staff meeting 5.12.22. All staff were invited to this (with overtime paid to support staff)</p> <p>Discussion relating to how the ethics and values can become intertwined and at the heart of the life of the school, both inward and outward facing. Decision to present this discussion through PSHE/RSE lessons in the coming weeks to gain the children's opinions and ideas. CG - to provide a framework for this. Discussion in the meeting led to linking visible actions recognising children who openly and overtly display acts to promote the schools values and ethics. Discussion of how the understanding of equity was becoming part of the daily language used by children who recognised when others needed support - two boxes.</p> <p>Children's Mental Health Week (6/2) launched with an assembly showing how our school values intertwine with the NHS focus of 'Let's Connect' and promoting each.</p> <p>Plan for Pupil Parliament to provide examples of behaviours to be rewarded under the school motto headings and the criteria for achieving an award. Discussion with stakeholders of how this might look ie. replacing Gold Awards with individual awards under the headings of the motto.</p>



Priority: EYFS

Objectives:

1. Implement and embed a new phonics programme within the EYFS.
2. Greater focus on the children's PSE Development within the EYFS, allowing children to make good progress within this area.
3. Improved consistency across the EYFS with a culture that addresses communication and language gaps through the context of everyday activities and routines.

Success Criteria (not met partly met fully met):

- i. Children in FS2 make good progress in their reading and writing skills; Adults are confident in their understanding of the new approach to teaching phonics.
- ii. Children make good progress within the prime area of PSED; Adults promote skills needed in PSED and are good role models; Parents feel confident in supporting children in their PSED.
- iii. Children to achieve their CL targets, including those who have been identified as not on track; Adults are using strategies as part of routine interactions with children to address CL gaps (embedded interventions); Less time is spent working 1-1 or with small groups to address SALT interventions.

Actions (time scale) No progress Working Towards Completed	Lead	Resources	Calendar dates	Evaluative Commentary (including new actions as necessary)
				Autumn Spring Summer
1a. Planning for phonics is mapped out for the year following the Sounds Write programme, showing a progression in skills. 1b. Parents are informed of the new phonics programme and how they will be supported at home. 1c. Support staff in FS2 are trained in-house by JL/YLM. 1d. Children's progress is tracked half termly and shows progress. For those not making expected progress, interventions are planned.	JLo	Sounds Write Training for EYFS staff (£440 per teacher + supply costs)	TBC	Phonics sessions are going well, teachers in EYFS are becoming more confident with the delivery of the lesson and script that is used. Parents have been steered towards the sounds-write website and have had an information leaflet. A video has been made and shared with parents of JLo/YLM modelling a short sounds-write lesson which parents can use to access home-learning (word building). Support staff are getting to grips with it through observation. HB (KS1) observed YLM teaching as part of her CPD. Baseline Gap Analysis complete for on track/not on track Phonics assessments complete and for those not on track, interventions have been planned for Spring 1. Autumn Term B Gap Analysis complete and is showing progress in reading and writing. FS1 team trained by JL and YLM in new phonics scheme - what are the changes from letters and sounds, what would we like FS1 to be doing in terms of phonics, new pronunciation of sounds to allow for consistency, suggestions of games and activities, modelled first phonics sessions in FS2 so they could see the expectation in September and prepare children for this. Phonics planning mapped out for Spring Term (not summer yet as depends where children are at with progress) Spring A Gap Analysis complete and shows that some of the children who were not on track in Aut B are now on track. Parent Survey completed - See survey results - overall positive response for how things are working in FS2 - communication, curriculum, progress - some parents felt that they didn't know how to support phonics at home (YLM/JL to organise a phonics session for parents to attend).
2a. Adults plan activities which model, support and extend skills needed in PSED: sharing, turn taking, resilience, acceptance, patience, respect. 2b. Share target/success criteria with all EYFS team. Baseline Assessment - use outcomes to plan accordingly. 2c. Create class charter and position in a place which can be constantly referred to - Class Charter also to be shared with				Parents meetings held 11/19th Oct to discuss children's PSED. EYFS staff are all aware of this target - many chose this as their PM target as agree it must be a priority this year. FS2 class charter agreed and in use - reward rockets just started (10/10) Coffee afternoons with Julie and FS2 teacher to start every Fri afternoon after half term - shared with FS1 parents only so far Baseline Gap Analysis complete for on track/not on track - shows the need for a PSED focus

<p>parents. Launch reward system which links directly to class charter</p> <p>2d. Hold an extra parent meeting to discuss how children have settled (individual).</p> <p>2e. Organise a weekly coffee morning/drop-in for EYFS parents to discuss any PSED issues in an informal and safe space. (JL/YLM/JP)</p> <p>2f. Hold 1:1 conversations with any parents whose child is not on track for PSED and agree on targets/next steps.</p> <p>2g. Informal drop ins to FS1 to observe opportunities for PSED (look at staff interactions, activities, planning).</p> <p>2h. Review targets/next steps of those children highlighted.</p> <p>2i. End of Year EYFS Assessments, Reports, conversations with new Y1 teachers.</p> <p>2j. PSED for each child will be tracked using the FS2 skills doc and recorded on half termly Gap Analysis.</p>	JLo	N/A	TBC	<p>Met with YLM/JP to discuss children's progress in PSED. Plans put in place in Autumn A are now showing impact. Class charter/reward rockets working well as an incentive and ICPS language is helping children to talk about feelings and make good choices.</p> <p>Autumn B Gap Analysis is showing good progress within PSED.</p> <p>Met with JP for pupil progress meetings re 3 prime areas - PSED, CL, PD - all children who are not on track have interventions put in place.</p> <p>Continue to plan and model skills for PSED - children's behaviour has much improved - those still not on track have interactions in place and/or risk reduction plans, referrals, 1-1 support.</p> <p>Class charter revisited and revamped to suit children's needs in terms of PSED.</p> <p>Visits to FS1 show that all practitioners are modelling high expectations of behaviour and are displaying quality interactions with children in terms of their PSED. Visual prompts on lanyards are needed for a couple of children with EAL who are new to the group. These are working well although referrals are needed to relevant agencies as they are far behind in their PSED and CL development.</p>
<p>3a. Meet with all staff to share training video 'Embedding Interventions'. Discuss children on SALT programmes and decide which targets can be addressed through everyday activities and routines. (Autumn 1)</p> <p>3b. Review with SS/JP/YLM - what is and isn't working? (Autumn 2)</p> <p>3c. GAP Analysis - who is not/on track in CL? Plan accordingly. (Autumn 1)</p> <p>3d. Informal drop ins to FS1 to observe adult interactions with children. (Spring 2)</p> <p>3e. Review with BR/JP/YLM - what is and isn't working? GAP Analysis - who is not/on track in CL? Plan accordingly. (Summer 1)</p> <p>3f. EYFS End of Year Assessments. Meet with Year 1 teachers to discuss strategies moving forward into year 1. (Summer 2)</p>	JLo		TBC	<p>Have contacted the company who shared the 'Embedding Interventions' training last year as the old link to the webinar doesn't work anymore. Haven't heard anything yet.</p> <p>Have printed all SALT plans and have completed APDR sheets for all children who need one.</p> <p>Have begun incorporating targets into everyday activities/routines eg those who need support with pronunciation, we are aware of the sounds they need to practice and are modelling and practising in everyday speech rather than 1-1 specific SALT time.</p> <p>Baseline Gap Analysis complete for on track/not on track.</p> <p>All children not on track for CL are now working on their targets - some through 1-1 SALT time with ML (FS2) or BR (FS1) but mostly through whole class teaching using reasonable adjustments.</p> <p>Autumn B Gap Analysis shows progress in CL.</p> <p>Short meeting with SS/JP to discuss handover of SEN as SS leaving at end of Autumn term.</p> <p>Needs in FS1 are low at the minute. Await new children coming in Aut 23. Agreed that SEN delivery in FS2 is sufficient with the number of staff we have but could be better - children need more time to work towards SALT targets but not enough adult support for this.</p>

Research and external challenge

Downlands Community School recognises the importance of underpinning improvement plans with evidenced base research and LA accountability.

A central pillar of developing teaching and learning in 2022/23 is informed by the EEF Guidance Report 'Teacher feedback to improve learning'.

The school will also receive Team Around the School enhanced support from local authority officers, as well guidance in carrying out an audit around inclusion.

Downlands Community School is also a member of the Service Children's Progression Alliance and actively uses the Thriving Lives Toolkit: a framework of seven principles to help services children, underpinned by rigorous research. Refer to [Service Children Progression Alliance 'Thriving Lives Toolkit: Achievement is maximised.](#) (Audit completed by SLT 31/10)

This school is also part of an embedding for teaching for mastery work group, supported by the Jurassic Maths Hub .

