



Downlands Community School



School Development Plan 2023-24

Vision and Values


Our vision is for all members of our unique community to feel a sense of belonging in our school, knowing that they are valued and sharing in our school values - summarised through our School Motto:



SDP summary			
	What are we aiming for?	What impact will we notice?	Ofsted link (Lead)
1a	Better implementation of the planned curriculum	Pupils are better able to demonstrate knowledge retrieval on previous lessons and talk about links and progression in their learning. High quality work in books which can be linked to the planned curriculum and provides rich evidence of the learning that is taking place. Teachers feel confident to deliver expected pedagogy within all subjects. Middle leaders can demonstrate how planning and training have supported their colleagues to lead learning effectively in certain subjects.	Quality of education: curriculum (JJo/JRi)
2a	Improved progress for early readers	Better charting of progress with phonic knowledge, identifying gaps and addressing them in a timely way. Greater consistency and fidelity in pedagogy linked to Sounds Write. Clear, positive links between early reading and early writing outcomes. More pupils achieve the expected standard in the phonics test.	Quality of education: English (ARo)
2b	Improved progression in writing	A clear expectation for developing transcription and composition for infant children. Identifying gaps and addressing them in a timely manner. Most pupils achieve the expected standard in writing and more children demonstrate greater depth in writing.	
2c	A clear strategy for developing reading comprehension	Consistent strategies applied across the curriculum for modelling and scaffolding the comprehension of carefully chosen texts with high pupil engagement.	
2d	A school community culture which celebrates and promotes reading	Carefully chosen books underpin school assemblies and displays in school. Regular communication with and involvement of parents on issues related to children's reading and books. House competition around reading, linking to World Book Day.	
3a	To support infant pupils to develop good number sense	That children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.	Quality of education: maths (KGa)
3b	To sustain mastery maths approach across the whole school community	All pupils have access to equitable classrooms where: pupils can participate and be influential; where pupils are encouraged and supported to develop a deep, connected and sustained understanding of the maths being explored (see Jurassic Hub Teaching for Mastery statement)	
3c	To ensure quality evidence of mastery maths learning in books	Books show all pupils working on the same mathematics, representing their thinking and understanding in different ways (including with diagrams, models, symbols and writing), with no obvious differentiation by task.	
4a	To raise attendance at school, applying new policy consistently and fairly	A graduated approach to monitoring and intervening on school attendance is followed, using the attendance policy. Regular feedback to the whole school community on attendance and use of rewards, using school newsletter and assemblies. Whole school attendance improves (Target > 97%) and persistent absence goes down (Target <10%).	Behaviour and attitudes (CGo/JRi)
4b	To foster values-led behaviours throughout the school community	New values-led rewards system in use from 4/9/23, to be reviewed periodically across the year. Fortnightly, values-driven whole school behaviour spotlights to be used from week 1, to be reviewed periodically across the year. Regular feedback to the whole school community on values driven behaviours, using school newsletters, assemblies, leadership reports to governors and feedback from the pupil leadership group observations.	
4c	To further revise and embed a Relationships Policy, underpinned by Therapeutic Thinking	Revised Relationships Policy is in place and approved by Governors at the start of the year. CPD on Therapeutic Thinking approach to behaviour management is delivered via short, focussed CPD sessions across the year to all staff.	
4d	To promote expectations for learning behaviour in lessons.	Learning behaviours outlined in a new teaching and learning policy are evident in all lessons. Expectations for learning and oracy behaviours are modelled and communicated across the year. STAR and SHAPE expectations are evident in lessons, including a reduction in off-task behaviours.	
5a	The school community is flourishing in terms of preparing children to be healthy, responsible, knowledgeable and active citizens of modern Britain, respecting diversity and promoting inclusion.	The voice of all stakeholders demonstrates how Downlands Community School contributes to children being healthy, responsible, knowledgeable and active citizens of modern Britain, respecting diversity and promoting inclusion. All stakeholders will recognise and actively strive to protect the characteristics of the individual	Personal development (CGo)
5b	To raise the influence of pupil voice throughout the school community, including opportunities for debate and democratic processes	A new pupil leadership structure is active across the year. Evidence of active student voice and participation is communicated via the school newsletter and shared with stakeholders.	
5c	To further promote extracurricular opportunities in an inclusive and equitable manner	Analysis of pupil uptake on extra-curricular activities show equality of access for all pupil groups and the impact this has on whole child development.	
6a	Raising confidence and subject expertise of middle leaders	All subject leaders can talk with confidence about how their subject contributes to the wider curriculum, identifying the impact of recent CPD and pointing areas of continued development	Leadership and management (JRi)
6b	Maintaining focus on lowest 20% attainers and those from disadvantaged groups	Regular analysis of the performance of the lowest 20% attainers, including the impact of reasonable adjustments and interventions, is shared with stakeholders. Teachers can talk with confidence and use evidence to show how they identify and narrow gaps for these learners	
6c	Raising standards in KS2 project	School leaders implement changes to their UKS2 SATs preparation in light of a ECL led project with another school. Attainment in Y6 continues to rise, particularly in writing and pupils attaining ARE in R/W/M.	
6d	More impactful use of pupil progress meetings	Senior leaders can evidence how they have raised the performance of children to affect changed practice, showing the impact of such interventions across the year.	

Ofsted October 2023 - What does the school need to do to improve further?

- Leaders have not taken sufficient steps to implement the planned curriculum effectively. This means that pupils do not develop the depth of understanding that they need in all subjects. Leaders need to ensure that staff have sufficient subject expertise to implement the curriculum well.
- Leaders have not fully defined the reading curriculum beyond the Reception Year. Therefore, pupils do not build the knowledge and skills they need to read well. Furthermore, pupils who fall behind are not supported to catch up quickly enough. Leaders need to ensure that the curriculum supports all pupils to read confidently and fluently.
- In some subjects, the checks that teachers make on pupils' learning do not identify gaps in pupils' knowledge. Therefore, some pupils move through the curriculum with ongoing gaps and misconceptions in their learning. Leaders need to ensure that assessment is used to inform teaching and consolidate pupils' understanding.

 <p>Priority area Quality of education: curriculum (Led by James J and James R)</p> <p>RAG RATE KEY: No progress Working Towards Achieved</p>	<p>Overall objective: 1a) Better implementation of the planned curriculum.</p> <p>End of summer success criteria: 1a) Pupils are better able to demonstrate knowledge retrieval on previous lessons and talk about links and progression in their learning. High quality work in books which can be linked to the planned curriculum and provides rich evidence of the learning that is taking place. Teachers feel confident to deliver expected pedagogy within all subjects. Middle leaders can demonstrate how planning and training have supported their colleagues to lead learning effectively in certain subjects.</p>		
Actions (time scale)	Resources/ CPD (cost)	In year success criteria	
		End of Autumn	End of Spring
<p>Set out timeline for developing curriculum with teachers (4/9/23)</p> <p>Use regular meetings to allow teachers to work in cluster groups to develop curriculum documents: subject intent; medium term plan; pupil passport. (Regular meeting and Twilight INSET in Aut and Spring)</p> <p>Invite Education Challenge Lead to work with middle leader clusters in order to develop confidence and accountability of subject leadership.</p> <p>Use SDMs to develop skills and strategies of subject leaders in monitoring subject areas, using book looks, learning walks and pupil surveys.</p>	<p>2 INSET DAYS 12 SDMs Supply Days x 9</p>	<ul style="list-style-type: none"> ● Subject Intent (Aut and Spring) completed ● MTPs (Aut) completed ● School curriculum display started ● Website updated ● Evidence of curriculum development impact from SDMs ● ECL report impact of middle leader training 	<ul style="list-style-type: none"> ● Subject Intent (Summer) completed ● MTPs (Spring and Summer) completed ● School curriculum display completed ● Website fully up-to-date ● Evidence of curriculum development impact from SDMs ● ECL report impact of middle leader training ● Evidence of curriculum development impact from Governor/SL monitoring

[Back to SDP summary page](#)



Priority area
Quality of education: English
 (Led by Alice)

RAG RATE KEY: **No progress** **Working Towards** **Achieved**

Overall objective:

2a) Improved progress for early readers

End of summer success criteria:

2a) Better charting of progress with phonic knowledge, identifying gaps and addressing them in a timely way. Greater consistency and fidelity in pedagogy linked to Sounds Write. Clear, positive links between early reading and early writing outcomes. More pupils achieve the expected standard in the phonics test.

Actions (time scale)	Resources/ CPD (cost)	In year success criteria	
		End of Autumn	End of Spring
<p>EYFS and KS1 leads to visit another school as recommended by SW consultant, to examine implementation of early reading and writing in mixed phase settings. Identifying good practice to disseminate.</p> <p>Senior leaders to disseminate feedback and take actions following half termly visit with English Hub consultant.</p> <p>English Lead to disseminate good practice from English Hub Network Meetings on a Termly basis, using Subject Development Meetings.</p> <p>English Lead to ensure consistency and fidelity of Sounds Write Delivery as part of half termly SEF process. Sharing feedback at SDMs.</p> <p>English Lead to oversee the implementation of Phonics Tracker and how it empowers teachers to identify gaps, which can be discussed at pupil progress meetings.</p> <p>Phase Lead to attend LA sanctioned moderation for KS1 assessment, disseminating to colleagues.</p>	<p>2d x SL release</p> <p>6d x SL release</p> <p>3d x SL release</p> <p>6 x £510 training</p> <p>£300</p> <p>£180</p>	<ul style="list-style-type: none"> Phonics tracker understood and implemented effectively by infant school staff. Clear strategy to address gaps identified at Autumn pupil progress meeting. Consistent and effective implementation of Sounds Write pedagogy observed by English lead and Hub consultant. 	<ul style="list-style-type: none"> Clear strategy to address gaps identified at Spring pupil progress meeting. Consistent and effective implementation of Sounds Write pedagogy observed by English lead and Hub consultant.

[Back to SDP summary page](#)



Priority area
Quality of education: English
 (Led by Alice)

RAG RATE KEY: **No progress** **Working Towards** **Achieved**

Overall objective:
 2b) Improved progression in writing.

End of summer success criteria:
 2b) A clear expectation for developing transcription and composition for infant children. Identifying gaps and addressing them in a timely manner. Most pupils achieve the expected standard in writing and more children demonstrate greater depth in writing.

Actions (time scale)	Resources/ CPD (cost)	In year success criteria	
		End of Autumn	End of Spring
<p>EYFS and KS1 Leads to visit another school as recommended by SW consultant, to examine implementation of early reading and writing in mixed phase settings. Identifying good practice to disseminate.</p> <p>Senior Leaders to disseminate feedback and take actions following half termly visits with English Hub consultant.</p> <p>English Lead to disseminate good practice from English Hub Network Meetings on a Termly basis, using Subject Development Meetings.</p> <p>EYFS staff to meet with parents for a workshop to demonstrate how we teach phonics for both reading and writing, with a strong focus on letter formation and error corrections.</p> <p>All EYFS support staff to have a clear understanding of the Sounds Write programme and how to support children in early writing.</p> <p>JLo to attend EYFS Profile Moderation training with Sharon Peel x 2 sessions which will focus on progress in Reading and Writing (30/10/23 and 29/4/24)</p>	<p>6d x SL release</p> <p>3d x SL release</p> <p>1 x £510 training</p> <p>2 x half day release</p>	<ul style="list-style-type: none"> • Clear strategy to address gaps identified at the Autumn pupil progress meeting. • Growing consistency and effective implementation of suggested strategies to promote early writing in Y1 pupils. • Parent workshop attended by most parents. Seesaw used to reach out to parents who can not attend by sharing short videos. • Support staff feel confident to support children in their writing during sounds-write sessions. • JLo is able to disseminate expectations of moderation training with confidence. 	<ul style="list-style-type: none"> • Clear strategy to address gaps identified at the Spring pupil progress meeting. • Consistent and effective implementation of suggested strategies to promote early writing in Y1 pupils. • Survey shows that parents are confident in supporting their children on their writing journey. • Support staff can confidently support children in their writing during small group phonics sessions and interventions. • JLo is able to disseminate expectations of moderation training with confidence.

[Back to SDP summary page](#)



Priority area
Quality of education: English
 (Led by Alice)

RAG RATE KEY: **No progress** Working Towards **Achieved**

Overall objective:

2c) A clear strategy for developing reading comprehension.

End of summer success criteria:

2c) Consistent strategies applied across the curriculum for modelling and scaffolding the comprehension of carefully chosen texts with high pupil engagement.

Actions (time scale)	Resources/CPD (cost)	In year success criteria	
		End of Autumn	End of Spring
<p>Teachers of English to engage with messages from within the new reading framework with regards to the four elements of reading in English lessons:</p> <ol style="list-style-type: none"> 1. The teacher reading aloud 2. Pupils reading 3. The teacher’s modelling and explanations 4. Questioning <p>Teachers will agree non-negotiables for the explicit teaching of reading.</p> <p>The current English policy is updated to include references to the Reading Framework 2023, along with other recent developments in English.</p> <p>Teachers of English will suggest quality texts to enrich the teaching of English, with links to the Pupil Passport book pages.</p> <p>The school will use NFER tests more comprehensively and informatively, implementing one reading test per term for all year groups except Y1 and Y6.</p>	<p>SDM time allocation</p> <p>£2000</p> <p>£600 extra</p>	<ul style="list-style-type: none"> ● Reading policy is updated. ● Developing practice observed regarding 4 elements of reading ● Children are engaged through the effective implementation of new texts. ● Termly NFER tests and qualitative assessment of children’s reading progress informs pupil progress meetings and strategies for addressing gaps. 	<ul style="list-style-type: none"> ● Embedded practice observed regarding 4 elements of reading ● Children are engaged through the effective implementation of new texts. ● Termly NFER tests and qualitative assessment of children’s reading progress informs pupil progress meetings and strategies for addressing gaps.

[Back to SDP summary page](#)



Priority area
Quality of education: English
 (Led by Alice)

RAG RATE KEY: **No progress** **Working Towards** **Achieved**

Overall objective:

2d) A school community culture which celebrates and promotes reading.

End of summer success criteria:

2d) Carefully chosen books underpinning school assemblies, a new Pupil Passport and displays in school. Regular communication with and involvement of parents on issues related to children’s reading and books. House competition around reading, linking to World Book Day.

Actions (time scale)	Resources/ CPD (cost)	In year success criteria	
		End of Autumn	End of Spring
<p>Implementation of a digital platform (We Read) for reading records with staff, children and parents.</p> <p>House driven reading competition in the Spring Term.</p> <p>Assembly delivery is informed most commonly by well chosen picture books, linking to school values and ethos and British Values.</p> <p>Pupil passports identify books which pupils will have access to whilst at Downlands and recommendations for independent reads, setting out challenging suggested reads and contributing cultural capital.</p> <p>Reading Mornings are identified in each term, whereby parents can book to read with their children, observe lessons where reading is being taught and have an input from school staff on reading strategies.</p> <p>KS1 and KS2 Libraries to be updated and restocked with quality texts. These texts are chosen by both staff, pupils and parents.</p>	<p>£300</p> <p>£250</p> <p>£150</p> <p>within £2000 allocated elsewhere</p>	<p>Embedded practice involving the use of We Read as a medium for parents and teachers to chart children’s regular reading.</p> <p>Year 1 of a two-year rolling cycle for delivering most whole school assemblies through literature is established.</p> <p>Middle leaders have begun to contribute to the new Pupil Passport.</p> <p>Positive feedback from Reading mornings from parents.</p>	<p>Developed practice involving the use of We Read as a medium for parents and teachers to chart children’s regular reading.</p> <p>New Pupil Passport is finalised including book pages.</p> <p>Good involvement and feedback related to the new House Reading competition in the Spring Term.</p> <p>Pupil voice indicates that text driven assemblies are an effective way to promote literature and key messages.</p> <p>Positive feedback from Reading Mornings from parents.</p>

[Back to SDP summary page](#)



Priority area
Quality of education: maths
 (Led by Karen)

RAG RATE KEY: **No progress** **Working Towards** **Achieved**

Overall objective:

3a) To support infant pupils to develop good number sense.

End of summer success criteria:

3a) That children will leave KS1 with fluency in calculation and confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.

Actions (time scale)	Resources/ CPD (cost)	In year success criteria	
		End of Autumn	End of Spring
Sign up to Mastering Number for EYFS, Y1 and Y2 teachers. Ensure Rekenreks are received and being used to aid teaching and learning, delivering training as necessary at SDMs. Teachers to disseminate good practice from Mastering Number training during Subject Development Meetings. EYFS teachers to replan weekly maths sessions to follow Mastering Number (led by YLM in EYFS)	FOC FOC SDM time allocation	Teaching of Mastering Number is developing, as evidenced by learning walks. Teachers are modelling and sharing good practice for TAs, as evidenced by staff surveys. TAs are using Mastering Number as an intervention in KS2, as evidenced by intervention outcomes. EYFS teachers feel confident to deliver the new planning and the reasons why it is being taught in this way.	Teaching of Mastering Number is effective and sustainable throughout EYFS and KS1 (including the support of TAs). Children are fully engaged in Mastering Number lessons observed. EYFS support staff feel confident supporting the teacher and children in Mastering Number.

[Back to SDP summary page](#)



Priority area
Quality of education: maths
 (Led by Karen)

RAG RATE KEY: **No progress** **Working Towards** **Achieved**

Overall objective:

3b) To sustain mastery maths approach across the whole school community.


End of summer success criteria:

3b) All pupils have access to equitable classrooms where: pupils can participate and be influential; where pupils are encouraged and supported to develop a deep, connected and sustained understanding of the maths being explored (see Jurassic Hub Teaching for Mastery statement).


Actions (time scale)	Resources/ CPD (cost)	In year success criteria	
		End of Autumn	End of Spring
Maths Mornings are identified in each term, whereby parents can book to observe maths lessons.		Positive feedback from Maths Mornings from parents.	Positive feedback from Maths Mornings from parents.

<p>Teachers receive guidance and training on using stem sentences to promote oracy and support children explaining their thinking in full sentences.</p> <p>Maths Lead to attend Mastery Maths ‘sustaining year’ training and engage in research group planning and evaluation sessions.</p> <p>Maths Lead to advise other staff members of the five Professional Development sessions that are available to support the teaching of Maths using the Mastery approach.</p>	<p>SDM time allocation</p> <p>3 x 1d cover</p>	<p>Oracy practice is developing in maths lessons, supported by evidence from classroom practice.</p> <p>Teachers are modelling correct mathematical language (observations - I say, you say, we say etc). Also, children are given the opportunity to use maths talk/discuss in lessons (robot controller/paired talk/Agree, build on, challenge).</p>	<p>Teaching of maths using the Mastery pedagogy (referring to Maths Hub: Teaching for Mastery Statement) is sustainable</p> <p>Termly NFER tests and qualitative assessment of children’s mathematical progress informs pupil progress meetings and strategies for addressing gaps.</p>
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[Back to SDP summary page](#)

 <p style="text-align: center;">Priority area Quality of education: maths (Led by Karen)</p> <p>RAG RATE KEY: No progress Working Towards Achieved</p>	<p>Overall objective(s): 3c) To ensure quality evidence of mastery maths learning in books.</p> <p>End of summer success criteria: 3c) Books show all pupils working on the same mathematics, representing their thinking and understanding in different ways (including with diagrams, models, symbols and writing), with no obvious differentiation by task.</p>		
	<p style="text-align: center;">Actions (time scale)</p>	<p>Resources/ CPD (cost)</p>	<p style="text-align: center;">In year success criteria</p>
<p>Maths lead to ensure reasoning and problem solving is a focus in children’s independent and group work, guidance given at SDMs, with book looks to verify.</p> <p>Teachers are given guidance and best practice is shared in using a variety of images, representations, strategies (CPA).</p> <p>Classes have the equipment necessary to allow children the opportunity to explore maths using manipulatives.</p>	<p>SDM time allocation</p> <p>£1,500</p>	<p style="text-align: center;">End of Autumn</p> <p>Teachers are giving children the opportunity to reason and problem solve independently or in groups on a regular basis.</p> <p>Book looks reveal a good range of reasoning and problem solving activities offered to children.</p>	<p style="text-align: center;">End of Spring</p> <p>Ensure that reasoning and problem solving is embedded in teaching and learning.</p> <p>Ensure that the use of manipulatives is embedded throughout school.</p>

[Back to SDP summary page](#)


 <p style="text-align: center;">Priority area Behaviour and attitudes (Led by James)</p> <p>RAG RATE KEY: No progress Working Towards Achieved</p>	<p>Overall objective(s): 4a) To raise attendance at school, applying new policy consistently and fairly.</p> <p>End of summer success criteria: 4a) A graduated approach to monitoring and intervening on school attendance is followed, using the attendance policy. Regular feedback to the whole school community on attendance and use of rewards, using school newsletter and assemblies. Whole school attendance improves (Target > 97%) and persistent absence goes down (Target <10%).</p>		
<p style="text-align: center;">Actions (time scale)</p>	<p>Resources/ CPD (cost)</p>	<p style="text-align: center;">In year success criteria</p>	
<p>Universal letters and policy sent to all parents at the start of the year.</p> <p>Headteacher attends LA conference and a working party on improving attendance.</p> <p>FFT Attendance reports shared at all governors meetings.</p> <p>Graduated approach followed at listed points during the year (see policy) to offer support and guidance on attendance issues.</p> <p>Every school newsletter used to give attendance advice and to recognise attendance rates of school and House Groups.</p>	<p>Termly HT attendance at LA conference</p>	<p style="text-align: center;">End of Autumn</p> <p>School maintains above national average for attendance and below national average for persistent absence, with progress towards overall school target being achieved.</p> <p>Evidence that letter 2 is sent to all parents of children <90% attendance.</p> <p>Evidence of regular advice and guidance on school newsletter in relation to attendance.</p>	<p style="text-align: center;">End of Spring</p> <p>School maintains above national average for attendance and below national average for persistent absence, with good progress towards overall school target being achieved.</p> <p>Evidence that letters 3/4 are sent to parents in receipt of letter 2.</p> <p>Evidence of regular advice and guidance on school newsletter in relation to attendance.</p>

[Back to SDP summary page](#)

 <p style="text-align: center;">Priority area Behaviour and attitudes (Led by Christine)</p> <p>RAG RATE KEY: No progress Working Towards Achieved</p>	<p>Overall objective(s): 4b) To foster values-led behaviours throughout the school community.</p> <p>End of summer success criteria: 4b) New values-led rewards system in use from 4/9/23, to be reviewed periodically across the year. Fortnightly, values-driven whole school behaviour spotlights to be used from week 1, to be reviewed periodically across the year. Regular feedback to the whole school community on values driven behaviours, using school newsletters, assemblies and leadership reports to governors.</p>		
<p style="text-align: center;">Actions (time scale)</p>	<p>Resources/ CPD (cost)</p>	<p style="text-align: center;">In year success criteria</p>	
<p>New Values Awards Certificates and rewards charts are ready for the new term.</p> <p>All class charters are underpinned by school values.</p>	<p>New school entrance sign</p> <p>Website changes (£26)</p>	<p style="text-align: center;">End of Autumn</p> <p>Positive impact of a growing culture of behaviour driven by school values seen through: class charters; learning walks; regular whole school focal points, social interactions and conversations.</p>	<p style="text-align: center;">End of Spring</p> <p>Positive impact of a growing culture of behaviour driven by school values seen through: pupil and parent surveys; learning walks; regular whole school focal points.</p>

<p>There is a system for focusing on and celebrating values-led behaviours within the school, sharing this with the wider school community via newsletters and tweets. Values Ambassadors are established and trained to be involved with this.</p> <p>Issuing of values awards are monitored and this, along with newsletter extracts, are shared with governors at each meeting.</p>		<p>Growing engagement with new values and rewards systems as evidenced by whole school monitoring.</p>	<p>Good engagement with new values and rewards systems as evidenced by whole school monitoring and Governor Learning Walk.</p>
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[Back to SDP summary page](#)

 <p>Priority area Behaviour and attitudes (Led by James)</p> <p>RAG RATE KEY: No progress Working Towards Achieved</p>	<p>Overall objective(s): 4c) To further revise and embed a Relationships Policy, underpinned by Therapeutic Thinking.</p> <p>End of summer success criteria: 4c) Revised Relationships Policy is in place and approved by Governors at the start of the year. CPD on Therapeutic Thinking approach to behaviour management is delivered via short, focussed CPD sessions across the year to all staff.</p>		
<p>Actions (time scale)</p>	<p>Resources/ CPD (cost)</p>	<p>In year success criteria</p>	
<p>The Relationships Policy is updated to include references to ‘Girls on board’ and the amendments to behaviour incident reporting.</p> <p>At least one whole staff Therapeutic Thinking training opportunity to be delivered each term. Staff survey of response to training and confidence with theory and strategies.</p> <p>A more granular approach to behaviour incident reporting to governors is enabled.</p>	<p>1 INSET day equivalent</p>	<p>End of Autumn</p> <p>Teachers show growing confidence and independence as regards using Therapeutic Thinking tools to diagnose, track and mitigate behaviour of children as necessary.</p> <p>Positive impact as evidenced by staff surveys of ongoing training.</p> <p>Growing use of new behaviour incident reports from staff and positive feedback from Governors meetings as regards new approach.</p>	<p>End of Spring</p> <p>Teachers show confidence and independence as regards using Therapeutic Thinking tools to diagnose, track and mitigate behaviour of children as necessary.</p> <p>Positive impact as evidenced by staff surveys of ongoing training.</p> <p>Established use of new behaviour incident reports from staff and positive feedback from Governors meetings as regards new approach.</p>

[Back to SDP summary page](#)



Priority area
Behaviour and attitudes
 (Led by James)

RAG RATE KEY: **No progress** **Working Towards** **Achieved**

Overall objective(s):

4d) To promote expectations for learning behaviour in lessons.

End of summer success criteria:

4d) Learning behaviours outlined in a new teaching and learning policy are evident in all lessons. Expectations for learning and oracy behaviours are modelled and communicated across the year. STAR and SHAPE expectations are evident in lessons, including a reduction in off-task behaviours.

Actions (time scale)	Resources/ CPD (cost)	In year success criteria	
		End of Autumn	End of Spring
<p>Raise profile of STAR acronym for learning behaviour expectations with all pupils: launch assembly; classroom posters.</p> <p>Identify Learning Champions to accompany HT on half termly learning walks, with corresponding feedback assemblies to children and newsletter extracts to parents.</p> <p>Reasonable adjustments made for SEND pupils and support for teachers in using tactical ignoring where children have a learning difficulty in certain areas such as concentration.</p>	<p>Badge machine - £100</p>	<p>Learning Champions identify what is going well and what needs to be improved during a learning walk with HT, awarding on the spot STAR pupil stickers.</p> <p>Learning Champions lead an assembly with the HT to give feedback to school.</p>	<p>Learning Champions identify what is going well and what needs to be improved during a learning walk with HT, awarding on the spot STAR pupil stickers.</p> <p>Learning Champions lead an assembly with the HT to give feedback to school.</p> <p>Governor/SLT learning walks can evidence the impact of this initiative.</p>

[Back to SDP summary page](#)




Overall objective(s):

5a) The school community is flourishing in terms of preparing children to be healthy, responsible, knowledgeable and active citizens of modern Britain, respecting diversity and promoting inclusion.


<p style="text-align: center;">Priority area Personal development (Led by Christine)</p> <p style="text-align: center;">RAG RATE KEY: No progress Working Towards Achieved</p>	<p>End of summer success criteria: 5a) The voice of all stakeholders demonstrates how Downlands Community School contributes to children being healthy, responsible, knowledgeable and active citizens of modern Britain, respecting diversity and promoting inclusion.</p>		
<p style="text-align: center;">Actions (time scale)</p>	<p>Resources/ CPD (cost)</p>	<p style="text-align: center;">In year success criteria</p>	
<p>Whole school assemblies will address prejudice, exclusion and injustice, sharing thought provoking texts accessible to all age groups at a level of their understanding.</p> <p>Key questioning will elicit thought and reflection on children’s own actions and language.</p> <p>Children will be encouraged to gain an understanding of protected characteristics, inclusion, and British Values that will develop their confidence to challenge others.</p> <p>Biographical stories will be shared depicting the achievements of inspirational people.</p>	<p>£250 for new books to underpin school assemblies</p>	<p style="text-align: center;">End of Autumn</p> <p>All key stakeholders will be observed to be reflecting on their own language and behaviours in respect of embracing diversity and inclusion. They will begin to challenge others who are not showing the same respect.</p>	<p style="text-align: center;">End of Spring</p> <p>The language and attitudes of all key stakeholders consistently reflects the inclusive culture of the school community. Key stakeholders will challenge intolerance and injustice with regard to protected characteristics, inclusion and shared values.</p>

[Back to SDP summary page](#)


 <p style="text-align: center;">Priority area Personal development (Led by James)</p> <p style="text-align: center;">RAG RATE KEY: No progress Working Towards Achieved</p>	<p>Overall objective(s): 5b) To raise the influence of pupil voice throughout the school community, including opportunities for debate and democratic processes.</p> <p>End of summer success criteria: 5b) A new pupil leadership structure is active across the year. Evidence of active student voice and participation is communicated via the school newsletter and shared with stakeholders.</p>		
<p style="text-align: center;">Actions (time scale)</p>	<p>Resources/ CPD (cost)</p>	<p style="text-align: center;">In year success criteria</p>	
<p>Seven pupil leadership groups are established by 25/9/23: Pupil Parliament; Eco Warriors; E-Safety Reps; Learning Champions; Values Ambassadors; Bold Voices; Play Leaders.</p> <p>New display of pupil leadership team to be prepared and relevant children to be issued with badges.</p> <p>Leadership groups to meet each half term and extend their ‘voice’ to the wider community through assemblies and newsletters. They will</p>	<p>Badge machine - £100</p>	<p style="text-align: center;">End of Autumn</p> <p>Staff support pupil leadership groups can evidence that actions are being taken, including newsletter excerpts and classroom communications to get pupil voice driven messages across.</p>	<p style="text-align: center;">End of Spring</p> <p>Surveys of pupil leadership groups show that they feel valued and that they are making a difference.</p> <p>Impact of pupil leadership groups is shared at governors meeting, including representation face-to-face from Y5/6 pupil parliament members.</p>

also be invited to carry out periodic learning walks with SLT and attend Governor meetings, where relevant.

[Back to SDP summary page](#)


 <p style="text-align: center;">Priority area Personal development (Led by Christine)</p> <p>RAG RATE KEY: No progress Working Towards Achieved</p>	<p>Overall objective(s): 5c) To further promote extracurricular opportunities in an inclusive and equitable manner.</p> <p>End of summer success criteria: 5c) Analysis of pupil uptake on extra-curricular activities show equality of access for all pupil groups and the impact this has on whole child development.</p>		
Actions (time scale)	Resources/ CPD (cost)	In year success criteria	
<p>A range of clubs, school visits, including residentials and playtime activities will be offered to all.</p> <p>Staff will actively seek to enrol disadvantaged children to these activities. Support, financial or other, will be offered to overcome possible contributing factors that might prevent this.</p>	Service premium use to allow disadvantaged children to access extra-curricular opportunities	<p style="text-align: center;">End of Autumn</p> <p>All children identified as disadvantaged will access extra curricular opportunities that they wish to.</p>	<p style="text-align: center;">End of Spring</p> <p>Observations and discussions with individual children identified as disadvantaged will reveal increased self esteem, engagement, motivation, aspiration and increasing wellbeing.</p>

[Back to SDP summary page](#)

 <p style="text-align: center;">Priority area Leadership and management (Led by James)</p>	<p>Overall objective(s): 6a) Raising confidence and subject expertise of middle leaders.</p> <p>End of summer success criteria: 6a) All subject leaders can talk with confidence about how their subject contributes to the wider curriculum, identifying the impact of recent CPD and pointing areas of continued development</p>		
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RAG RATE KEY: No progress Working Towards Achieved			
Actions (time scale)	Resources/ CPD (cost)	In year success criteria	
		End of Autumn	End of Spring
<p>Cluster groups identified for middle leaders to work together on curriculum development and monitoring and evaluation.</p> <p>Define a set agenda for SDMs which includes peer led training and guidance on subject specific issues. (Throughout year)</p> <p>Shared book looks to evidence impact of curriculum developments</p> <p>Education Challenge Leads to work with middle leaders at twilight INSET and SDMs to build skills, knowledge and understanding of curriculum development and being accountable to stakeholders. (Spring/Summer)</p> <p>Governor with responsibility for curriculum to accompany James in talking with identified middle leaders about their curriculum development and impact they have noticed. (Spring)</p> <p>Identified middle leaders to be given the chance to visit other schools to share good practice and find common ground, liaising with ECL and LAMSH group (Spring)</p>	<p>SDM time allocation</p> <p>6 x Twilight INSET allocation</p> <p>2 x day teacher cover</p>	<p>Minutes of SDM evidence the impact of regular peer led training on subject development matters.</p> <p>Minutes of SDM evidence strategic book looks, identifying strengths and developmental areas.</p>	<p>Stakeholders can attest to the confidence, knowledge and understanding of middle leaders in describing the impact of curriculum developments they have led and how this is well matched with wider curriculum developments.</p>

[Back to SDP summary page](#)


 <p>Priority area Leadership and management (Led by Christine)</p> <p>RAG RATE KEY: No progress Working Towards Achieved</p>	<p>Overall objective(s): 6b) Maintaining focus on lowest 20% attainers and those from disadvantaged groups.</p> <p>End of summer success criteria: 6b) Regular analysis of the performance of the lowest 20% attainers, including the impact of reasonable adjustments and interventions, is shared with stakeholders. Teachers can talk with confidence and use evidence to show how they identify and narrow gaps for these learners.</p>
	In year success criteria

Actions (time scale)	Resources/ CPD (cost)	End of Autumn	End of Spring
<p>Pupil progress meetings with class teachers, headteacher and SENCO will identify the need for focussed additional support for lowest 20% attainers.</p> <p>The best means to support the child will be discussed with class teachers, headteacher and SENCO, the child's parents or guardians and the child.</p> <p>Outside agency assessment, advice and support will be sought if more reasonable adjustments and interventions APDR cycles are not increasing individual achievement.</p> <p>Strategies will be identified, explored and developed that enable the retention and recall of key learning objectives.</p> <p>There will be high expectations for achievable attainment for these children with overlearning and revisiting learning to reinforce each stepped objective.</p>	<p>SENSS specialist teacher consultancy fees</p>	<p>All support is identified and in place for each child in the lowest 20% of each class. The first assessment cycle is completed, evaluated and reviewed and support amended and in place if progress is not being made. Teachers are able to identify the most effective RA's and support for the individual child. Other staff who work with that child contribute to the ADPR and their input informs decisions.</p>	<p>Support and RA's that have positive effects on the child's progress are securely in place and their impact observed through pupil engagement and achievement. The lowest 20% of attainers will be able to build on previous learning at a rate that reflects their abilities but extends them.</p>

[Back to SDP summary page](#)

 <p style="text-align: center;">Priority area Leadership and management (Led by James)</p> <p style="text-align: center;">RAG RATE KEY: No progress Working Towards Achieved</p>	<p>Overall objective(s): 6c) Raising standards in KS2 project.</p> <p>End of summer success criteria: 6c) School leaders implement changes to their UKS2 SATs preparation in light of a ECL led project with another school. Attainment in Y6 continues to rise, particularly in writing and pupils attaining ARE in R/W/M.</p>		
	<p style="text-align: center;">Actions (time scale)</p>	<p>Resources/ CPD (cost)</p>	<p>In year success criteria</p>
<p>HT to attend LAMSH school with ECL to identify good practice as regards Y6 SATs preparation.</p> <p>ECT and HT to feedback to the Y5/6 teaching team, identifying areas of practice which will evolve.</p>		<p>End of Autumn</p> <p>Areas of best practice are identified and disseminated as a result of visit.</p>	<p>End of Spring</p> <p>ECL and HT to monitor the implementation and impact of changed practice, including evidence from pupil progress meetings.</p>

[Back to SDP summary page](#)

	<p>Overall objective(s): 6d) More impactful use of pupil progress meetings.</p>		
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<p style="text-align: center;">Priority area Leadership and management (Led by James)</p> <p>RAG RATE KEY: No progress Working Towards Achieved</p>	<p>End of summer success criteria: 6d) Senior leaders can evidence how they have raised the performance of children to affect changed practice, showing the impact of such interventions across the year.</p>		
<p>Actions (time scale)</p>	<p>Resources/ CPD (cost)</p>	<p>In year success criteria</p>	
<p>All class teachers prepare for and contribute to the pupil progress meetings across the year (once per term Y1 - Y6, half termly for FS2).</p> <p>Pupils' progress and actions for those who are not on track to be discussed and plans put into place and evidenced through minutes.</p>		<p>End of Autumn</p>	<p>End of Spring</p>
		<p>Autumn pupil progress meetings (EYFS/KS1/KS2) have been co-led by SLT and ECT using new format to evidence actions taken.</p> <p>EYFS 2 x pupil progress sessions with all key workers to have occurred and actions planned for those not on track.</p>	<p>Spring pupil progress meetings (EYFS/KS1/KS2) have been co-led by SLT and ECT using new format to evidence actions taken.</p> <p>EYFS 2 x pupil progress sessions with all key workers to have occurred and actions planned for those not on track with a strong focus on those starting school on September 24.</p>

[Back to SDP summary page](#)