



Our Improvement Plan



2024-25



Our Improvement Plan *vision and priorities*

Priority 1:
Health



Priority 2:
Learning

Priority 3:
Equity

Our vision is for all members of our unique community to feel a strong sense of belonging, demonstrating our values and knowing that they are valued by the school.

Priority 4:
Belonging

Our Improvement Plan *long-term targets*

Priority 1: Health

1a) All key stakeholders overwhelmingly demonstrate valued behaviours.

1b) All key stakeholders are thriving in relation to healthy choices, staying safe and building positive relationships.

Priority 2: Learning

2a) Pupils make excellent progress as readers throughout the school.

2b) Pupils make excellent progress as writers throughout the school.

2c) Pupils can recall and connect key knowledge in foundation subjects.

2d) All children leave KS2 with fluency in multiplication and division facts, and a confidence and flexibility with number.

Priority 3: Equity

3a) All key stakeholders are enabled to make progress, meeting needs and addressing gaps in knowledge.

3b) All key stakeholders are thriving in relation to their understanding of the protected characteristics

Priority 4: Belonging

4a) Pupils attendance overall is at least 97% with less than 10% persistent absence.

4b) All key stakeholders are thriving because they have a strong feeling of belonging at school.

Our Priority 1: Health - improvement plan

1a: All key stakeholders overwhelmingly demonstrate valued behaviours. (SLT Lead is C Goodall)

Actions:

- A succinct behaviour curriculum is defined and shared with the whole school community: Valued behaviours (4) chosen for the following scenarios: Whole class learning; Individual/small group learning; Lunch Hall; Corridor; Playtimes; Outside of school; Wider community.
- Ways of working across the year are set out: Key question for all learning episodes: How does our learning link to our school values?; Frequent, positive noticing expected for all (with scripts to improve consistency); Pupil led review of valued behaviours.
- Pupil Leadership groups are involved in setting expectations for and monitoring of valued behaviours.
- Standing agenda item for noticing the impact of the behaviour curriculum and valued behaviours at weekly briefing and SLT meeting.
- Develop home school agreement

Impact (Autumn, Spring, Summer, On-going):

- A succinct behaviour curriculum statement is written.
- Pupil Leadership groups show a growing understanding of ongoing progress in relation to valued behaviours.
- Minutes of meetings show meaningful engagement and feedback about our journey towards implementing the new behaviour curriculum.
- Parent view survey will indicate positive perceptions on behaviour.

1b: All key stakeholders are thriving in relation to healthy choices, staying safe and building positive relationships. (SLT Lead is C Goodall)

Actions:

- Use of up-to-date PSHE resources (Jigsaw online portal) with training as necessary; repurpose PSHE assembly through class based assemblies
- Enhance community engagement, including regular curriculum mornings and information flow social events.
- Extend the involvement of MHST : half termly workshops for parents; stop and think sessions for staff.
- Enhanced Therapeutic Thinking training for two support staff and dissemination to lunchtime supervisors.
- Update relationships policy
- Review implementation and impact of Low level Concerns policy and procedure
- Evolve appraisal process to include performance coaching towards a singular objective, with attention to Teaching Standards
- Develop a home school agreement

Impact (Autumn, Spring, Summer, On-going):

- Teaching and learning in PHSE lessons is evidenced to be of a high standard (SLT/ECL Lesson observations; scrutiny of individual and class journal).
- Staff wellbeing survey show positive correlation across the year.
- Pupil wellbeing surveys (Edurio 7 questions) show positive correlation across the year.
- Positive feedback from 'flash survey' at parent workshop events.
- Staff wellbeing survey shows positive correlation across the year.
- Parent survey illustrates positive impact of related actions as well as identifying constructive feedback for improvement.

Our Priority 2: Learning - improvement plan

2a) Pupils make excellent progress as readers throughout the school. (SLT Lead is A Robinson)

Actions:

- Support and empower Reading Ambassador role, with particular focus on Early Reading.
- Attend Phonics Tracker Training and disseminate.
- Create and follow a Phonics Calendar to highlight periodic actions needed.
- Work alongside English Hub Consultant on 6 visits taking necessary actions.
- Refine Reading Intent as necessary.
- Lead fortnightly professional development check-ins with all teachers focussed on whole school reading strategies (phonics and reading comprehension).
- Enable termly parent open mornings and information flow events, focussed on reading.
- Ensure class teachers are accountable for individual pupil progress in via pupil progress meetings.

Impact (Autumn, Spring, Summer, On-going):

- Phonics Calendar is in place.
- Reading Intent is revised.
- Ongoing evidence of high quality teaching and learning strategies underpinned by effective planning (minutes of biweekly CPD, English Hub Visits and SL drop-ins).
- Phonics Tracker data shows steady improvement across the year for YR, Y1 and Y2 pupils.
- Most KS2 children achieve reading comprehension targets.
- More Y1 children achieve the standard in the PST.
- Most Y2s meet the standard in PST retakes.

2b) Pupils make excellent progress as writers throughout the school. (SLT Lead is A Robinson)

Actions:

- Attend DSAT English Subject Lead Training focussed on Early Writing
- Refine Writing Intent as necessary.
- Lead fortnightly professional development check-ins with all teachers focussed on whole school writing strategies (Early/Novice/Growing Expertise).
- Support children to build a schema of sentence, and how this develops through each year group in line with curriculum progression.
- Continue to develop a '3 phased approach' to English planning so that new knowledge is taught then applied through independent work. This includes, how to practically to implement this through an 's' planning model
- Tailor planning to meet the needs of Early Writers (and use these approaches to support children with deficits in KS2)
- Enable termly parent open mornings and information flow events, focussed on writing.
- Ensure class teachers are accountable for individual pupil progress in via pupil progress meetings.

Impact (Autumn, Spring, Summer, On-going):

- Writing Intent is revised.
- Ongoing evidence of high quality teaching and learning strategies underpinned by effective planning (minutes of biweekly CPD, DSAT learning walks ,SL drop-ins).
- Most children achieve writing targets.

Our Priority 2: Learning - improvement plan

2c) Pupils can recall and connect key knowledge in foundation subjects. (SLT Lead is J Rielly)

Actions:

- All foundation subjects to complete MTPs for Cycle B and carry out QA.
- Develop knowledge organisers (Conifers Primary Hexagon Model) to illustrate key knowledge in relation to Golden Threads identified within Subject Intents.
- Set expectations for regular knowledge retrieval practice and lesson design for metacognition.
- Train Learning Ambassadors to talk about their learning during regular 'showcase' assemblies.
- Develop formative assessment systems for foundation topics: using smart, whole class methods for judging and recording pupils' attainment: BLW; WTS; ARE; GDS.
- Change summer reports to accommodate attainment measures for foundation subjects.
- Evaluate curriculum development at regular meetings for middle leaders.

Impact (Autumn, Spring, Summer, On-going):

- MTP Cycle Bs are completed for all subjects.
- New knowledge organisers are completed for Hums and Science.
- Pupil interviews show that children are able recall key knowledge and make connections, referring to their classwork as a stimulus + discussions and using key vocabulary.
- Ongoing evidence of high quality teaching and learning strategies underpinned by effective planning (minutes of SDM ECL Visits and SL drop-ins).
- Individual book and class book scrutiny in conjunction with an appraisal of assessment and reporting systems from class teachers.
- New knowledge organisers are completed for most foundation subjects.

2d) All children leave KS2 with fluency in multiplication and division facts, and a confidence and flexibility with number. (SLT Lead is K Garton)

Actions:

- Audit current provision and methods for developing multiplication and division at KS2.
- Dovetail Mastering Number approaches into teaching day (substitute for EBM time).
- Strengthen pedagogy through training and dissemination, focussing on: use of representations; stem sentences to improve class talk, gestures and annotations to promote engagement.
- Build on good practice through peer-to-peer professional development with EYFS and KS1 team.
- Use fact retrieval assessment at the start at the end of the year with all children.
- Amend maths policy and subject intent to embed changes.

Impact (Autumn, Spring, Summer, On-going):

- Fact retrieval tests reveal an mean average points score improvement of at least 4 pts.
- Qualitative indications of improved confidence from KS2 teachers, disseminated through appraisal process.

Our Priority 3: Equity - improvement plan

3a) All key stakeholders are enabled to make progress, meeting needs and addressing gaps in knowledge. (Lead is Christine Goodall)

Actions:

- Plan and deliver new ways of working to allow those children with complex needs (those eligible, or soon to be, for specialist settings) to thrive.
- As part of annual SEN policy review, crystallize the 'Downlands Way' and define in a review of the SEND policy.
- Refine smart targets on APDRs so that there are achievable and measurable, building in risk assessment process.
- Engaging with the new approach from the LA speech and language service.
- Whole school training on children within the Autistic Spectrum Continuum, resulting in changed policy and practice.
- Solution circles to allow colleagues to learn from one another, addressing concerns early and empowering everyone to make a difference.
- Implement new 'Coaching for performance' process for individual CPD.

Impact (Autumn, Spring, Summer, On-going):

- Positive impact evidenced from ADPR process for pupils on SEND register.
- Ongoing evidence of high quality reasonable adjustments underpinned by effective planning (SENDCo drop-ins, DSAT learning walks).
- Class teachers can speak about a tenacious, curious and flexible approach to allow for children to narrow gaps in a sustainable way.
- Outcomes of new 'Coaching for performance' process for individual CPD linked to equitable outcome for pupils on SEND register.
- Parent survey illustrates positive impact of related actions as well as identifying constructive feedback for improvement.

3b) All key stakeholders are thriving in relation to their understanding of the protected characteristics. (Lead is Christine Goodall)

Actions:

- Write, ratify and disseminate Equality, Equity, Diversity and Inclusion Policy
- Use of up-to-date PSHE resources (Jigsaw online portal) with training as necessary; repurpose PSHE assembly through class based assemblies
- Continue to implement two-year cycle of assembly themes around protected characteristics through high quality texts.
- Continue to develop the role of Bold Voices pupil leadership group in marking key calendar events.
- Deliver new behaviour curriculum to define expectations for Wider Community scenario, underpinned by an awareness of protected characteristics.
- Develop Home School Agreement underpinned by an awareness of protected characteristics.
- Include questions about protected characteristics on key stakeholder surveys.

Impact (Autumn, Spring, Summer, On-going):

- New Equality, Equity, Diversity and Inclusion policy is in place.
- Ongoing evidence of high quality teaching and learning strategies underpinned by effective planning (ECL Visits and SL drop-ins).
- Home School Agreement is agreed and shared with community.
- Minutes of meetings show meaningful engagement and feedback about our journey towards implementing the new behaviour curriculum.
- Parent survey illustrates positive impact of related actions as well as identifying constructive feedback for improvement.

Our Priority 4: Belonging - improvement plan

4a) Pupils attendance overall is at least 97% with less than 10% persistent absence. (Lead is James Rielly)

Actions:

- Ensure whole school policy and practice is consistent with 'Working Together to Improve Attendance' DfE guidance.
- Continue to implement graduated approach to ensure accountability, support and challenge on individual children's attendance.
- Train ELSA on Emotionally Based School Avoidance (EBSA).
- Employ EBSA Wave 2 and 3 interventions where appropriate to support and improve the attendance of relevant children.

Impact (Autumn, Spring, Summer, On-going):

- Overall school attendance is at least 97%.
- Overall persistent absence is less than 10%
- Qualitative evidence of EBSA approaches making a difference.
- Evidence of continued graduated approach and use of Letter 1 to 4 and relevant meetings.

4b) All key stakeholders are thriving because they have a strong feeling of belonging at school. (Lead is James Rielly)

Actions:

- Establish solution circles to allow colleagues to learn from one another, addressing concerns early and empowering everyone to make a difference
- Crystallize the 'Downlands Way' as regards our way of working with high mobility and establish a bespoke policy on this important matter.
- Extend cultural special events beyond Nepal Day; Fiji Day; Armed Forces Day
- Continue to implement two-year cycle of assembly to promote the theme of belonging through high quality texts.
- Continue to embed House System.
- Promote and sustain clubs, teams and extra-curricular opportunities, ensuring equity of access.
- Initiate 'Love your school day' to allow parents to help out with school premises improvement projects
- School improvement projects: pond; mindfulness garden; outdoor PA system.
- Host adult education offer for parents.
- Develop Home School Agreement to foster shared agency in children's schooling.
- Develop new Home-School Communication policy.
- Instigate pupil-led School newspaper.

Impact (Autumn, Spring, Summer, On-going):

- Minutes of solution meeting outcomes are positive.
- Bespoke Mobility Policy is developed.
- Positive feedback from 'flash surveys' at cultural special events or school improvement moments.
- Pupil wellbeing surveys (Edurio 7 questions) show positive correlation across the year.
- Stakeholder surveys will describe a 'sense of belonging'.
- Home School Agreement is agreed and shared with community.
- Positive metrics in relation to vulnerable groups accessing extra-curricular activities.
- Parent survey illustrates positive impact of related actions as well as identifying constructive feedback for improvement.