



Downs Infant School: School Development Plan 2021-22 OVERVIEW

KEY ISSUE 1: Raise attainment in writing alongside embedding the core skills and strategies that make children effective readers and writers		
Milestone 1 – December 2021 Children engaged and motivated to write in all year groups	Milestone 2 – March 2022 Writing phonics attainment closely mirrors reading attainment	Milestone 3 – July 2022 NMM results higher than 2021
Summary evaluation: July 2022		
<p>Success in this area has been mixed. Strengths, particularly as a result of the dedicated work of the phonics leader, include:</p> <ul style="list-style-type: none"> • A well planned and structured phonics scheme that has been developed specifically for our pupils and which has been assessed against the accreditation criteria. • Evidence of pupils using phonics in writing as well as reading; independently making use of resources such as sound mats and demonstrating confidence in writing. • In spite of only a 58% pass rate for Y1, all year 1 staff report that pupils are more secure in working within their phase and that the 'borderline' (6.6% of children achieving 30/31 in the phonics screen) are very confidently working at that level. • YR pupils strong in phonics. • Y2 pupils made extremely high progress in phonics (including pupils who were still below the screen but made progress from their starting points) and we will be using this model in Y1 next year. <p>Areas still to develop:</p> <ul style="list-style-type: none"> • A similarly clear structure for the teaching of writing. • Ensure Y1 phonics screening results improve next year. • More opportunities for the phonics leader to coach and model effective teaching of phonics as well as monitor. 		

KEY ISSUE 2: Our curriculum, particularly for foundation subjects, reflects the needs of our community, and assessment is accurate and supports next steps for pupils and the school		
Milestone 1 – December 2021 Autumn Term curriculum meets the needs of the school community including re-planning units where necessary.	Milestone 2 – March 2022 Subject leaders are able to access Tapestry assessments	Milestone 3 – July 2022 Subject leaders' action plans for 2021-2022 are based on triangulated data
Summary evaluation: July 2022		
<p>As a result of the leadership of the AHT (C), subject leadership has been transformed this year. All subject leaders have had the opportunity to be supported in understanding the requirements of the OFSTED framework for curriculum leaders and all have been able to collect a range of evidence about their subject in the school. Actions have been taken as a result of monitoring activities, and subject leaders can talk with knowledge and passion about the impact of the curriculum in their subject area. Pupil voice and observation has been an important part of this work and pupil attainment in the foundation subjects is high and has been demonstrated in a range of ways including through their talk and their play. Consideration has been given to embedding this, and ensuring sustainability, and a plan is in place for September. Challenges next year include the impact of staff changes which have led to the loss of the entire maths team and so this has been put on the SDP for 2022-23.</p>		

KEY ISSUE 3: Post-Covid wellbeing and learning is supported for children through opportunities to develop through play so that children demonstrate the characteristics of effective learning, and for adults by considering workload as well as mental health and wellbeing		
Milestone 1 – December 2021 Curriculum plans for all year groups identify opportunities for areas which can be developed in continuous provision, and environments are resourced appropriately	Milestone 2 – March 2022 Children in Year 1 and Year 2 demonstrate their learning through play across a range of subjects and staff survey/governor monitoring reports positively on staff wellbeing	Milestone 3 – July 2022 Pupils are observed to be independent in their use of the learning environment and actively seek challenge
Summary evaluation: July 2022		
<p>The AHTs have worked tirelessly and in the face of professional challenge and sometimes opposition, to develop a series of learning environments that meet the needs of all our pupils. This has at times been described as 'brave' by other school leaders, but also as positive and necessary, particularly by professionals with an expertise in social, emotional and mental health and SEND. This work included developing the classrooms and outside environments, and creating a parallel environment in the Hive. Professional development in this area has been a strength and has</p>		

included staff from across the school participating in online training from EYFS and CP professionals, bespoke consultation with 'Early Excellence', research into effective practice in other schools, development of networks of schools, coaching especially for TAs, and collaborative professional working, especially with the EYFS and Y1 leaders.

Subject leader evaluation has found strong evidence of pupils' learning, particularly in the foundation subjects, in their play. Pupils' behaviour for learning has been observed to be effective, particularly in their attitude to the Y2 SATs and when they face challenges in their learning. Working in this way has also supported SLCNs, which have been spectacularly under resourced and supported by the LA, in spite of the very clear need, post-pandemic, particularly in the EYFS. There are no children exhibiting 'emotionally based school refusal' at this point requiring support. Staff voice indicates that the coaching support aspect of CPD has been welcomed and effective.

Adult workload has been considered throughout the year and there are some positive numbers from the June 2022 staff survey as compared with the January staff survey.

Next steps:

Ensure that the leadership of the school are able to confidently articulate how the work on learning behaviours underpins other subject specific learning, and how our curriculum, delivered in this way, is more ambitious for our children than one which is narrowly knowledge focused.

KEY ISSUE 4: All school education professionals are familiar with the new EYFS and what it means for their teaching so that progression is supported throughout the school

Milestone 1 – December 2021 All teachers and support staff have had training on the new EYFS	Milestone 2 – March 2022 All subject leaders consider the new EYFS in planning and progression	Milestone 3 – July 2022 Reception staff are confident in their judgements about the EYFS ELGs and Y1 staff are confident about next steps
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Summary evaluation: July 2022

The EYFS leader and the AHT(C) have worked closely together to understand the changes and this has been shared with the EYFS team so that they have been confident in adapting the planning and in assessments. Together with the AHT(I) they have developed a suite of documents which support staff's understanding of typical progression in play behaviours which has enhanced the use of CP to deliver the EYFS framework and, with the support of KS1 year leaders, this has been rolled up into KS1 to ensure there is no drop off once children leave EYFS.

All subject leaders have included the EYFS as part of their monitoring and planning work and can talk confidently and knowledgeably about the foundations of their subjects in Reception.

79% of Reception pupils achieved GLD and information on their assessments is now available to all staff through use of Insight.

KEY ISSUE 5: Systems for supporting pupils with SEND are effective so that pupils with SEND make good progress and genuine inclusion is achieved, particularly where intersectionality threatens to multiply disadvantage and place pupils' outcomes at risk.

Milestone 1 – December 2021 Allocations of adult support for pupils with SEND are made based on need and staff have appropriate experience and/or training.	Milestone 2 – March 2022 Interventions for pupils with SEND are effective and having impact.	Milestone 3 – July 2022 Pupils with SEND have made good progress from their starting points, and are included in the school positively.
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Summary evaluation: July 2022

The AHT(I) has taken a strategic approach to developing provision for SEND which goes beyond allocating individual support and takes account of the challenging context of meeting high needs within a mainstream school as well as the unintended consequence for some pupils such as learned helplessness and dependence. The SEN team have been supported in the development of their skills by access to training (mainly online), regular team meetings and the opportunity to shadow each other. High quality interventions, particularly on early reading, using the Better Reading Partner model, Speechlink, sensory circuits and 'just right' have supported pupils with SEND to make good progress from their starting points. This is evidenced in reports from professionals, in IEP targets and in exit data from BRP. Throughout the year teachers have been supported to develop their relationship with pupils with SEND while the SEN team deliver interventions to 'school support' pupils, also allowing a greater number of pupils to access this provision, while inclusion of children with more complex needs is enhanced.

This work is leading into the development of the Hive which is a major piece of work in next year's SDP.