



# Downs Infant School: School Development Plan 2022-23 OVERVIEW



<b>KEY ISSUE 1: Ensure the needs of all pupils are met through strategic use of resources allocated to the school for SEND and disadvantage.</b>		
<p><b>Milestone 1 – December 2022</b> Use of sensory circuits is established within the Hive so that children are learning the strategies they need to help them regulate and engage with learning. School leaders engage with PILL to better understand SEND and disadvantage in our family of schools.</p>	<p><b>Milestone 2 – March 2023</b> Pupils with SEND who are making use of the Hive are able to apply strategies taught in the Hive to the classroom, so that they can self-regulate and engage with learning. All staff have had training on SEND/Disadvantage as part of PILL.</p>	<p><b>Milestone 3 – July 2023</b> Pupils with SEND make good progress towards their EHCP outcomes, are included in their classes, and other data (e.g. behaviour logs) indicates their needs are being met. The needs of disadvantaged pupils are understood and met so they make good progress.</p>

<b>KEY ISSUE 2: Introduce and embed a coaching approach to staff development so that staff are supported to become reflective practitioners and be able to access their personal resources for the benefit of the pupils in the school, and their own sense of professional purpose and personal wellbeing.</b>		
<p><b>Milestone 1 – December 2022</b> Coachees are identified and have regular time built into the school day to meet with their coach. Staff have opportunities to incorporate moral purpose into their professional work through engagement with curriculum development (e.g. climate literacy, decolonisation).</p>	<p><b>Milestone 2 – March 2023</b> Coaching vocabulary and questioning is used beyond the coaching sessions. Teachers are reflective about what and how they are doing things to improve their classroom practice and leadership of subjects/year groups.</p>	<p><b>Milestone 3 – July 2023</b> Coaching cycle is completed and some coachees are becoming coaches so as to spread the model to more members of staff including TA's. Staff are able to identify how their work contributes to wellbeing for self, pupils and planet.</p>

<b>KEY ISSUE 3: Establish a clear pedagogy for the teaching of writing throughout the school, based on the Talk 4 Writing approach so that children have good educational outcomes in writing.</b>		
<p><b>Milestone 1 – December 2022</b> English leaders and T4W project team have initial training, carry out a trial, and whole staff INSET training is completed.</p>	<p><b>Milestone 2 – March 2023</b> All year groups have taught 2 talk4writing units.</p>	<p><b>Milestone 3 – July 2023</b> Pupils' writing shows evidence of impact of carefully targeted planning linked to assessment through cold write tasks.</p>

<b>KEY ISSUE 4: Leadership: A) Embed subject leadership so that a self-sustaining model supports continuous curriculum development and strong learning outcomes for pupils. B) Establish strong Maths subject leadership to reflect staffing changes. C) Enhance diversity within the FGB.</b>		
<p><b>Milestone 1 – December 2022</b> Half term focus subjects are identified and subject leaders are clear about ongoing expectations. Maths team have taken on maths action plan drawn up with support from AHTs. Governing body considers diversity when recruiting new governors.</p>	<p><b>Milestone 2 – March 2023</b> All subject leaders will have engaged with subject leadership training through the National College. Maths team are able to confidently describe the strengths and areas for development for their subject. Governors undertake training on diversity.</p>	<p><b>Milestone 3 – July 2023</b> All subjects will have delivered PDM and a subject roundup to parents. All subject leaders will have completed their subject leadership training with the National College. Impact of maths teaching can be identified by maths leaders. Governors review the make up of the FGB.</p>



## Downs Infant School: School Development Plan 2022-23



<b>KEY ISSUE 1:</b> Ensure the needs of all pupils are met through strategic use of resources allocated to the school for SEND, PP etc.		
<b>Rationale for Key Issue 1:</b> 1) Making effective use of resources 2) Meeting needs of increasing number of EHCPs (6 at beginning of 2021-22, 12 at the end of 2021-22, 13 at the beginning of 2022-23) 3) Developing independence and self regulation for SEND pupils.	Allocated Budget for Key Issue 1: £3,000 Linked Governors: Tony Fallowfield (SEN), Sarah Digon (CP), Anita Bullock (PP)	
<b>FIRST REVIEW:</b> December 2022	<b>SECOND REVIEW:</b> March 2023	<b>THIRD REVIEW:</b> July 2023
<b>Milestone 1 – December 2021</b> Use of sensory circuits is established within the Hive so that children are learning the strategies they need to help them regulate and engage with learning. School leaders engage with PILL to better understand SEND and disadvantage in our family of schools.	<b>Milestone 2 – March 2022</b> Pupils with SEND who are making use of the Hive are able to apply strategies taught in the Hive to the classroom, so that they can self-regulate and engage with learning. All staff have had training on SEND/Disadvantage as part of PILL.	<b>Milestone 3 – July 2022</b> Pupils with SEND make good progress towards their EHCP outcomes, are included in their classes, and other data (e.g. behaviour logs) indicates their needs are being met. The needs of disadvantaged pupils are understood and met so they make good progress.

Objectives and Actions to Address Key Issues RAG @ Review	Time Scale	Led by	Cost/Resources	How will this be evidenced?	Governors' evaluation questions and actions following governance visit	Success Criteria
Report to finance committee and the FGB on proposals. Time on Summer INSET to work with staff. Workshop with the families of children identified for Hive support.	Begin in Spring/ Summer 2022 and ongoing in Autumn 1.	JH	INSET time (May 2022).	Minutes of meetings. Parent voice.		Stakeholders (Governors, staff and parents) understand the vision.

Engage with external professionals to accurately assess pupils and place them into groups to access the Hive.	Summer 2022 and Autumn 1	JH	BHISS time.	Visit report forms. Allocations of pupils.		Pupils are in the correct group and making progress against IEP targets.
Engage with external professionals to understand best practice in relation to balance specialist provision in relation to mainstream classes.	Summer 2022 and Autumn 1	JH	BHISS time.	Visit report forms.		Class teachers demonstrate good relationships with their SEN pupils and take responsibility for their learning.
Commission training for school adults so that they can provide ongoing and regular support to within the Hive and the classrooms.	Autumn 1 and ongoing	JH	Cost of training courses TBC	CPD records. Pupil progress information (IEPs, Assessment)		Staff are confident in supporting learning and carrying out interventions. Pupils' needs are met.
Set up the Hive environment, making use of research and expertise.	Prior to Autumn 1, and review in Autumn 1	JH	Cost of resources: £2,000	Resources will be there.		Hive is set up and fit for purpose.
Organise staffing for the Hive and the school.	Prior to Autumn 1, and review in Autumn 1	JH	AHT time.	Staffing structure in place.		All staff have a clear vision of how the Hive supports SEN children, and children are well supported.
<b>Evaluation Term 1: DATE</b> <b>Governors Involved:</b> <b>Staff involved: JH</b> <b>Activities:</b> Examine resources, pupil voice, staff voice, behaviour logs, IEP targets, assessment data					<b>Implications for next term</b>	
<b>Objectives and Actions to Address Key Issues RAG @ Review</b>	<b>Time Scale</b>	<b>Led by</b>	<b>Cost/Resources</b>	<b>How will this be evidenced?</b>	<b>Governors' evaluation questions and actions following governance visit</b>	<b>Success Criteria</b>
<b>Evaluation Term 2: DATE</b> <b>Governors Involved:</b> <b>Staff involved: JH</b>					<b>Implications for next term</b>	

<b>Activities:</b> Examine resources, pupil voice, staff voice, behaviour logs, IEP targets, assessment data						
<b>Objectives and Actions to Address Key Issues RAG @ Review</b>	<b>Time Scale</b>	<b>Led by</b>	<b>Cost/Resources</b>	<b>How will this be evidenced?</b>	<b>Governors' evaluation questions and actions following governance visit</b>	<b>Success Criteria</b>
<b>Evaluation Term 3: DATE</b> <b>Governors Involved:</b> <b>Staff involved: JH</b> <b>Activities:</b> Review available end of year data					<b>Implications for next term</b>	

<b>KEY ISSUE 2:</b> Introduce and embed a coaching approach to staff development so that staff are supported to become reflective practitioners and be able to access their personal resources for the benefit of the pupils in the school, and their own sense of professional purpose and personal wellbeing.		
<b>Rationale for Key Issue 2:</b> Staff wellbeing survey highlighted a need to support staff in developing managing workload, supporting their wellbeing, and enabling career development. SLT who have made use of coaching sessions in 2021-22 have evaluated coaching as being useful for all of these. Training on wellbeing has drawn our attention to the need to ensure individual solutions for some of these issues, and coaching allows this totally bespoke approach. It also make use of individuals' strengths and develops them. In 2021-22 we put CPD on appraisal targets and began to work with staff on taking ownership of this, and coaching moves this to the next level. It is recognised that being engaged in work with moral purpose can support wellbeing and work on reviewing the curriculum in line with the council's climate and race equality policies can contribute to this.	Allocated Budget for Key Issue 2: Release time 1 day per fortnight £3,000 (NB 3 hours of this per week has now been included in the PPA cover 'in house' which is included in staffing). CPD. MH lead release time 1 day per term: £500	
	Linked Governors: HT PM team, Staff wellbeing team	
<b>FIRST REVIEW: December 2022</b>	<b>SECOND REVIEW: March 2023</b>	<b>THIRD REVIEW: July 2023</b>
<b>Milestone 1 – December 2022</b> Coachees are identified and have regular time built into the school day to meet with their coach. Staff have opportunities to incorporate moral purpose into their professional work through engagement with curriculum development (e.g. climate literacy, decolonisation).	<b>Milestone 2 – March 2023</b> Coaching vocabulary and questioning is used beyond the coaching sessions. Teachers are reflective about what and how they are doing things to improve their classroom practice and leadership of subjects/year groups.	<b>Milestone 3 – July 2023</b> Coaching cycle is completed and some coachees are becoming coaches so as to spread the model to more members of staff including TA's. Staff are able to

identify how their work contributes to wellbeing for self, pupils and planet.

Objectives and Actions to Address Key Issues RAG @ Review	Time Scale	Led by	Cost/Resources	How will this be evidenced?	Governors' evaluation questions and actions following governance visit	Success Criteria
Coachees are identified.	September	Kirsty/Hildi	None	List available		Coachees know who they are being coached by, and when.
Coaching time is planned into the school day.	July 2022	Hildi/Alison	None	Timetable		Coaching sessions happen.
Questionnaire to establish baseline.	September	Kirsty	AHT time	Questionnaire		We are able to evidence the impact.
Establishment of a climate strategy group of staff, pupils, parents and governors and they complete initial audits.	October 2022	Kirsty/Hildi	AHT and teacher release time	Group is up and running.		Audits are completed to understand the picture regarding our school and climate change.
Staff to engage with training on climate literacy and eco-anxiety.	November 2022	Kirsty/Hildi	PDMs	Timetabled PDMs.		Staff are able to begin looking at incorporating climate change and eco-anxiety learning into the curriculum.
Focus groups following up from staff survey.	October 2022	Aisha	Day supply	Minutes from meetings		Leadership better understand what feedback staff need re their work.
Wellbeing training for staff.	Autumn 2022	Phil	PDMs/cost of trainer	PDMs, staff wellbeing survey		Staff have continued support for their wellbeing practices. School develops a culture of talking positively about wellbeing practices.
<b>Evaluation Term 1: DATE</b> <b>Governors Involved:</b> <b>Staff involved:</b> AHTC, HT <b>Activities:</b> Staff wellbeing survey and follow-up					<b>Implications for next term</b>	
Objectives and Actions to Address Key Issues RAG @ Review	Time Scale	Led by	Cost/Resources	How will this be evidenced?	Governors' evaluation questions and	Success Criteria

					actions following governance visit	
<b>Evaluation Term 2: DATE</b> <b>Governors Involved:</b> <b>Staff involved: HT, AHTC</b> <b>Activities:</b>					Implications for next term	
<b>Objectives and Actions to Address Key Issues RAG @ Review</b>	<b>Time Scale</b>	<b>Led by</b>	<b>Cost/Resources</b>	<b>How will this be evidenced?</b>	<b>Governors' evaluation questions and actions following governance visit</b>	<b>Success Criteria</b>
<b>Evaluation Term 3: DATE</b> <b>Governors Involved:</b> <b>Staff involved: HT, AHTC</b> <b>Activities:</b> Review available end of year data and discuss action plans for next year					Implications for next term	

**KEY ISSUE 3: Establish a clear pedagogy for the teaching of writing throughout the school, based on the Talk 4 Writing approach so that children have good educational outcomes in writing.**

<b>Rationale for Key Issue 3:</b> Use of No More Marking for assessing writing in KS1 indicated that some areas of writing needed development, in particular, handwriting and spelling, both of which were developed in the past 2 years. Further examination of the writing curriculum revealed that there was a need to develop a clear progression schema for the teaching of writing and that staff CPD on writing had been neglected. SPP review and workshop 2020 revealed a need to review resources for consistency, and lockdown teaching created space to reflect on teaching sequencing and pedagogy esp for phonics.			Allocated Budget for Key Issue 3: £8,000 over 2 years for training and consultancy, £5,000 release time (10 days per term) NPQLL training for English leader (Release time as the qualification is currently free): £1,000 Linked Governors: Data team		
<b>FIRST REVIEW:</b> December 2022	<b>SECOND REVIEW:</b> March 2023		<b>THIRD REVIEW:</b> July 2023		
Milestone 1 – December 2022	Milestone 2 – March 2023		Milestone 3 – July 2023		

English leaders and T4W project team have initial training, carry out a trial, and whole staff INSET training is completed.	All year groups have taught 2 talk4writing units.	Pupils' writing shows evidence of impact of carefully targeted planning linked to assessment through cold write tasks.
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Objectives and Actions to Address Key Issues RAG @ Review	Time Scale	Led by	Cost/Resources	How will this be evidenced?	Governors' evaluation questions and actions following governance visit	Success Criteria
Talk for writing partner is identified and training time-table established. Initial meetings take place.	By end Summer 2022	Hildi	Release time for English leads	Agreement in place.		Clear timetable for action.
Training for project team.	27 Sept 2022	Alison	Release time for project leaders	Training happens		Project leaders carry out their initial project.
INSET for all staff on T4W.	31 October	External provider – Alison	INSET	Staff are trained – evaluation		Al year groups teach a T4W unit.
<b>Evaluation Term 1: DATE</b> <b>Governors Involved:</b> <b>Staff involved:</b> English Team <b>Activities:</b>					<b>Implications for next term</b>	
Objectives and Actions to Address Key Issues RAG @ Review	Time Scale	Led by	Cost/Resources	How will this be evidenced?	Governors' evaluation questions and actions following governance visit	Success Criteria

<b>Evaluation Term 2: DATE</b> <b>Governors Involved:</b> <b>Staff involved:</b> English Team <b>Activities:</b>					<b>Implications for next term</b>	
<b>Objectives and Actions to Address</b> <b>Key Issues RAG @ Review</b>	<b>Time Scale</b>	<b>Led by</b>	<b>Cost/Resources</b>	<b>How will this be evidenced?</b>	<b>Governors' evaluation questions and actions following governance visit</b>	<b>Success Criteria</b>
<b>Evaluation Term 3: DATE</b> <b>Governors Involved:</b> <b>Staff involved:</b> English Team <b>Activities:</b> Discussion and review of data					<b>Implications for next term</b>	

**KEY ISSUE 4: Leadership:** A) Embed subject leadership so that a self-sustaining model supports continuous curriculum development and strong learning outcomes for pupils. B) Establish strong Maths subject leadership to reflect staffing changes. C) Enhance diversity within the FGB.

<b>Rationale for Key Issue 4:</b> During 2021-22 the school introduced a framework for foundation subject development which transformed leaders at all levels' understanding of the implementation and impact of these subjects. Subject leaders have been through this process with a high level of support from senior leaders, and the next step is to begin to embed this practice and put subject leaders into the driving seat for sustainability. The make up of the maths team has been impacted by staff changes. Looking at diversity in the governing body is an important part of the council's racial equality work and the school's equalities objectives. It is difficult to make changes to the staff leadership as this is a long term project so attempting it in the governing body which has more turn over is a good start.	Allocated Budget for Key Issue 4: 1 day per fortnight cover £2,635 Leadership training: £150 x 10 £1,500 (Certificate in Subject Leadership) Linked Governors: Curriculum, HT PM team
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<b>FIRST REVIEW: December 2022</b> Milestone 1 – December 2022 Half term focus subjects are identified and subject leaders are clear about ongoing expectations. Maths team have taken on maths action plan drawn up with	<b>SECOND REVIEW: March 2023</b> Milestone 2 – March 2023 All subject leaders will have engaged with subject leadership training through the National College. Maths team are able to confidently describe the	<b>THIRD REVIEW: July 2023</b> Milestone 3 – July 2023 All subjects will have delivered PDM and a subject roundup to parents. All subject leaders will have completed their subject leadership training with the
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support from AHTs. Governing body considers diversity when recruiting new governors.	strengths and areas for development for their subject. Governors undertake training on diversity.	National College. Impact of maths teaching can be identified by maths leaders. Governors review the make up of the FGB.
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Objectives and Actions to Address Key Issues RAG @ Review	Time Scale	Led by	Cost/Resources	How will this be evidenced?	Governors' evaluation questions and actions following governance visit	Success Criteria
Focus subject timetable is in place.	By end Summer 2022	Kirsty	None	Focus subject timetable is in place.		Subjects are all given appropriate release time and focus to ensure a broad and balanced curriculum is being taught which impacts on pupil outcomes.
Subject leaders are introduced to changed expectations.	Summer 2022	Kirsty/Hildi	INSET time	Subject leaders documentation and expectations.		All subject leaders clear about expectations so that the monitoring cycle continues and is self sustaining.
AHTs meet with maths team to share action plan.	September 2022	Jon	Release time – in the timetable	Maths team have action plan.		Continuity in maths leadership as well as awareness of previously identified gaps.
Subject leaders are introduced to the National College training.	September 2022	Hildi	£1,500	National College membership.		Subject leaders have access to high quality training which enhances their understanding of the role and skills them up to have impact.
NPQLL training identified: Person and trainer.	September 2022	Hildi/Alison	£1,000	NPQLL for a member of staff		English leadership is strengthened and evidence based.
Governor self assessment includes evaluation of diversity.	September 2022	Gill/Hesione				Governor self assessment includes diversity as an important aspect.
<b>Evaluation Term 1: DATE</b> <b>Governors Involved:</b> <b>Staff involved:</b> Subject Leaders, AHTA <b>Activities:</b>					<b>Implications for next term</b>	
Objectives and Actions to Address Key Issues RAG @ Review	Time Scale	Led by	Cost/Resources	How will this be evidenced?	Governors' evaluation	Success Criteria

					questions and actions following governance visit	
<b>Evaluation Term 2: DATE</b> <b>Governors Involved:</b> <b>Staff involved:</b> Subject leaders, AHTA <b>Activities:</b>					Implications for next term	
<b>Objectives and Actions to Address Key Issues RAG @ Review</b>	<b>Time Scale</b>	<b>Led by</b>	<b>Cost/Resources</b>	<b>How will this be evidenced?</b>	<b>Governors' evaluation questions and actions following governance visit</b>	<b>Success Criteria</b>
<b>Evaluation Term 3: DATE</b> <b>Governors Involved:</b> <b>Staff involved:</b> Subject leaders, AHTA <b>Activities:</b>					Implications for next term	

Total budget: £21,500