



Downs Infant School: School Development Plan 2022-23 OVERVIEW



KEY ISSUE 1: Ensure the needs of all pupils are met through strategic use of resources allocated to the school for SEND and disadvantage.		
<p style="text-align: center;">Actions Milestone 1 – December 2022</p> <p>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 style="text-align: center;">Actions Milestone 2 – March 2023</p> <p>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. SLT have training on SEND/DA.</p>	<p style="text-align: center;">Impact – July 2023</p> <p>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>

KEY ISSUE 2: Introduce the ‘My City My World’ project so that pupils, governors, staff and the wider school community are able to contribute to and benefit from sustainability, climate change and environmental education in Brighton and Hove and staff develop their own sense of professional purpose and personal wellbeing in this area.		
<p style="text-align: center;">Actions Milestone 1 – December 2022</p> <p>Strategy group is established and staff have been introduced to the project.</p>	<p style="text-align: center;">Actions Milestone 2 – March 2023</p> <p>Vision has been established and shared with the school community. Eco anxiety training for staff.</p>	<p style="text-align: center;">Impact– July 2023</p> <p>Working party are able to assess the next steps for the project. Project is fully launched to families.</p>

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.		
<p style="text-align: center;">Actions Milestone 1 – December 2022</p> <p>English leaders and T4W project team have initial training, carry out a trial, and whole staff INSET training is completed.</p>	<p style="text-align: center;">Actions Milestone 2 – March 2023</p> <p>All year groups have taught 2 talk4writing units.</p>	<p style="text-align: center;">Impact– July 2023</p> <p>Pupils’ writing shows evidence of impact of carefully targeted planning linked to assessment through cold write tasks.</p>

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.		
<p style="text-align: center;">Actions Milestone 1 – December 2022</p> <p>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 style="text-align: center;">Actions Milestone 2 – March 2023</p> <p>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 style="text-align: center;">Impact– July 2023</p> <p>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



KEY ISSUE 1: Ensure the needs of all pupils are met through strategic use of resources allocated to the school for SEND, PP etc.		
Rationale for Key Issue 1: 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)
FIRST REVIEW: December 2022	SECOND REVIEW: March 2023	THIRD REVIEW: July 2023
Milestone 1 – December 2021 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.	Milestone 2 – March 2022 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.	Milestone 3 – July 2022 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.	Governors have observed the Hive in action as well as other children at risk of not achieving their potential, incl in streamed phonics. In phonics, governors saw teaching that was	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.		Pupils are in the correct group and making progress against IEP targets.

				Allocations of pupils.	<p>'fun', 'fast-paced', 'pitched to the level of the children' and engaging. Children moved swiftly and calmly to their groups. In the Hive During the session, the children have the opportunity to take part in creative activities, spend time in the sensory corner and play games. We witnessed two children playing Jenga together. They played well and encouraged each other, laughing when the tower final fell down. The HIVE team communicate regularly with the pupils' class teachers in order to ensure a consistency of learning between the two settings. There is some centralised teaching, where pupils have a chance to revisit the work that has been taught in their class, although we were not able to see this as it had happened before the visit.</p>	
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.

					Some questions were asked about the transitions in and out of the Hive.	
Evaluation Term 1: October 13 2022 Governors Involved: Gill, Tony, Carrie, Jalia Staff involved: JH Activities: Examine resources, pupil voice, staff voice, behaviour logs, IEP targets, assessment data					Implications for next term Consider transitions in and out of the Hive. Continue to monitor very carefully the impact of phonics teaching and its delivery. Manage the change of leadership effectively.	
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
Transition leadership of SEND to Acting INCO.	Spring Term	AF	HT to support Acting INCO.	EHCP applications are submitted for the pupils previously identified. Hive pupils make progress against outcomes.	Governors observed office procedures for attendance and recommended a joint approach with DJS. Hive team have had training on CP and they have also had a conversation with FODIS to help with accessing more outside space by having a permanent fence that demarcates off the space (currently, they are using the equipment that was being used for gate closure	SEND provision continues to be led well under the Acting INCO.
All school adults in classrooms have had training in de-escalation strategies which will support pupils who find transitions and other 'demands' challenging.	INSET	Maybo trainers	Time to write action plan (HM).	Incident numbers and severity reduce.		DIS continues to be an inclusive school where all pupils are supported to feel safe.
Referrals are made, and support services are engaged so that highly complex pupils have their needs met with appropriate support outside the school. Work with our EP to provide reflective space for staff supporting these pupils.	Spring Term	AF	Time to engage with the BAP. Use existing support services and review effectiveness	Incident numbers and severity reduce.		DIS continues to be an inclusive school where pupils with complex needs can have their needs met appropriately (this may include helping them towards a more appropriate placement).

			when setting budget.		for the school street). The permanent fence would allow them to introduce more items into CP like water play for learning science, which is difficult to do within the current inside space. Some parent/carers of children with SEND who have been challenged on safeguarding have not been happy with the school, one has removed their child to be home educated, an other has been supported to keep their child at DIS. Hive is working very well as a sanctuary however, some children are finding applying the skills a challenge and there is concern about the number of transitions in and out. Hive needs to be reviewed to ensure it is the right model next year.	
Staff training from BHISS offer.	Spring and Summer Terms	AF	Training is part of out package but we may need to pay additional hours.	Staff have appropriate training.		Staff are confident in meeting SEN needs. Parents are satisfied with the provision for SEND pupils.
Develop Hive staff expertise in working with CP.	Spring Summer Terms	KC	Regular meetings. Construction area developed (£200?)	Staff have appropriate training.		Pupils make appropriate progress and develop the characteristics of effective learning.
Address pupil premium attendance and punctuality. Thorough analysis with office team of individual needs, combined with research on this area. Develop an attendance toolkit and share with governors.	Spring Term	HM plus office team	Time for HT to work with office.	Improved attendance and punctuality.		Pupil premium children are in school and accessing learning.
Evaluation Term 2: Feb 2023 Governors Involved: all Staff involved: AF/HM/Office					Implications for next term Review the Hive and create action plan for next year. Continue to work with other schools on	

Activities: Examine resources, pupil voice, staff voice, behaviour logs, IEP targets, assessment data					attendance. Develop strategy for PP and DA based on solid understanding and assessment.	
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
Incorporate PP and attendance into the Power Planning tool.	Monthly	HM	None	Actions carried out, better data and understanding of the issues.		Shared attendance policy is in place for September. New strategy for PP developed in September. Evidence based interventions/approaches are used.
Review Hive with the Hive team and INCo.	June half term	HM/AF	None	Action plan		Hive continues to be effective at what it does best and can be adapted to ensure it continues to meet the needs of the pupils at DI.
Evaluation Term 3: June 2023 Governors Involved: All Staff involved: AF/HM Activities: Review available end of year data, visits to classrooms and Hive, review action plan, discussion with school leaders					Implications for next term	

KEY ISSUE 2: Introduce the 'My City My World' project so that pupils, governors, staff and the wider school community are able to contribute to and benefit from sustainability, climate change and environmental education in Brighton and Hove and staff develop their own sense of professional purpose and personal wellbeing in this area. Continue to support staff wellbeing and integrate this with the mental health strategy for the school.

Rationale for Key Issue 2: Brighton and Hove have made a commitment to empowering children to be change-makers in the area of sustainability and climate change. We know that the environment is an area of concern for pupils, and can contribute to anxiety. We understand the urgency of embedding sustainable and green lifestyle choices and habits. The impact of the rising cost of living on our families and our school means that greener practices will also support economic well-being for our community.	Allocated Budget for Key Issue 2: Release time 1 day per fortnight for project leads £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. Linked Governors: HT PM team, Staff wellbeing team, OCOW team.
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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.		
FIRST REVIEW: December 2022	SECOND REVIEW: March 2023	THIRD REVIEW: July 2023
Actions Milestone 1 – December 2022 Strategy group is established and staff have been introduced to the project.	Actions Milestone 2 – March 2023 Vision has been established and shared with the school community. Eco anxiety training for staff.	Impact– July 2023 Working party are able to assess the next steps for the project. Project is fully launched to families.

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
Establishment of a climate strategy group of staff, pupils, parents and governors and they complete initial audits.	October 2022	GC/YM/Hildi	Teacher release time	Group is up and running.	OCOW was not a focus at the visit but Tony and Gill attended the climate change conference and training with the school project leads. Governor wellbeing group met with focus groups and looked particularly at in particular at feedback, communication and training and development. The group made some recommendations about training, particularly for TAs.	Audits are prepared to understand the picture regarding our school and climate change.
Staff to engage with training on climate literacy and eco-anxiety.	November 2022	GC/YM/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.

Use of instructional coaching model to develop staff expertise in teaching phonics.	Autumn 2022	HM/AH	Cost of training £600	Phonics data, staff feedback		Phonics data is improving. Consistency is evident in drop ins.
Evaluation Term 1: October 13 2022 Governors Involved: Gill, Tony, Anita, Jalia, Aisha Staff involved: HT Activities: Staff wellbeing survey and follow-up					Implications for next term Consider how to follow up the findings from the focus groups, particularly once AHT(C) returned to work and can support staff development. This was initially to be part of this area of the SDP before her diagnosis.	
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
Training for staff on CP, coaching used to support staff.	Spring 2023	KC	TA time, teacher time and AHT time	Staff have training, staff voice	See above for comments on the Hive CP. Coaching now up and running although for small number due to capacity. Governors have been fully involved in the OCOW project.	Hive staff are able to use CP to deliver. Coaching begins again and staff are able to make use of this to develop their practice.
Vision for OCOW is shared with staff team and strategy group meet regularly.	Easter 2023	GC/YM	Half day per fortnight, PDM time	Vision is published		All staff understand the vision for this work.
Jonathan and Katie visit to support the project team in identifying next steps.	Jan 2023	GC/YM	Supply days	Next steps		Next steps are identified and planned for next term and the following year's SDP.
Audits completed.	Spring 1	Project team		Audit data		Baseline is understood so that impact of the work can be evaluated.
Eco anxiety training.	Spring 1	Project team	PDM	Training logs, materials		Staff understand the term eco-anxiety and have begun to engage with this in the school context.
Evaluation Term 2: Feb 2023 Governors Involved: Staff involved: HT, AHTC Activities: Meeting with HT, project leaders, reviewing training materials						Implications for next term Continuing to develop and support staff will be a challenge in the light of budgets. Second year of OCOW will need PDM/INSET investment particularly around curriculum development.
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	
OCOW project launched to children.	June 2023	GC/YM	Drone, Katie	Photos and videos on website		School community aware of the project, children excited about nature.
Apple alley revamped and being used – see the OCOW action plan for more details.	Summer 2	GC/YM FODIS	FODIS, DS	Apple alley used		Children are all able to access activity in Apple Alley.
Curriculum development.	Summer 2	KC to be involved	Summer 1 PDMs			Curriculum incorporates OCOW aims.
Evaluation Term 3: June 2023 Governors Involved: Staff involved: HT, AHTC Activities: Review available end of year data and discuss action plans for next year					Implications for next term Curriculum development for OCOW will be a big focus next year.	

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.

Rationale for Key Issue 3: 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
FIRST REVIEW: December 2022 Milestone 1 – December 2022 English leaders and T4W project team have initial training, carry out a trial, and whole staff INSET training is completed.	SECOND REVIEW: March 2023 Milestone 2 – March 2023 All year groups have taught 2 talk4writing units.	THIRD REVIEW: July 2023 Milestone 3 – July 2023 Pupils' writing shows evidence of impact of carefully targeted planning linked to assessment through cold write tasks.

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	Success Criteria
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					governance visit	
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.	KS1 data showed that writing continues to be a challenge with DIS data being below national-level data. The school has introduced Talk for Writing, which will allow for a structure to be developed for a more consistent approach to writing throughout the school. This structure will also make it possible to assess what progress in writing should look like. A project team has been constituted to spearhead this initiative.	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		All year groups teach a T4W unit. Pupil writing shows evidence of the impact of the teaching e.g. through clearly identified story openers, use of taught structures and language.
Evaluation Term 1: 13 October 2022 Governors Involved: Gill, Tony, Carrie, Jalia Staff involved: English Team/HT/AHT					Implications for next term Ensure that adequate time is given to embed and support training (linking this with the wellbeing	

Activities:					focus group's concerns about training). Look at practical considerations in embedding within the timetable.	
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
Project team planning sessions with external support.	Jan 2023	HM/AH	Part of Talk4Writing project costs	Planning in place Spring Term	Allison was passionate and empowered by the approach and it was clear that she felt everyone was now on the same page regarding teaching writing. Allison was able to clearly explain the method and show how it progressed onto the page. She explained the ability to extend work for faster learners and showed me work from a range of students. Allison felt this method suited all abilities. SPA has seen evidence of increased	Staff are increasingly confident and skilful at planning units of work and there is consistency developing across the school.
New members of the team are brought up to speed and can support where staff have left the school.	Spring 1	HM	Part of Talk4Writing project costs	New staff part of the team (NM, KC)		Team is working well and there are strong links across the school which supports development of clear progression.
INSET/PDMs are used to allow staff to work together on planning and to develop their understanding of the process.	Spring	HM	PDM time	Planning in place, staff feedback, drop ins and book looks.		Pupils writing improves as the teaching becomes more coherent.
Learning walk, book look and pupil voice and feedback to teachers about effectiveness of talk 4 writing.	Spring 1 and 2	Talk 4 writing team	PDM time, leadership time.	Consistency in evidence.		Pupils writing improves as the teaching becomes more coherent.

					stamina in writing.	
Evaluation Term 2: Feb 2023 Governors Involved: Staff involved: English Team Activities:					Implications for next term	
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
Establish a reading spine for the school.	Summer	KC	£400	Books in classrooms		There is a clear progression in the texts children are exposed to to support their writing.
Project team visit a Talk 4 Writing school to see it in action.	June 2023	HM/Project team	Travel to St Leonards, supply x4	Report and improvements in practice		Expectations for writing are raised even higher and model texts next year reflect that and promote high quality writing.
Evaluation Term 3: DATE Governors Involved: Staff involved: English Team Activities: Discussion and review of data					Implications for next term Continue to embed T4W in the school and link topics and texts to the OCOW where possible. Embed the reading spine to support this.	

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.		
Rationale for Key Issue 4: 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
FIRST REVIEW: December 2022	SECOND REVIEW: March 2023	THIRD REVIEW: July 2023

<p>Milestone 1 – December 2022</p> <p>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>Milestone 2 – March 2023</p> <p>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>Milestone 3 – July 2023</p> <p>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>
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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.	<p>Having a half termly focus on each of the foundation subjects ensures that these subjects remain valued, refreshed and on the agenda of each year group. Having a member of staff to oversee each subject means that the school can be confident that every foundation subject remains valid and important to the school and in turn ensures a</p>	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	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.
Governor self assessment includes evaluation of diversity.	September 2022	Gill/Hesione				Governor self assessment includes diversity as an important aspect.
Maths leader sets out and clarifies teaching expectations and ensures access to resources (White Rose slide accessed through White Rose website	September 2022	Amy	Maths leadership time 1 x session per fortnight	Planning and teaching observations		All staff are confident about coverage and make use of agreed resources.

and taught in line with set out overview).					broad and balanced curriculum. At Governor days there are opportunities to observe these subjects and discuss the teaching of them with the subject leaders. Maths is standing item on the FGB agenda.	
Out door maths objective to be taught weekly.	December 2022	Amy	Maths leadership time 1 x session per fortnight	Planning and teaching observations		Observations of CP throughout the school show that support staff have a focus for maths when working with the children, and pupils are engaged with maths in the learning environment.
End of block maths assessments are established so that maths team and SLT can identify future areas for improvement.	December 2022	Amy/Hildi	PDM time, Insight	Insight data		Teachers are able to reflect on the assessment results to be able to spot patterns and make changes to their teaching. Leaders are able to take action to improve the quality of provision in maths where needed. Governors are able to monitor maths.
Introduce a half term fluency focus (Autumn 1 is counting forwards and backwards). Children to practice eg when lining up.	September 2022	Amy		Observations, increased fluency		Fluency has been identified as an area of weakness and this will be addressed.
Evaluation Term 1: 13 October 2022 Governors Involved: Tony, Gill, Carrie Staff involved: Subject Leaders, AHTA Activities:					Implications for next term Begin to review assessment data for maths.	
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
Ensure maths consistency across the school through observations and learning walks and establish consistency and non-negotiables.	Spring Term	Amy/SLT	1 session fortnightly or more if needed to see all teachers	Observation records, non negotiables in existence	Maths workshop was attended by 75% of families including most PP.	Maths will be taught with clear consistency and progression through the school.
Maths workshop for parents.	Spring Term	AF	Within directed time.	Presentation, meeting notes		Parents able to support at home.

Curriculum development continues with support from subject teams and KC.	Spring 1 and 2	KC	PDM time	Subject leaders' information	All subjects have had a focus half term. The gaps are in computing (technology).	Subject leaders are confident and curriculum is there.
Additional actions are on maths action plan						
Evaluation Term 2: Feb 2023 Governors Involved: Staff involved: Subject leaders, AHTA Activities:					Implications for next term Additional subject leader time for computing.	
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
Review maths planning and delivery.	Summer Term	AF	PDM time, learning walks	Report to governors, changes to planning		Planning in place for next year.
Computing subject lead to work closely with AHT on this curriculum.	Summer Term	KC/PJ	1 day supply, SL cover, chrome books	Chrome books up and running		Computing curriculum mapped out for next year.
Evaluation Term 3: June 2023 Governors Involved: Staff involved: Subject leaders, AHTA Activities:					Implications for next term There are some areas where Y1 feel they are rushing through the curriculum without consolidation and in discussion with Y2 it will be useful to take more time e.g. over $\frac{1}{4}$ and $\frac{1}{2}$ rather than moving to $\frac{3}{4}$ We can no longer afford the additional TA support for maths in the afternoons so timetabling will need to be looked at.	

Total budget: £21,500