



# IS EVERYONE THRIVING?

Together, we can make a difference and create a school where all our children can THRIVE.

We will identify the barriers, and act to remove them.

This will be through positive relationships, a shared understanding of high expectations and ensuring all children have the support to achieve those.





# Downs Infant School: School Development Plan 2023-24 OVERVIEW



<p><b>KEY ISSUE: Disadvantage:</b> Review our approach to disadvantage, focusing on the extent to which <b>all</b> children thrive in our school. Involvement of all stakeholders including developing clear roles for all staff and appropriate support and challenge from governors aligned with the strategy.</p>		
<p><b>Milestone 1 – December</b> Joint staff/governor INSET to look at assessment of school context and develop strategy. Agreed approach and actions incorporated into strategy and this SDP.</p>	<p><b>Milestone 2 – March</b> Staff are able to describe the ways in which disadvantaged pupils in their class are thriving.</p>	<p><b>Milestone 3 – July</b> Attainment for PP children in key areas identified in September INSET shows impact.</p>

<p><b>Strand 1: Attendance and behaviour</b> Aim: All children are attending school, or flexi-schooling, regularly, and they have the skills and attitudes needed to thrive. Lead: Hildi Mitchell, Headteacher</p>	<p><b>Strand 2: Our City, Our World</b> Aim: Implement our vision and strategy for the way in which Downs Infant School plays a part in the Our City Our World project. Greater involvement of all stakeholders and review of curriculum. Leads: Gabby Cornish (PSHE), Yvie Mason (Science), Kirsty Cargill (Curriculum)</p>	<p><b>Strand 3: English</b> Aim: Embed Talk 4 Writing. Codify teaching of reading and support through instructional coaching model. Roll out of Reading Spine. Engagement with parents and carers on English skills – see also Disadvantage Strategy. Lead: Alison Harrex, English Leader</p>
<p><b>Milestone 1 – December</b> Attendance and behaviour policies launched. Attendance compared with last year is better on all counts (Over-all, PA, groups analysis). Behaviour policy reviewed.</p>	<p><b>Milestone 1 – December 2023</b> Year group/subject teams have looked at the resources on the OCOW website and identified areas where changes can be made to 'green the curriculum' PLEASE NOTE THIS WILL BE COMPLETED AT JAN INSET</p>	<p><b>Milestone 1 – December</b> Final Talk 4 writing units are planned and taught (so we have a complete year). English lead and SLT research the teaching of reading.</p>
<p><b>Milestone 2 – March</b> Disadvantaged pupils are attending school and engaging with learning. Pupil voice tells us they feel they belong within our school community of learners. Behaviour incidents requiring SLT intervention are reduced compared to previous year and previous term.</p>	<p><b>Milestone 2 – March 2023</b> First units which have been greened have been taught and reflected on.</p>	<p><b>Milestone 2 – March 2023</b> Literacy lead and SLT have codified 'How we teach reading' and this is shared with all staff. NB this may be delayed due to change in SLT. Literacy lead coaches teachers on teaching reading.</p>
<p><b>Milestone 3 – July</b> Attendance is in line with National and Local comparators. Attendance for DA pupils is narrowed to less than 5% difference. Behaviour incidents requiring SLT intervention continue to fall, as do low-level incidents.</p>	<p><b>Milestone 3 – July</b> Planning in place for revised units.</p>	<p><b>Milestone 3 – July</b> Higher TA for reading and writing in Y1 and Y2. Greater percentage of PP children in Reception get the goal for Listening and Attention, Speaking, Comprehension, Word Reading and Writing.</p>



# Downs Infant School: School Development Plan 2023-24



<p><b>KEY ISSUE:</b> Disadvantage: Review our approach to disadvantage, focusing on the extent to which all children thrive in our school. Involvement of all stakeholders including developing clear roles for all staff and appropriate support and challenge from governors aligned with the strategy. This will include a continued focus on attendance which has emerged as a focus during the course of 2022-23.</p>						
<p><b>Rationale:</b> The challenges are greater than they have ever been. The Covid 19 pandemic increased gaps in attainment between disadvantaged pupils and their peers. Two very clear evidence based areas for work: Evidence from 2022-3 suggested that there was a delay in supporting persistently absent children's families particularly in reception while we worked on relationships and this needs to be reversed. TAs have been identified as important when properly trained to be effective – make use of appraisal – TAs to identify with appraiser what they can do to help children thrive in the classroom. Making use of strengths-based model as well as allowing development. Moving everyone from surviving to thriving.</p>					<p>Allocated Budget for Key Issue 1: PP Funding as per the PP Strategy Document</p> <p>Linked Governors: Quality of Education group, Jalia Kangave (Diversity)</p>	
<b>FIRST REVIEW:</b> December		<b>SECOND REVIEW:</b> March			<b>THIRD REVIEW:</b> July	
<p>Milestone 1 – December Joint staff/governor INSET to look at assessment of school context and develop strategy. Agreed approach and actions incorporated into strategy and this SDP</p>		<p>Milestone 2 – March Staff are able to describe the ways in which disadvantaged pupils in their class are thriving.</p>			<p>Milestone 3 – July Attainment for PP children in key areas identified in September INSET shows impact.</p>	
<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>
Joint staff and governor INSET to develop strategy and identify actions.	Sept 23	HM	INSET	Paperwork from meeting	Governors have asked for the new PP strategy to be discussed in January FGB and for some	The SDP will be informed by collective understanding of the picture for disadvantaged pupils and their families and experience of school.
Immediate actions agreed at INSET – see below						

Effective use of learning partners – 1. Research, 2. Agree rubric, 3. Revisit questioning and review	Autumn Term	HM	PDMs	Rubric agreed and implemented	case studies of PP/SEN pupils. Quality of Education group looked at some examples of PP writing and governors talked to children including PP children during the KYSW visit.	All children will understand how to use learning partners. Learning partner work is effective in promoting learning outcomes for pupils and disadvantaged pupils are included in learning partner work.
Explicit rules and routines established for cloakrooms.	Autumn Term	HM	PDM	Routines in place		Cloakrooms are organised so that areas are safe and enable pupils to be ready for learning. Children have what they need for learning and are able to maximise learning time, especially following transitions.
Address parent/carer whatsapps and support parents and carers to have good relationships with the school and each other. Set up new class reps group. Research parent/carer feelings about relationship with school. Research effective partnership including the terms of address (PJ as part of appraisal).	Autumn Term	HM	Headteacher time	Parents and carers report improved feelings about whatsapps.		Parents and carers will have a positive relationship with school and begin to trust school adults and each other so that they feel they belong. Parents and carers will understand where to go to find out information about school activities.
<b>Evaluation Term 1: 19/9, 11/10</b> <b>Governors Involved:</b> HT PM group, Quality of Education Group, Safeguarding governors <b>Staff involved:</b> HM, PJ <b>Activities:</b> Review data in FGB and Quality of Education Group, Safeguarding meetings.					<b>Implications for next term</b> Quality of questioning and language needs to be reviewed next term now that good habits regarding learning partners have been established. Some questions regarding access to books/technology have emerged in English discussions and these need to be considered in review of reading.	
<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:</b> <b>Governors Involved:</b> <b>Staff involved:</b> <b>Activities:</b>					<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 3:</b> <b>Governors Involved:</b> <b>Staff involved:</b> <b>Activities:</b>					<b>Implications for next term</b>	

<b>Strand 1: Attendance and behaviour.</b>						
Aim: All children are attending school, or flexi-schooling, regularly, and they have the skills and attitudes needed to thrive.						
Lead: Hildi Mitchell, Headteacher						
<b>Links to the key issue:</b> Attendance: PP 86%, non PP 95%; HALF of our persistently absent pupils were PP. Growing number of incidents requiring SLT intervention, restraint, or where pupils are at risk of exclusion.					Allocated Budget for Key Issue 2: See PP Strategy	
					Linked Governors: Quality of Education group, safeguarding governors	
<b>FIRST REVIEW: December</b>		<b>SECOND REVIEW: March</b>			<b>THIRD REVIEW: July</b>	
Milestone 1 – December Attendance and behaviour policies launched. Attendance compared with last year is better on all counts (Over-all, PA, groups analysis). Behaviour policy reviewed.		Milestone 2 – March Disadvantaged pupils are attending school and engaging with learning. Pupil voice tells us they feel they belong within our school community of learners. Behaviour incidents requiring SLT intervention are reduced compared to previous year and previous term			Milestone 3 – July Attendance is in line with National and Local comparators. Attendance for DA pupils is narrowed to less than 5% difference. Behaviour incidents requiring SLT intervention continue to fall, as do low-level incidents.	
<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</b>	<b>Success Criteria</b>

					<b>governance visit</b>	
Behaviour Policy is revised and launched with staff.	September INSET	Hildi Mitchell (HT)	INSET	Policy being used.	Governors asked about the teachers' phone calls home and how these are being experienced. It was felt this is a more supportive approach than the HT making calls. CPOMS logs reveal that early phone calls are effective in increasing the transfer of information and are being experienced positively. Behaviour policy review indicates that this is working more effectively for MOST pupils although there remains a group of very complex children who need something bespoke, The clarity in the new policy does support SLT to make decisions about	Staff are more confident managing behaviour. Fewer incidents requiring SLT. Fewer incidents requiring restraint.
HM to contact all PA families from 2022-23.	September	Hildi Mitchell (HT)	Time	Evidence of contact (CPOMs)		Families will be aware of the importance of attendance, the fact that it is being monitored and invited to discuss possible support needed.
Behaviour policy is reviewed and kept live.	Autumn 1	Hildi Mitchell (HT)	PDM	Minutes, staff voice, amendments to policy		Behaviour policy will be effective.
September holiday letters to be sent or discussed verbally with parents/carers	September	Hildi Mitchell (HT)	Staff time	Letters/CPOMS logs		Families will be aware of the importance of attendance, the fact that it is being monitored and invited to discuss possible support needed.
Attendance leaflet for parents.	Autumn Term	HM	Headteacher time	Parents are aware of the policy and using it		Parents and carers are aware of their responsibilities for attendance and support the school in raising attendance.
Teachers carry out new early action role in attendance policy, making early phone calls home to offer help and support. Teachers are set up with StudyBugs alerts to support this, and actions/contact with parents and carers is recorded on CPOMs.	Autumn Term	HM	INSET to introduce/scripts/ Notifications to staff	Phone calls are made and logged		Parents and carers know that their children's absence is noted and cared about. Parents and carers are able to pass on information and work with teachers to better meet the needs of pupils who have been absent, reducing the potential for pa.

					exclusions while ensuring that appropriate support is put into place for these children.	
<b>Evaluation Term 1: 19/9, 11/10, safeguarding meetings</b> <b>Governors Involved:</b> HT PM group, Quality of Education Group, Safeguarding governors <b>Staff involved:</b> HM, PJ <b>Activities:</b> Review data in FGB and Quality of Education Group, Safeguarding meetings. Regular updates regarding challenging behaviour.					<b>Implications for next term</b> Impact of early approach to attendance will need to be examined throughout the year.	
<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:</b> <b>Governors Involved:</b> <b>Staff involved:</b> <b>Activities:</b>					<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 3:</b> <b>Governors Involved:</b> <b>Staff involved:</b> <b>Activities:</b>					<b>Implications for next term</b>	



**Strand 2: Implement our vision and strategy for the way in which Downs Infant School plays a part in the Our City Our World project. Greater involvement of all stakeholders and review of curriculum.**

**Links to the key issue:**  
 Pupil voice indicates that our disadvantaged pupils have a less well developed understanding of the concepts of environment, bio diversity and climate change.  
 Seeing themselves as 'changemakers' through this work will enable all our pupils to be ambitious for their futures.

Allocated Budget for Key Issue 2: Access to OCOW website and support from the LA, premises budgets to make outside space usable, FODIS fundraising.

Linked Governors: Resources Committee, Health and Safety Link Governor, Quality of Education group

<b>FIRST REVIEW: December</b>	<b>SECOND REVIEW: March</b>	<b>THIRD REVIEW: July</b>
Milestone 1 – December Year group/subject teams have looked at the resources on the OCOW website and identified areas where changes can be made to 'green the curriculum' PLEASE NOTE THIS WILL BE COMPLETED AT JAN INSET	Milestone 2 – March First units which have been greened have been taught and reflected on.	Milestone 3 – July Planning in place for revised units.

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
Introduce next theme of Energy in assemblies	Autumn 1	HM	None	Assemblies	Pond area quote for fencing has been agreed which will enable this space to be used.	Children will understand the word energy in the context of climate. Will be able to say some things we use energy for and start to make the link with how much energy we use so that they take care to save energy in school.
Make the pond area safe so it can be used.	Autumn 1 and 2	HM/DS	Unknown at present	Pond will be able to be used		Pond is in use.
Apple alley outdoor learning sessions NB this is a continuation of Summer Term learning	Autumn 1	YM	Additional hours for YM	Sessions		Children will experience outdoor learning and other teachers will learn strategies and ideas to incorporate into their teaching.



First look at greening the curriculum with all subject leaders looking at the resources on the OCOW website as one of their appraisal targets.	Autumn 2	YM and GC	PDM	Plan in place		Curriculum supports learning about climate change.
<b>Evaluation Term 1: 2/11/23</b> <b>Governors Involved:</b> Resources Committee, Health and Safety Link Governor <b>Staff involved:</b> YM, GC, DS, HM <b>Activities:</b> Health and safety walks, OCOW strategy group					<b>Implications for next term</b> Next INSET will focus on reviewing the curriculum so governors will want to look at some examples of how the curriculum has been adapted and reviewed following that. New HT will need to continue assemblies on the OCOW themes.	
<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:</b> <b>Governors Involved:</b> <b>Staff involved:</b> <b>Activities:</b>					<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 3:</b> <b>Governors Involved:</b> <b>Staff involved:</b> <b>Activities:</b>					<b>Implications for next term</b>	

Strand 3: Second year of Talk 4 Writing project. Codify teaching of reading and support through instructional coaching model. Roll out of Reading Spine. Engagement with parents and carers						
<b>Links to the key issue:</b> Our disadvantaged pupils do less well academically than their peers and across the local partnership, in all phases, reading has been identified as an area where children are achieving less well than pre-pandemic. Its role in helping children access the wider curriculum has been well established. Talk 4 writing has been successful in many schools in supporting the development of children's language for writing, and this is particularly true for pupils who may not have had access to a literacy rich environment, who are new to English or who have SEND. Reading and language have both been identified as a barrier to PP achievement.					Allocated Budget for Key Issue 3: Linked Governors: Quality of Education Group	
FIRST REVIEW: December		SECOND REVIEW: March 023			THIRD REVIEW: July	
Milestone 1 – December Final Talk 4 writing units are planned and taught (so we have a complete year). English lead and SLT research the teaching of reading.		Milestone 2 – March Literacy lead and SLT have codified 'How we teach reading' and this is shared with all staff. NB this may be delayed due to change in SLT. Literacy lead coaches teachers on teaching reading.			Milestone 3 – July Higher TA for reading and writing in Y1 and Y2. Greater percentage of PP children in Reception get the goal for Listening and Attention, Speaking, Comprehension, Word Reading and Writing.	
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
Roll our Reading Spine to all year groups.	INSET Sept	AH	Already purchased	Reading spine in evidence in read aloud stories.	Noted that reading meeting for Reception parents and carers was well attended. Impact of T4W project seen in books and in talking to pupils. Handwriting and	Children will have access to a sequenced curriculum of quality texts which will support their learning in T4W.
Address writing presentation, handwriting and punctuation. Introduce red pen for punctuation and new English books in KS1.	INSET Sept and PDM Autumn 1	AH	Books already in budget, red pens for all staff	Book looks		Transcriptional aspects of writing will improve so that more children reach the expected standard at the end of the year in both Y1 and Y2.
Alison to take over the reading army to promote regular reading and reading for pleasure and ensure that children who are not reading regularly at home are being read with daily.	Autumn 1	AH	Release time for AH	Reading volunteers regularly in school		Pupils are reading regularly and making progress.

Involve parents and carers in reading – reading meetings for all year groups and creation of video resources to improve all adults’ interaction and effectiveness with pupils’ reading.	September and October	AH	Release time for AH	Meetings	presentation seen in books. Will new HT want to input into the teaching of reading? AH and HM to mainly research at this stage.	Adult interaction with pupils is effective in developing a love of reading, as well as skills and confidence to develop as a reader. Adults have a better understanding of the techniques of reading with children.
Research effective methods of teaching reading: Middle Street, Elm Grove, Saltdean, reading around the subject, Jo Tragenza.	Autumn Term	AH/HM	Release time this term	Body of research		Senior leaders have the knowledge required to make a decision on ‘this is how we teach reading’.
<b>Evaluation Term 1: 19/9, 11/10</b> <b>Governors Involved:</b> HT PM group, Quality of Education Group <b>Staff involved:</b> HM, PJ <b>Activities:</b> Quality of Education Group, Know Your School Well Visit (KYSW)					<b>Implications for next term</b> Continue research phase longer to allow new SLT to make decisions? Also take into account KC’s absence.	
<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:</b> <b>Governors Involved:</b> <b>Staff involved:</b> <b>Activities:</b>					<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 3:</b>					<b>Implications for next term</b>	

<b>Governors Involved:</b> <b>Staff involved:</b> <b>Activities:</b>	
--	--

## Maintenance Plan 2023-24

Objectives and Actions	Time Scale	Led by	Cost/Resources	How will this be evidenced?	Governors' evaluation questions and actions following governance visit	Success Criteria
Ensure phonics teaching continues to promote strong outcomes. English lead and SLT to monitor teaching. Regular assessments and reviews of groupings. Replanning where required. Parent workshops.	Fortnightly monitoring, half termly assessment. Annual workshops and more if needed.	Alison Harrex (English Lead)	English leader time	Phonics outcomes		Pupils will continue to make good progress and achieve in line with national on statutory assessments.
Build on training on Race and Diversity. Training for support staff. Continue to develop GARs teaching in the PSHE curriculum.	Autumn Term	Gabby Cornish (PSHE Lead)	Training time	Plans in place. Pupil and parent voice		All staff will be confident to teach the GAR school curriculum, to deal with and log prejudice based incidents, and will understand their duties under the equalities act as well as consider their own biases and privileges.
Subject leadership is sustained. Subject leaders monitor and support their subject. Subject leaders are able to identify areas for improvement and celebrate successes. Assessment is	Half Termly focus	Kirsty Cargill (Deputy Head)	Subject leaders time and PDMs	Plans in place, quality of teaching, subject leader monitoring		The curriculum at DIS continues to be broad, balanced and well sequenced so that children make good progress in all subjects.

continued and developed in all subjects.				schedules and PDMs		
<p>Maths continues to be developed at DIS, in particular:</p> <p>Planning which is robust and sequenced which also takes into account workload.</p> <p>Assessment is timely, useful and appropriate.</p> <p>Success of maths day at engaging parents and carers is built on.</p> <p>Fluency is addressed.</p> <p>Interventions for maths are evidence-based and effective through introducing 1<sup>st</sup> Class @ Number to the school.</p>	Fortnightly monitoring	Neil Cowley (Maths Lead)	Maths leader time	Maths outcomes, pupil voice, staff voice		Maths outcomes are good, and teachers in Y2 assess that pupils have strong and appropriate conceptual knowledge as well as the required fluency.
<p>SEN provision continues to meet the needs of the pupils, and they are well supported even with increasing pressures on the school. Carry out actions in HIVE/SEN review plan.</p>	Ongoing	Amy Flitton (INCo)	Hive resources, SEN resources in class, SENCo qualification for Amy.	EHCP outcomes, IEP outcomes, pupil and parent voice, staff voice. Incident logs.		SEN pupils make good progress from their starting points. They are included in the school, have friends and feel they belong. SEN pupils are able to use Just Right language to describe how they are feeling and tools to help them regulate – with help if needed.