



The Downley School Development Plan 20/21

Quality of Education	Behaviour and Attitudes
<ul style="list-style-type: none"> • To continue to develop a strong reading led curriculum through irresistible curriculum, skills builder and learning outside the classroom • To build opportunities for the children to develop skills for life that will take them into careers in the future 	<ul style="list-style-type: none"> • To use the school ethos, values and routines to support the children in their recovery and development post pandemic
Personal Development	Leadership and Management
<ul style="list-style-type: none"> • To provide a curriculum that is holistic and personalised to our children's needs in order to support the re engagement and re integration into school and learning 	<ul style="list-style-type: none"> • To support staff in the development of the new curriculum, learning styles and engagement with learning and teaching outside • Establish a staff team that supports each other and is stable over time • To support all children's learning and development but especially those with PP, SEND and EHCP
Early Years	
<ul style="list-style-type: none"> • To provide a curriculum that is holistic and personalised to the children's needs in order to support their development in the key areas of S&L, phonics reading PSED • To adopt and implement the new EY reforms 	

Summary Evaluation

School context:

Judged outstanding in October 2007
Interim judgement sent April 2011
Science quality gold mark 2019
Children's University lead for Buckinghamshire
Rights respecting school Bronze award 2020 Silver award has begun
Working towards therapeutic schools award, 3 NPQML and 2 NPQSI, NASENCO, Master's degree

Larger than average school 420 children 417 currently on roll
4.5% of children are entitled to free school meals
5.7% of children in receipt of pupil premium
3.5% Children with SEND
3.1% Children with EHCP
11.9% Children for which English is an additional language

National data is based on 2018/19 due to national lockdown. In house data comparisons are available

Areas for whole school development

- To provide a curriculum that is holistic and personalised to our children's needs in order to support the re engagement and re integration into school and learning
- To use the school ethos, values and routines to support the children in their recovery and development post pandemic
- To continue to develop a strong reading led curriculum through irresistible curriculum, skills builder and learning outside the classroom
- To build opportunities for the children to develop skills for life that will take them into careers in the future
- To support staff in the development of the new curriculum, learning styles and engagement with learning and teaching outside
- Establish a staff team that supports each other and is stable over time
- To support all children's learning and development but especially those with SEND and EHCP

Progress made since the last inspection

Key issue

Ensure pupils have good opportunities to respond to the comments on their work and are more involved in setting, and assessing their progress towards, sharper improvement targets.

Progress made

- Children are now being given live marking within a lesson whenever and wherever possible. This is supporting them in progressing within a lesson and reflection after a lesson
- We no longer mark books but highlight mark and are moving to photograph, and video observations as used within the foundation stage.
- Three termly reports are sent to parents/carers in which the children comment on what is going well and what they need to improve ensuring progression is shared and pupil voice is heard.
- Self-regulation and choices of levels of work are available in all lessons for the children to challenge their own knowledge and understanding. This also supports children meeting their potential through independent knowledge of their abilities and how to challenge themselves.

The quality of education

Curriculum intent, implementation, and impact: Quality of curriculum, quality of teaching, reading and achievement

2/1

Strengths

- A broad, balanced, and creative curriculum recognised by the science quality mark, rights respecting award and other achievements.
- An enriched curriculum which provides our children with a range of opportunities and learning experiences
- High quality teaching that is rarely than good and the use of expert teachers
- Outcomes that are consistently above the national figures and generally in line with FFT 20
- The quality of our reading and the ability to move our learning remotely

Areas for development**Intent**

To continue to develop the quality of our curriculum focussing particularly on the re engagement and reintegration of the children back into school and learning

Implement

- Implement a therapeutic curriculum that supports a trauma informed return to school. All staff to undertake a CPD in line with the therapeutic curriculum online. This will also further inform behaviour and antecedents for behaviours
- Learning environments that support the therapeutic curriculum and childrens ability to successfully return to a full curriculum. These will support self esteem and self-reflection

Impact

- Children can reintegrate into school and settle into a routine that supports learning.
- Children are settled and comfortable which supports their ability to access new learning and a

	<p>when in class and a greater use of learning outside the classroom for emotional wellbeing and inclusion</p> <ul style="list-style-type: none"> • Marking and feedback to change in line with Covid guidance. Highlight marking in books. In the moment marking or live marking to be given. Photographs and videos to show learning and be used for assessment. • Change the theme for irresistible curriculum for the term to mirror the return to school and give opportunities for the children to access • Provide a safe environment for the children so that they are not preoccupied with the pandemic whilst staying safe. Making hygiene etc routine for them all and normalising strategies for hygiene put in place (see risk assessment) 	<p>full curriculum without delay.</p> <ul style="list-style-type: none"> • Children to receive meaningful marking and steps to progress. Assessment to inform planning and identification of gaps in learning • For the children to reengage with the curriculum and quality central text. • Children to feel safe in the knowledge that the school is supporting them to stay safe and keep their families safe.
<p>To continue to build on and strengthen our learning outside the classroom and culture built around the power of nature in learning and its promotion of an inclusive educational resource.</p>	<ul style="list-style-type: none"> • Freedom to take lessons outside and have more frequent movement breaks. • Adaption of teaching styles, flexibility and planning to reflect the use of the outside environment and the impact it has on the children in terms of inclusion and concrete/ sticky learning. • Fluid timetables that are adapted to meet the needs of the children as well as support 	<ul style="list-style-type: none"> • Support the childrens well being in using the natural environment to support their mental health and wellbeing. • For inclusion outside the classroom to support the progress of all children in their return to learning. • All children to be engaged in learning at their

	<p>coverage of the curriculum. Planning to be evaluated and clearly marked where the timetable has been adapted due to reintegration and reengagement.</p> <ul style="list-style-type: none"> • Continuous provision to be extended across the whole school to support kinesthetic learning. • Outdoor spaces to be developed to allow greater opportunities for learning outside the classroom. Use of the Yurt, the Dell, the Broken Oak, the meadow and the new bus to provided exciting and inclusive learning spaces 	<p>own level and meeting their targets. Lessons to be tailored to concentration and ability of classes. As little learning time lost as possible.</p> <ul style="list-style-type: none"> • All children to have to opportunity of exploratory learning within their own environment and linked to QCT • All children ae able to explore and extend their learning in a variety of spaces both inside and out of the classroom
Use Skills Builder programme	<ul style="list-style-type: none"> • Insert skills builder into assessment to measure soft skills alongside KPIs and curriculum intent 	<ul style="list-style-type: none"> • Children to have and recognise the importance of soft skills and use them to improve learning outcomes
<p>Behaviour and attitudes Including attitudes in lessons and around the school, ethos, behaviour and conduct, contribution to school, attendance, exclusions, relationships and safety</p>		2/1
<p>Strengths</p> <ul style="list-style-type: none"> • Positive climate and attitudes to learning, including conduct in lessons and pride in presentation in books and work • Outstanding behaviour with a calm and purposeful atmosphere across the school • Children’s pride in the contributions they make to their school through a wide range of roles and responsibilities • Attendance is consistently 96% + • Persistent absence is constantly below national average figures 		
Areas for development		
Intent	Implement	Impact

<p>To use the school's ethos, values and routines to support children in their recovery and development post pandemic</p>	<ul style="list-style-type: none"> • Through the therapeutic curriculum set up a check in system for the children, this will provide them with opportunities to talk and share emotions and gain support with these. • Continue with the school values which run through all aspects of the school. Assemblies to promote the value of the month and be supported through every class and by every member of the school team. • Reintroduce the school's high standards and expectations within school. This includes behaviour within class ie learning behaviours and also behaviour around the school and beyond. • Further support to be provided by the setting up of a nurture group for identified children • Continuity of approach and safety to support children feeling safe within the school environment both educationally and from Covid 19. Daily briefings within Phases to support staff and communicate common or collective issues. Joint resolution/ learning from these. Sharing of expertise. • Therapeutic curriculum to support both staff and children to recognise antecedents for behaviours and resolutions. Whole schools ability to verbalise these and seek support 	<ul style="list-style-type: none"> • Pupil voice to be heard and support the transition back to school • Whole school involvement and continuity even when functioning within separate bubbles. Reconnection • Shared expectations for new and established staff. Review of the behaviour policy in line with Covid 19 • Identified children to receive extra support when referred • Whole school approach to supporting each other in order to achieve best outcomes. Concerns being addressed quickly and not impacting on progress and attainment • No impact on sickness and absence of staff and children so ensure no loss of learning and the ability to catch up
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<p>Be creative in finding ways for the children to fully engage with curriculum and quickly access all subjects</p>	<ul style="list-style-type: none"> • Development of the outdoor experience to support learning and develop the school's facilities to meet the needs of all curriculum areas. • Develop systems that support concentration of all children to achieve targets set. • Reengagement with the creative curriculum, building in oracy where possible to rebuild use of formal language through QCT and a love of reading. 	<ul style="list-style-type: none"> • Children to be aware of learning opportunities and use these to improve • Longer better learning, higher levels of motivation • Greater ability to recognise and use formal language related to text
<p>Personal Development Including personal development of children, experiences and opportunities, SMSC, pastoral support, British Values, equality and diversity, citizenship and wider contribution</p>		<p>2/1</p>
<p>Strengths</p> <ul style="list-style-type: none"> • The wide range of curricular and extracurricular experiences and the opportunities available to the children and the take up of these • SMSC embedded into in the life and ethos of the School • The range of strategies employed to provide pastoral support • The meaningful opportunities provided to the children to make a contribution and be active citizens 		
<p>Areas for development</p>		
<p>Intent</p>	<p>Implement</p>	<p>Impact</p>
<p>To build on the opportunities we give to children for career related learning in order to broaden their horizons, challenge stereotypes and raise aspirations</p>	<ul style="list-style-type: none"> • Theme for the term relating to accessing a range of text and use of these to learn, develop and grow. The importance of good skills within reading and writing to support future learning and aspirations. • Returning to school's high standards of achievement and building on progress to support the highest outcomes for all children through a full curriculum. • Continuing to develop a curriculum that challenges 	<ul style="list-style-type: none"> • Reintroduction of Irresistible curriculum to support excitement about and love of learning • High aspirations and ability to challenge themselves independently

	<p>stereotypes and promotes inclusion.</p> <ul style="list-style-type: none"> • Building of cultural capital within a rich multi-cultural school. • Use of Futures to support career development • Invitation of guests i.e. wheelchair sports to raise awareness of disabilities, religious leaders to speak about belief experts to support career choices. • Set up weekly Captain Tom Cup for children that have gone above and beyond to reach their goals 	<ul style="list-style-type: none"> • Develop the ability to recognise and promote equality • To be able to function successfully within their own communities and those of others. • Be open to opportunities and careers that may not usually be open to them • Ability to support and challenge prejudice. • Recognition and celebration for improvement
<p>Leadership and Management Including staff workload and wellbeing, community engagement, governance and safeguarding</p>		2/1
<p>Strengths</p> <ul style="list-style-type: none"> • Clarity of vision and direction, including a relentless focus on the children • A culture of high expectations and positive attitudes • An innovative programme of staff development, including research level NPQ qualifications, and expert teachers • Effective systems and structures, including dispersed leadership • A programme of community and global based engagement 		
<p>Areas for development</p>		
Intent	Implement	Impact
To provide further opportunities for leadership across all staff thereby providing CPD for staff whilst ensuring a collective approach to school development	<ul style="list-style-type: none"> • All leaders to be part of NPQ system • Subject leaders to take a leading role within staff meetings and monitoring 	<ul style="list-style-type: none"> • Provision of stronger leadership • Provision of a curriculum and education that builds on progression and

	<ul style="list-style-type: none"> • Use of a wide range of staff to take the lead on areas of development to build their knowledge and succession planning for the school 	<p>strong subject knowledge.</p> <ul style="list-style-type: none"> • Strengthen schools position and ability to continue to raise standards
<p>Induction of new staff to support standards of school. NQT's to receive successful mentoring within their first year of teaching</p>	<ul style="list-style-type: none"> • Staff handbook to be further developed to meet the needs of new or visiting staff in meeting the needs of the school and children • All NQTs to complete training to support meeting national expectations and teaching standards • Further development of SLT and SMT to lead their Phase and areas of responsibility which are recognised within performance management • Employment and deployment of staff to meet the needs of the children and be reactionary to their needs • Continue to work with other schools to support and share learning ie Chiltern Wood, Lea Manor, Wessex 	<ul style="list-style-type: none"> • Continuity for the children, staff and community • Teachers joining the profession being able to access and deliver the best quality learning and teaching • Outstanding education provided • Strong teachers that consistently deliver outstanding lessons • Build on reflective practice and share knowledge and experiences
<p>Governance of the school is secure and remains in touch with school during Covid and distance monitoring</p>	<ul style="list-style-type: none"> • Setting up of new routines in which communication and monitoring remains transparent and regular • Governors questioning is around school development and Covid appropriate • Safety of school and staff and wellbeing of all stakeholders is strong 	<ul style="list-style-type: none"> • Governance is strong and effective in the smooth running of school • Governors continue to challenge school as critical friends • Communication with school to support all stakeholders

	<ul style="list-style-type: none"> • Knowledge and understanding of government guidance and risk assessment in order for school to return safely and remain open • Schools development of distance learning is assessed and meeting the needs of the children and in line with government guidance • Safeguarding remains up to date and regularly monitored • Finance and impact of Covid is monitored and addressed 	<ul style="list-style-type: none"> • Safe return of school and safety of all stakeholders • Learning remains uninterrupted and of a high quality if school has to close • School remains safe and high quality safeguarding is maintained • Budget remains balanced and three year plan is evident. Covid to have minimum impact on future learning and teaching
<p>To support all children's learning and development but especially those with PP,SEND and EHCP</p>	<ul style="list-style-type: none"> • For all leaders to focus sharply on those children that fall beyond the norms through planning, teaching , assessing, and monitoring progress and attainment • Appoint new SENDCo providing specific training and induction into the role • Development of the outside environment to meet the needs of individuals and groups of the children inclusively through explorative and verbal opportunities. • Ensure that EHCP targets are monitored and met through SMART targets within SEN plans 	<ul style="list-style-type: none"> • All pupils to show progress • Fully support all children in meeting their full potential through meeting their needs • Supporting the children within an inclusive and challenging environment • Children to meet their milestones and school to meet statutory obligations

	<ul style="list-style-type: none"> • PP children to have support to narrow the gap. 	<ul style="list-style-type: none"> • PP children to make good or better progress
Early Years Quality of education, quality of teaching, communication and vocabulary, attitudes of children, parent/carer engagement, achievement		2
Strengths <ul style="list-style-type: none"> • The quality of the curriculum and the children’s voice within this • The strong leadership and teamwork • The learning environment, relationships and attitudes • The effective range of parent/carer opportunities and engagement Outstanding progress from starting points		
Areas for development		
Intent	Implementation	Impact
To provide a curriculum that is holistic and personalised to the children’s needs in order to support their development in the key areas of S&L, phonics reading PSED	<ul style="list-style-type: none"> • Implement a therapeutic curriculum that supports a trauma informed return to school. All staff to undertake a CPD in line with the therapeutic curriculum online. This will also further inform behaviour and antecedents for behaviours • Further implementation around the theory and practice of Reggio Emilia • Development of areas that support oracy for all children. Continuous provision to reflect chat back questions and observations to clearly show development of speaking and listening • Outside environment to have group activities for problem solving etc and the promotion of speaking and listening opportunities • Daily phonics in small groups as per rota/ stages 	<ul style="list-style-type: none"> • Prepare the children for school with clarity of speech and understanding • For children to be prepared for the next stage in their education • To be articulate and able to hold discussion with other using an extended vocabulary • Collaborative working to build on learning experiences and provide skills for life • Strong reading ethos

	<ul style="list-style-type: none"> • Development of reading through QCT and whole school themes. Books to be taken home and quarantined on return. • Personal and social development to be extended through continuous provision 	<ul style="list-style-type: none"> • Love of reading and breadth of curriculum to support learning and love of reading • Transition to school holding skills that will support and develop their ability to fully access a broad and balanced curriculum.
To adopt and implement the new EY reforms	<ul style="list-style-type: none"> • To look and implement the new EY reforms. These are to be reflected within assessment criteria and support measure of progress. 	<ul style="list-style-type: none"> • Meet government expectations and outcomes at the highest level for the children
Overall effectiveness	All Key areas are judged by the school good/outstanding	
<p>These are evidenced through:</p> <ul style="list-style-type: none"> • School vision and values • Curriculum drivers, planning and teaching • Curriculum and outside validation • Quality of education • Curriculum content and wider opportunities • Outcomes for our children • Community work • Cultural, sporting and other visits/visitors • Caring, purposeful and empathic atmosphere • A culture of reflection, responsibility and consideration for others • Strong relationships which allow children to flourish • Staff role modelling • Governor visits reinforce the judgements • External monitoring from LA and independent consultants • OFSTED 2007 /2011 		