






Downs Infant School Development Plan 2017-2018 Summary “Mind the Gap”

Aspect 1: Achievement “Pupil Premium and Gender Gaps” 	Aspect 2: Teaching and Learning “Learning behaviours” 	Aspect 3: Behaviour and Safety “Emotional skills and high aspirations” 	Aspect 4: EYFS “Boys in EYFS” 	Aspect 5: Leadership “Contribution to the school” 
Targets: Remove PP gap; Remove gender gaps	Targets: Children use growth mindset learning behaviours	Targets: Everyone is and feels safe, valued and able to do their best	Targets: PP and gender gaps in EYFS	Targets: Effective and distributed leadership
Key Actions: Monitor closely using tracking sheets, checkpoints and indicators. Audit children’s ideas about gender. Promote gender equality. Target growth mindset behaviours to individual barriers to learning Teachers to work individually with PP children. Review books, topics and resources to engage and challenge children. Reading recovery army and male reading heroes. Support and involve PP parents. Practical challenges for maths. Develop spatial awareness and maths skills in girls. Develop emotional literacy for boys. Identify previous higher attainers in maths (esp. girls). Provide resource packs for PP parents.	Key Actions: Explicitly link rewards and celebrations to values and growth mindset. Embed growth mindset language and behaviour in the classroom. Ensure the PSHE curriculum reflects current guidance and supports the needs of our school. Share good practice within and beyond the school. Establish a research lead. Support new staff to take on expectations regarding practice at Downs. Support reflective teaching and opportunities for CPD. Carefully analyse gaps in children’s learning e.g. through question level analysis to inform future actions.	Key Actions: Punctuality improves. Incident books in each class. Model and support each other with healthy working practices. Model language and behaviours of safety and value. Meet and greet at the gate and the door. Implement CPOMS. Use PE premium effectively (actions to be agreed). INSET time to support wellbeing. Liaise with other schools to ensure consistency around attendance. Use PSHE curriculum and SEAL to support behaviour within the school. Be aware of and challenge stereotyping behaviours. Ensure children have access to well balanced activities at playtimes.	Key Actions: Reading workshops for parents. Reading/resource packs for PP children. Review topics offered. Environment to engage boys in reading and writing. Consistency of expectation with new staff to EYFS. Engagement of PP parents. Develop Tapestry to link into children’s achievements and interests.	Key Actions: Opportunities for all teachers to contribute to SLT for specific issues. Opportunities for staff to contribute to SDP and SEF. Develop a culture of ‘working on’ the school and ‘owned’ outlook towards change. Develop systems for staff to observe and discuss teaching and reflect on their own ways to improve. Attend and provide appropriate leadership training. INSET to develop a shared vision. Improve links and involvement with governors especially through linked governor role. Develop and budget 3 year strategic plan. Consider staff well being and workload in development planning.
Evidence we are looking at: Evidence in books/classroom learning. Attainment data shows narrowing gaps. Children’s ideas of gender.	Evidence we are looking at: Growth mindset more developed from Autumn baseline. CPOMS used to enable early and targeted intervention.	Evidence we are looking at: Improved punctuality from Autumn baseline. Evaluation of PE funding. 97% attendance.	Evidence we are looking at: Boys’ attainment in writing equals girls. PP children make accelerated progress.	Evidence we are looking at: 3 year budgeted plan in place. Positive staff surveys. Middle leaders effective and staff have skills and confidence to ‘act up’ when required.