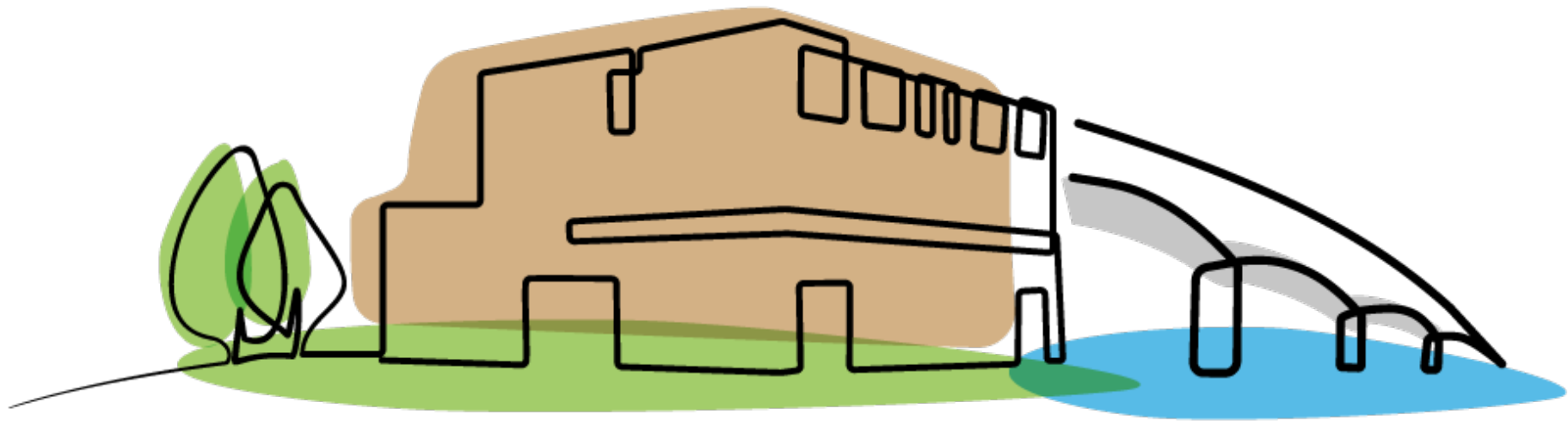


Valentine Primary School



School Development Plan







2023 - 2024 v1 August 2023

Author: D Constable-Phelps – Executive Headteacher

Valentine Primary School's mission statement:

Valentine Primary School is devoted to nurturing each child's ability to articulate ideas and understanding, through oracy, instilling a lifelong skill for success. Our curriculum extends beyond the academic, fostering the talents of the whole child. We have created an environment that enables focused learning, free from distraction. With a commitment to communication, holistic growth, and intellectual stimulation, we empower pupils to express themselves confidently, embrace diverse challenges, and thrive as well-rounded individuals. Our mission is to prepare them for a dynamic world by providing a platform for their character, emotional, and social development.

Our 'I DREAM' values:

I		Independent Being independent learners empowers us to explore, discover, and solve problems, fostering lifelong skills for personal growth.
D		Determined Being determined learners fuels our resilience, pushing us to overcome obstacles and achieve goals with unwavering dedication and success.
R		Reflective Being reflective learners allows us to learn from experiences, to make better choices and continuously improve.
E		Enquiring Being enquiring learners sparks curiosity, driving us to ask questions, seek knowledge, and develop critical thinking skills.
A		Ambitious Cultivating ambition in class ignites a desire for mastery, pushing us to pursue excellence, take risks, and to be the best we possibly can be.
M		Motivated Being motivated is essential for success, it fuels perseverance, focus, and the drive to overcome setbacks on the path to achievement.



	2022-2023
Number on roll	672 Well above average
FSM6 %	48% Well above average
SEND Support %	14% Close to national average
SEND EHC Plan %	3.7% Well above average
EAL %	6% Close to national average
Stability %	86% Above average

Ethnicity (February IDSR 2023)
The school has 16 out of the possible 17 ethnic groups.
Those with 5% or more are:
<ul style="list-style-type: none"> 86% White British Ethnic Background

Year Group Contextual Information (IDSR 2023)

	Number on roll	% FSM	% EAL
Year 1	89	52%	4%
Year 2	90	40%	4%
Year 3	115	48%	7%
Year 4	80	46%	5%
Year 5	105	50%	7%
Year 6	109	58%	6%

Year Group Prior Attainment (IDSR 2023)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading	No data	No data	No data	No data	-	-
Writing	No data	No data	No data	No data	-	-
Mathematics	No data	No data	No data	No data	-	-

(-) indicates close to national.

SEND Characteristics (IDSR 2023)

The number of pupils with SEND needs across the school:

	SEND Support Pupils (85 pupils)					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Specific Learning Difficulty	0	0	2	4	1	3
Moderate Learning Difficulty	1	0	1	2	7	9
Social Emotional & Mental Health	0	2	2	2	3	5
Speech, Language and Communication Need	1	3	7	5	4	4
Hearing Impairment	0	0	1	0	1	0
Visual Impairment	0	0	0	0	0	1
Physical Disability	0	0	0	0	1	2
Autism Spectrum Disorder	3	3	1	0	1	1
School Support NSA	0	1	0	0	1	0
Other Difficulty/Disability	-	-	-	-	-	-
Year Group Totals	5	9	14	13	19	25

	EHC Plans (23 pupils)					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	0	1	0	0	1	0
	0	0	0	1	0	1
	0	0	2	1	0	3
	1	0	0	3	0	3
	-	-	-	-	-	-
	-	-	-	-	-	-
	0	0	0	1	0	0
	1	0	2	0	1	0
	-	-	-	-	-	-
	1	0	0	0	0	0
Year Group Totals	3	1	4	6	2	7

Valentine Primary School

School Development Plan – 5 Key Priority Overview for 2023-24

Priority 1: To continue to embed the core pedagogical principles to impact the Quality of Education across all subjects.	Priority 2: With immediacy, improve the pedagogical model of teaching writing to rapidly accelerate pupil outcomes across all phases.	Priority 3: To develop a classroom culture of oracy, (physical, linguistic, cognitive, and social and emotional), to improve pupil outcomes and impact life chances.	Priority 4: To ensure that the lowest 20% of pupils across the school receive precisely targeted intervention to accelerate pupil progress.	Priority 5: To rapidly implement new school policy and procedures to improve Safeguarding at all levels, enabling pupils to flourish in a culture of consistent safety.
Ofsted Framework Areas (Section 5 inspection) – linked to the specific priority:				
⇒ Quality of Education ⇒ Leadership & Management ⇒ EYFS	⇒ Quality of Education ⇒ Leadership & Management ⇒ EYFS	⇒ Quality of Education ⇒ Leadership & Management ⇒ Behaviour and Attitudes ⇒ EYFS ⇒ Personal Development	⇒ Quality of Education ⇒ Leadership & Management ⇒ EYFS ⇒ Personal Development ⇒ Behaviour and Attitudes	⇒ Leadership & Management ⇒ Behaviour and Attitudes ⇒ Quality of Education ⇒ EYFS ⇒ Personal Development
Who is accountable for delivering school improvement in these areas?				
<ol style="list-style-type: none"> 1. Executive Headteacher 2. Headteacher 3. Deputy Headteacher(s) 4. Middle leaders (Raising Standards) 5. Class Teachers 6. Learning Support Assistants 7. EYPs 8. Local Authority SIO (external) 	<ol style="list-style-type: none"> 1. Executive Headteacher 2. Headteacher 3. Deputy Headteacher(s) 4. SENCo(s) 5. Class Teachers 6. EYPs 7. Parental Engagement Leader 	<ol style="list-style-type: none"> 1. Executive Headteacher 2. Headteacher 3. Deputy Headteacher(s) 4. Middle leaders (Year leads) 5. SENCo(s) 6. Class Teachers 7. Teaching Assistants 	<ol style="list-style-type: none"> 1. Executive Headteacher 2. Headteacher 3. Deputy Headteacher(s) 4. Middle leaders (Year Leads) 5. SENCo(s) 6. Intervention Teachers (KS1 and 2) 7. Class Teachers – Lower Sets 8. Learning Support Assistants 9. 1:1 Support Assistants 	<ol style="list-style-type: none"> 1. Executive Headteacher 2. Headteacher 3. Administrative Team 4. Deputy Headteacher – with responsibility for Attendance 5. Class Teachers 6. Teaching Assistants 7. SENCo
Reference to other documentation:				
<ul style="list-style-type: none"> ▪ Pedagogy Handbook 2023-24 ▪ Expectations for PPA ▪ Coaching Handbook 2023-24 ▪ Governor monitoring schedule 2023-24 ▪ Monitoring and Accountability schedule 2023-24 	<ul style="list-style-type: none"> ▪ Exemplification Documentation ▪ Writing Grids for marking ▪ S-Plan Documentation ▪ Writing and Reading Spine 2023-24 ▪ Performance Management Targets for all teachers. ▪ LAT Writing Progression 	<ul style="list-style-type: none"> ▪ School21 Oracy Lead ▪ Oracy Policy – developing throughout 2023-24 ▪ Oracy Pedagogical Principles Document ▪ Oracy PDMs 	<ul style="list-style-type: none"> ▪ 2023-24 Intervention Teacher Plan ▪ Intervention Expectation Document ▪ Intervention programmes – including PiXL for Y6 ▪ Data analysis of effectiveness of programmes ▪ Data Conference feedback ▪ Soft-data for SEND improvements – including social groups etc. 	<ul style="list-style-type: none"> ▪ Pupils With Medical Needs Policy ▪ Safeguarding Policy 2023-24 ▪ Safeguarding Action Plan ▪ Individual Health Care Plans ▪ Behaviour Tracker – TRACKIT ▪ SEND Policy and Systems ▪ Staff Handbook – including Code of Conduct

School Development Plan | Priority 1:

To continue to embed the core pedagogical principles to impact the Quality of Education across all subjects.

Context to Priority 1:

Ofsted grading (September 2022) found that the Quality of Education requires improvement. Inspectors noted:

- "In other subjects, assessment is not used as effectively as it could be. Teachers do not plan activities that take into account what pupils can already do or what they already know. This means that sometimes lessons are not sufficiently ambitious for all pupils."
- "Leaders have not yet thought carefully enough about how the curriculum adaptations enable pupils with special educational needs and/or disabilities (SEND) to achieve their very best."
- "In some subjects, teachers do not implement the curriculum in the way leaders intend. There is too much variability in the approaches that staff use. Leaders have not yet rigorously monitored the implementation of the curriculum, so they are not always aware of where the strengths and areas for development are. This means support is not given in a timely manner to pupils or staff who need it."

SIO visit evaluation findings 2022-23:

- Despite some green shoots, the rate and pace of progress made by the school, particularly in improving the quality of education has been too slow.
- The overall quality of education is less effective than it was at the same time last year and outcomes for pupils are lower than in 2022. Early indications highlight that end of Key Stage 2 progress will be sig- for reading, writing and mathematics.
- Not enough teaching ensures that pupils are sufficiently well focused on intended outcomes. Consequently, pupils are all too often focused on completing a task as opposed to developing their learning. There is also typically insufficient challenge for those pupils capable of achieving more.

OFSTED AFIs (Areas for improvement):

- AFI: In some subjects, the implementation of the intended curriculum is not always consistently or closely matched to leaders' high expectations, due to a variability of approach by some staff. As a result, pupils sometimes develop gaps in their knowledge. Leaders need to ensure that the implementation of the curriculum is consistent across all subjects by making certain that their monitoring and evaluation processes are robust and effective.

The current picture/ Starting point September 2023:	Non-negotiable targets for the year:	What will we do differently? When will it be done?	Key Performance Indicators:
<ul style="list-style-type: none"> • Too much variability remains in pockets of teaching in the school – particularly in the Quality of Education provided for children across the school. Leaders are remedying this by changing the teaching groups and streaming by sets to aid targeted intervention. • AFI specifically relates to teachers making pedagogical decisions that enable all pupils to engage in learning. This is specifically relevant to task design for subjects where leaders do not provide the planning. • Gaps, attributed to poor teaching over time, are closing, but leaders are still needing to support 	<p>Non-negotiable 1:</p> <ul style="list-style-type: none"> • <u>September 2023:</u> At INSET (4 and 5 September) Teaching and Learning Coaches and the DHT for QoE will introduce a Teaching and Learning Handbook. This will provide a supportive mechanism and framework for building pedagogical understanding to utilise in teaching. <p>Non-negotiable 2:</p> <ul style="list-style-type: none"> • <u>Introduced in September 2023</u> Coaches/Leaders host a weekly Teaching and Learning briefing (Thursdays, 8:20 – 8:45) to provide masterclasses and mini-pedagogical development meetings to support staff in their developing 	<p>(See the Monitoring & Professional Development Schedule 2023-24)</p> <ul style="list-style-type: none"> • 4/19 (21%) mandatory professional development meetings will focus on pedagogical instruction to support subject teaching. • 13/30 (45%) of the scheduled Thursday (8:20 – 8:45) T&L briefing sessions have a pedagogical focus. • 16/38 (42%) of Wednesdays throughout the year are scheduled to provide optional PDMs to support early career teachers' development. • The Teaching and Learning handbook will not only define our pedagogical structures/principles but will illustrate how these are to be used effectively through case study, examples and guidance. 	<p>Short-term progress:</p> <ul style="list-style-type: none"> • September Week 2 – All children aware of the key knowledge, vocabulary and skills for the current component unit across all subjects. This will be delivered through the knowledge organisers which have been developed for all year groups. • Coaching teams established by the end of September Week 2 – with an allocated weekly visit time for supporting all teachers. • Autumn Term 1 (September – October) a clear focus on consistent pedagogy (modelling, live modelling and talk partners) is a strength across all year group teams in the school. • High up-take at Teaching and Learning briefings – impact evidenced by monitoring and improvements for pupils.

<p>teachers in directing how to close the gaps - how to analyse the assessment information and how to make solid teacher judgements in line with age-related expectations.</p> <ul style="list-style-type: none"> Some teachers are still developing their understanding of the reciprocity between live-modelling to elicit pupil understanding and the causal link to learning intention and success criteria. As a result, pupils do not always benefit from being able to successfully self or peer assess as they have not been provided with secure models to understand how to show what they have learnt. SIO visits have found lessons to be task orientated rather than designed to meet the needs of specific learning intention and success criterion. Leaders are implementing a new planning document that clearly shows a pathway of progression through a week – with rigorous monitoring to demonstrate accountability. Foundation subjects will be delivered as discrete subject areas as opposed to ‘topic’ or a thematic curriculum – this will ensure that leaders remedy the issues found through evaluation in 2022-23 where progression within non-core learning was difficult to understand or to measure. Teachers rely on worksheet orientated learning approaches. As a result pupils are not always able to show application of newly acquired knowledge within their learning. 	<p>knowledge. This will take place for the entirety of the school year.</p> <p>Non-negotiable 3:</p> <ul style="list-style-type: none"> <u>2023-24: 7/9, 14/9, 19/10, 25/1, 22/2, 7/3, 17/4, 17/7.</u> Teachers will receive explicit direction, guidance and coaching in developing stronger modelling skills. This will include live-modelling ‘in the moment’ to demonstrate skill acquisition and to break down conceptual barriers for learners. <p>Non-negotiable 4:</p> <ul style="list-style-type: none"> <u>8/9, 21/9, 10/1, 22/2, 14/3.</u> To accelerate assessment proficiency (the child’s ability to be an agent of improvement in their own learning) specific professional development will strengthen teachers’ approaches to teaching pupils how to self/peer and evaluate their learning. <u>Across autumn (8/9 and 20/11)</u> Leader monitoring will focus on the efficacy of pupils’ ability to accurately evaluate their own learning – specifically analysing how well teachers have supported pupils to become assessment proficient. <p>Non-negotiable 5:</p> <ul style="list-style-type: none"> <u>Leaders will be assigned year groups for PPA support and to monitor the progression LI/SC document weekly.</u> The document will show minimum expectations for adaptive teaching, specifics of individual support and misconception teaching. <u>See the Accountability Schedule</u> – Planned and regular monitoring of the delivery of learning intention to ensure progression of the national curriculum. 	<ul style="list-style-type: none"> Perspective will be used as a monitoring tool for all teaching staff. With analytics measuring improvements in the quality of education alongside coaching feedback. Monitoring is scheduled and calendared weekly, without fail. (See the Accountability Schedule 2023-24) All perspective metrics are common with the other group schools to ensure that leaders can quality assure across school. This is important as it provides the executive leader with confidence of judgements across the group and within the school. Teaching groups, based on Fischer Family Trust (FFT) used for creating sets. This will enable leaders to precisely target intervention to pupils where progress-over-time is slow and needs rapid intervention. (July 2023 – updated in September 2023 after baseline testing) Set groups have been chosen based on teacher’s individual strengths – typically with the bottom set teacher being the strongest in the year group. (July 2023) All subjects will have discrete subject books to ensure consistency of application of the new curriculum. Further, this will enable leaders to have clarity on the progression of skills and knowledge. (September 2023) QLA/Heat Maps demonstrating subject deficits will be sent home to parents to ensure that they too are aware of gaps in their child’s knowledge and understanding. These will be used intuitively for planning teaching sequences that eradicate all gaps in learning. 	<ul style="list-style-type: none"> All classrooms will consistently demonstrate high-quality, recent modelling that shows concepts being broken down to aid understanding. Live-modelling will improve outcomes – with fewer pupils unaware of what is expected of them or how to attain within lessons. Books will demonstrate, clearly, pupils’ self assessment as a tool for improvement and personal growth. PPA sessions will lead to autonomy as year leaders become responsible for ensuring that the focus is purely on ‘teaching to need’. This will be evident through clear progression pathways through a week/component unit – there will be no blanket coverage. <p>Long-term progress:</p> <ul style="list-style-type: none"> Outcomes in Autumn Term 1, Spring Term 1 and Summer Term 2 will demonstrate pupil improvements from the baseline. Teaching groups moved to streamed sets will enable teachers to accurately teach to need – adapting learning content to meet the needs of children in the teaching group. Coaching of the teaching pedagogy will support teachers in being able to deliver learning to support retention of skills and knowledge. QLA (question level analysis) and misconception mapping will ensure that all intervention is consistently mapped to need - improving outcomes for all. Parents will be able to review their child’s progress through regular communication with teachers – receiving high quality information to support at home. Children’s learning books will show engagement, consistently, with self-improvement and reflection.
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Milestone Checks & Deadlines to tackle Priority 1:

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Autumn Term 2023</p>	<p>Teachers:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 6 September 2023 – Pedagogy PDM: Marking <input type="checkbox"/> 7 September 2023 – T&L Briefing: Modelling <input type="checkbox"/> 14 September 2023 – T&L Briefing: Modelling in non-core <input type="checkbox"/> 20 September 2023 – Pedagogy PDM: Modelling in the moment – I do/We do/You do <input type="checkbox"/> 19 October 2023 – T&L Briefing: Modelling Word Problems in Maths <input type="checkbox"/> 2 November 2023 – T&L Briefing: SEND focus on Vocabulary Pedagogy <input type="checkbox"/> 9 November 2023 – T&L Briefing: Effective NSLs <input type="checkbox"/> 29 November 2023 – Pedagogy PDM: Conferencing in Maths <input type="checkbox"/> 30 November 2023 – T&L Briefing: Writing effective S-Plans <p>School Leaders:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 18 September 2023 – Salford Reading Test A begins <input type="checkbox"/> 2 October 2023 – Writing Assessment and Moderation <input type="checkbox"/> 9 October 2023 – Test Week 1 (Year 1 to Year 5) <input type="checkbox"/> 9 October 2023 – Phonics Check (Year 1 and Year 2) <input type="checkbox"/> 13 October 2023 – Reception Baseline Ends <input type="checkbox"/> 1 November 2023 – Data Conferencing Whole School (Wk 1) <input type="checkbox"/> 6 November 2023 – Data Conferencing Whole School (Wk 2) <input type="checkbox"/> 9 and 10 November 2023 – Year 6 Testing <input type="checkbox"/> 17 November 2023 – Year 6 Data Conference <input type="checkbox"/> 7 December 2023 – Year R Data Conference <p>Governors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Autumn 1 Week 2 – SIO Visit – Governor Presence <input type="checkbox"/> Autumn 1 Week 3 – Maths Governor Visit and Learning Walk (Year 1 to Year 6) <input type="checkbox"/> 20 September 2023 – Governing Body Meeting <input type="checkbox"/> 18 October 2023 – Governing Body Meeting <input type="checkbox"/> Autumn 2 Week 2 – Governors to observe Data Conference <input type="checkbox"/> 7 November 2023 – SIO Visit – Governor Presence <input type="checkbox"/> 29 November 2023 – Governing Body Meeting <input type="checkbox"/> Autumn 2 Week 7 – Ethos Governor Observation and School Tour 	<p>Autumn Progress and Headlines:</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring Term 2024</p>		<p>Spring Progress and Headlines:</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer Term 2024</p>		<p>Summer Progress and Headlines:</p>

School Development Plan | Priority 2:

With immediacy, improve the pedagogical model of teaching writing to rapidly accelerate pupil outcomes across all phases.

Context to Priority 2:

Data and School Results 2022-23:

- **EYFS:** In 2023, 58% of those leaving reception entered KS1 with GLD in writing. This was 42% behind national and entering Year 1 with a deficit.
- **KS1:** In 2023, 32% of those leaving KS1 were writing at ARE. Critically, this means that 68% of the cohort enter KS2 with a deficit in writing.
- **KS2:** In 2023, 47% of those leaving KS2 were writing at ARE. Critically, this means that 53% of the cohort enter KS3 with a deficit in writing. (Progress: **-6.5** significantly below)

Ofsted grading (September 2022) found that the Quality of Education requires improvement. Inspectors noted:

- *"In some subjects, for example mathematics, staff use assessment well. They take into account different abilities and starting points. They plan challenging lessons as a result. This means that pupils make strong progress, learning and remembering more in this subject."*

SIO visit evaluation findings 2022-23:

- *'Teaching is starting to embed the use of pre-assessments to check on the knowledge and skills of pupils before starting new units of work.'*
- *'In some lessons, those pupils capable of achieving more are offered alternative learning activities to provide them with challenges. However, this is yet to be sufficiently embedded across the school.'*
- *'Whilst there have been some improvements in writing across the school, there are inconsistencies in the quality of provision and the implementation of the school's policies, such as the marking policy. There is a strong focus on developing grammar, vocabulary, spelling and handwriting – but not enough of a focus on composition and cohesion.'*
- *'When monitoring writing and the quality of planning – leaders and managers need to ensure that planning is sufficiently aspirational, and the sequence of writing is clear over time. The quality of education in writing need significant attention.'*

The current picture/ Starting point September 2023:	Non-negotiable targets for the year:	What will we do differently? When will it be done?	Key Performance Indicators:
<p>Teachers, TAs and Support staff:</p> <ul style="list-style-type: none"> • Previous teaching focused too heavily on structured writing cycles utilising pre-plan ned outcome models to elicit ideas for writing. It resulted in pupils not spending enough time on word-level understanding/sentence-level skills within a meaningful context and purpose. Formative assessment was used poorly to monitor pupil improvement. • Teachers did not take into account the child as a writer – looking solely at what they could achieve on the assessment grid. Because of this, elements such as tense appropriation for EAL learners and weakness in punctuation application 	<p>Non-negotiable 1:</p> <ul style="list-style-type: none"> • September 2023, PDM update in Autumn 2 and Spring 1: All teachers will adopt a uniformed writing lesson delivery approach. A focus on developing vocabulary, syntax, grammar and cohesion through a contextualised model which is built with the children – not pre-planned. <p>Non-negotiable 2:</p> <ul style="list-style-type: none"> • September 2023: Introduce a writing and reading spine developed to link genres from the non-core curriculum (alongside the background of the cohort) to inspire writers – particularly boys and those disadvantaged (PP, SEND and Child Protection). Greater focus on texts for reading and high-quality picture texts for stimulating writing. 	<ul style="list-style-type: none"> • INSET (04/09/2022 and 05/09/2022). Teachers will have a blended approach to delivery dependent on their career stage. In September, all teachers will be introduced to the Writing & Reading Spine. Expectations set in relation to narrative and non-narrative teaching. • August 2023: Leaders re-design the Reading and Writing Spine to provide a static overview. Teachers will teach the same writing and reading set this academic year (rather than being split up) to ensure that the reciprocity between what the child reads and what they can apply is maximised. The spine will consider wider elements critical to us such as diversity and climate change. • PDM & Monitoring – Autumn 1 Building the 'Break-It-Down' pedagogical innovation. All 	<p>Short-term progress:</p> <ul style="list-style-type: none"> • Learning Walk and Book Scrutiny data for End of Aut 1 will evidence fewer teachers identified as 'Priority for Development'. Most will sit in the 'Needs Development' and some will be considered a 'Strength' for the QOE Writing. • Data Drop 1 (19 October 2023) will shape stronger Pupil Progress Meetings where staff present pupils' writing confidently, assessed correctly. • External moderation 1 will include an LA moderator (Wed 4 October 2023) to ensure judgements are sound. • Children will benefit from stories, texts and picture books that interest them and develop a love of writing through engagement with the stimuli presented. <p>Longer-term progress:</p>

were overridden by a desire to get something written in exercise books.

Pupil Outcomes & Writing Behaviours:

- Pupils do not demonstrate a strong understanding of authorial voice – this is evidenced through a lack of wider vocabulary choices and sentence level skills.
- Too few pupils understand themselves as writers.
- Pupils show weak application of phonics knowledge to their spelling (KS1 and 2)
- For a significant proportion of children – handwriting is a limiting factor. This hinders progress as they are not fluent in cursive writing and cannot write at length speedily.
- Stronger curriculum links need to be made in writing to the non-core curriculum.

Non-negotiable 3:

- Autumn Term 2023: Refine KS1 teaching pedagogy to utilise the teaching of phonics within all teaching sessions. Explore vocabulary development strategies to enable pupils to orally rehearse sophisticated clauses that may be beyond their writing skillset.
Remembering: what they can say, they can write.

Non-negotiable 4:

- Launch INSET 2023, review Autumn 2 and Spring 2: Continue to develop independent application skills of writing – to ensure that pupils can apply their knowledge and writing in contexts other than those that have been developed during the component units of teaching. Update and improve 'S plan' (small steps planning) to ensure fit for purpose.

Non-negotiable 5:

- Quarterly – 2023-24: Writing Pupil Moderation Meetings (YR-Y6) calendared for the year. To ensure that judgements are secure, rapid action plans can be put into place and external moderation (with St. Mary's)
Weds 4 October 2023
Weds 6 December 2023
Weds 21 February 2024
Weds 19 June 2024

Non-negotiable 6:

- Launch September 2024 – review monthly through QoE checks. All teachers timetable LetterJoin to develop the cursive handwriting that enables pupils to have automaticity in fluency when writing at length. This includes homework, teacher feedback and intervention support.

classrooms will feature a prominent resource to demonstrate using phonetically plausible spelling strategies. This will be particularly useful for non-core mixed ability. Led by and monitored by SENCo(s)

- 4 Twilights (4/10, 6/12, 21/2, 19/6) for Moderating Writing alongside 3 PDM Sessions for Subject Knowledge Development in Writing will ensure steady and reciprocal
- September 2023 – December 2023 PPA coaching focus on helping teachers to use the S-PLAN to lead to better independent writing outcomes (Year 1 – 6). Identifying and modelling how to scaffold to support pupils correctly identifying the key knowledge and skills to use within their written pieces.
- January 2024 'Everyone a Writer' week at Valentine. Author visit booked, competition for a non-narrative piece linked to wider ecological theme of 'Our Planet'. Presentation assembly – pupils to present their work to peers. Winner to receive a prize.
- March 21st 2024 Poetry Day – Poetry Slam. Pupils to write, craft and present a range of poetry – Haiku, Free-verse (including Rap), Sonnet, Ode, Ballad.

- At least 50% of pupils are working at Age Related Expectation by the end of Spring 2 in each Year Group. Rapid Attainment Plans detail those making variable rates of progress with clearly defined strategies for implementing stronger outcomes.
- The number of pupils working above the expected standard (Greater Depth) to increase by 10-15% in every year group. By Spring 2, teachers will have an accurate understanding of the limitations impacting pupils moving into the GD judgement. Teachers will shift to pushing cohesion, varying clause types independently and engaging the reader with original, sophisticated control of vocabulary.
- Independent application tasks will demonstrate greater output because children's handwriting will enable them to commit their thoughts and ideas more fluently.
- SEND pupils will make accelerated progress evidenced through writing tasks that are not hindered by lack of ideas or being unsure of the approach. SEND pupils will use the planning frames/proforma intuitively to enable them to retain the skills needed to succeed.
- **End of Year Target to demonstrate significant shift from previous year:**
KS1 32% (2023) – >65% (2024)
KS2 47% (2023) – >65% (2024)
- LetterJoin is embedded into classes and is culturally embedded into school practice – evidenced through Newsletter Celebration and book scrutiny.
- Further external development of writing practice planned and prepared for KS1 and 2 (Bob Cox – September 2023).

Milestone Checks & Deadlines to tackle Priority 2:

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Autumn Term 2023</p>	<p>Teachers:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 & 2nd September 2023 – Pedagogy for Teaching Writing <input type="checkbox"/> 13 September 2023 – PDM: Conferencing in English - Writing <input type="checkbox"/> 4 October 2023 – Writing Moderation Twilight & PDM <input type="checkbox"/> 30 November 2023 – T&L Briefing: Effective Writing S-Planning <input type="checkbox"/> 6 December 2023 – Writing Moderation Twilight & PDM <p>School Leaders:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 25 September 2023 – Monitoring in Writing (Triangulating Book looks, Learning walks and Pupil Voice) <input type="checkbox"/> 2 October 2023 – Writing Assessment Submission (YR to Y6) <input type="checkbox"/> 30 October 2023 to 10 November 2023 – Data Conference - Writing <input type="checkbox"/> 27 November 2023 – Monitoring in Writing (Triangulating Book looks, Learning walks and Pupil Voice) <input type="checkbox"/> 1 December 2023 – Writing Assessment Submission (YR to Y6) <p>Governors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 20 September 2023 – Governing Body Meeting <input type="checkbox"/> 18 October 2023 – Governing Body Meeting 	<p>Autumn Progress and Headlines:</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring Term 2024</p>		<p>Spring Progress and Headlines:</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer Term 2024</p>		<p>Summer Progress and Headlines:</p>

School Development Plan | Priority 3:

To develop a classroom culture of oracy, (physical, linguistic, cognitive, and social and emotional), to improve pupil outcomes and impact life chances.

Context to Priority 3:

SIO visit evaluation findings 2022-23:

- 'Although most pupils typically behave well around the school, learning behaviours require improvement'
- 'Pupils do not demonstrate enthusiasm for their learning.'
- 'The curriculum in too many classes does not engage pupils well enough or inspire them to want to learn. It is often dull and does not promote the development of knowledge and skills sufficiently well.'

Ofsted AFI (area for improvement):

- "Leaders need to ensure that the implementation of the curriculum is consistent across all subjects by making certain that their monitoring and evaluation processes are robust and effective."

The current picture/ Starting point September 2023:	Non-negotiable targets for the year:	What will we do differently? When will it be done?	Key Performance Indicators:
<p>National picture/community:</p> <ul style="list-style-type: none"> • On entry to school, children from low-income families' spoken language is, on average, 17 months behind children in the highest income group. Left unattended to, the gap widens as they move through the school. • In this community – there is a divide between socio-economic families. Valentine sits in the third quintile for deprivation – but is disproportionately impacted by location of the school. <p>Leaders, Teachers, TAs and Support staff:</p> <ul style="list-style-type: none"> • While it is noted that efforts have been made to improve vocabulary across the school – the impact is still variable because of a lack of consistent monitoring to evaluate effectiveness. • Leaders have needed to increase the amount of time available for children to receive mentor and emotional/social support – a key 	<p>Non-negotiable 1:</p> <ul style="list-style-type: none"> • A curriculum that neglects spoken language risks leaving children voiceless, permanently. Every class in the school will have ONE timetabled oracy lesson per week – age appropriately delivered -with the skills woven into the wider curriculum. Including: classroom expectations, body language cues, listening, agreeing and politely disagreeing. (6-7 hours per half term = 35 hours of oracy teaching per year) <p>Non-negotiable 2:</p> <ul style="list-style-type: none"> • Classroom talk is scaffolded in a similar way to writing. With sentence stems and word banks to support less confident speakers. Children are articulate in discussing their learning through regular, structured, practise. <p>Non-negotiable 3:</p> <ul style="list-style-type: none"> • Termly oracy events are populated into the school-life calendar. These include: class assemblies, poetry recitals and persuasive speech competitions. The 	<ul style="list-style-type: none"> • INSET implementation on 4 and 5 September 2023. Basic training to introduce the concept of Oracy as a driver for the curriculum. • 13 September 2023 soft launch with Senior Leaders to ensure that all SLT have the knowledge and skills needed to implement this. Implementation timetable issued to staff. • 21 September 2023 – Introduction into Oracy with Voice21. Senior Leader training to implement this effectively with fidelity to the expectations from the company. • 13 Sept, 29 November, 3 Jan, 19 Feb, 24 Apr, Increase teacher confidence in using conferencing – as a model for providing effective feedback to enable pupils to interact with teachers positively in talking about themselves as learners. • Aut, Spring and Summer: Oracy Skills Assessment: Regular assessments of students' oracy skills, including speaking, listening, and communication, should be conducted using standardized rubrics. Success will be measured by the percentage of pupils successfully 	<p>Short-term progress:</p> <ul style="list-style-type: none"> • Conduct regular classroom observations to assess the integration of oracy skills into different subjects. Short-term progress can be measured by the percentage of teachers observed effectively incorporating oracy skills into their lessons. • Monitor students' active participation in oracy activities within and outside the classroom, such as discussions, debates, and presentations. Measure the percentage increase in participation over the short term. • Evaluate the number of teachers who have received training in incorporating oracy skills into their teaching methods and assess their confidence in implementing these strategies. (Throughout Autumn) • Administer self-assessment surveys to students to gauge their perception of their own oracy skills. Measure the increase in the percentage of students reporting improvements in their speaking and listening abilities. (End of Autumn) <p>Longer-term progress:</p> <ul style="list-style-type: none"> • Track students' participation and achievements in local, regional, or national

<p>contributor to poor mental health that is linked to a lack of verbal communication skill within class.</p> <p>Pupil behaviours in class</p> <ul style="list-style-type: none"> • Children are unsure of expectations in lessons. This means that their work suffers. • Some children choose to misbehave as a work-avoidance tactic. • Issues related to pupils' self-esteem and their personal perception of themselves as learners inhibits them from taking risks to improve their learning. • A small minority of pupils behaviour is impacted because of a lack of solid expressive language skills to be able to talk confidently about what worries them. This impacts on learning for others. • In classrooms there is passivity. Meaningful talk is reduced to one-word answers and a lack of expression from children to demonstrate clarity of understanding. 	<p>focus on oracy is holistic rather than targeted through subject teaching. To ensure success, these are supported events with time given to develop pupils' spoken skills.</p> <p>Non-negotiable 4:</p> <ul style="list-style-type: none"> • Specific interventions planned for those with the largest gaps in spoken language fluency. These will take place within non-core subject learning time and be supported by highly trained TAs. <p>Non-negotiable 5:</p> <ul style="list-style-type: none"> • Support staff and Midday Supervisors will receive half-termly training to support language of conflict resolution – crucial to developing the collective consciousness about the importance of talk within the school. 	<p>developing the skills set out in the progression map.</p> <ul style="list-style-type: none"> • Oracy Participation: Monitor the participation rates of students in the oracy program, both in terms of attendance and active engagement during sessions. • Confidence in Speaking: Assess students' self-confidence in speaking in various settings (e.g., classroom discussions, presentations). 	<p>oracy competitions. Long-term success can be measured by an increase in awards and recognitions.</p> <ul style="list-style-type: none"> • Ensure that ongoing professional development opportunities are provided to teachers to enhance their oracy instruction skills. Measure the percentage of teachers attending advanced oracy training workshops.
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Milestone Checks & Deadlines to tackle Priority 3:

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Autumn Term 2023</p>	<p>Teachers:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 4 and 5 September 2023 – Introduction to Oracy and Planning in the Curriculum <input type="checkbox"/> 13 September 2023 – Conferencing Support for Writing Training <input type="checkbox"/> 29 November 2023 – Conferencing Support for Maths Training <p>School Leaders:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 13 September 2023 – Leader Welcome to Oracy21 (Voice 21) project - Course <input type="checkbox"/> 21 September 2023 – Implementation Timetable for rolling out the oracy project established – Voice21 Course <input type="checkbox"/> 28 September 2023 – EYFS and KS1 Oracy Developing Early Language Course <input type="checkbox"/> 9 October 2023 – Oracy Development – The Abbey Centre, Westminster, London, SW1P 3BU <input type="checkbox"/> 9 November 2023 – Oracy Leadership and Classroom Development (14:00-1700) Course <input type="checkbox"/> 16 November 2023 – Oracy Champion School Visit – Filton Ave Primary School (09:00-13:00) <p>Governors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 4 and 5 September 2023 – Governors invited to the INSET programme day <input type="checkbox"/> 22 September 2023 – Year R to Year 6 Governor Visit focus Maths <input type="checkbox"/> 20 September 2023 – Governing Body Meeting <input type="checkbox"/> 9 November 2023 – Data Conference – Governors to observe <input type="checkbox"/> 18 October 2023 – Governing Body Meeting 	<p>Autumn Progress and Headlines:</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring Term 2024</p>		<p>Spring Progress and Headlines:</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer Term 2024</p>		<p>Summer Progress and Headlines:</p>

School Development Plan | Priority 4:

To ensure that the lowest 20% of pupils across the school receive precisely targeted intervention to accelerate pupil progress.

Context to Priority 4:

Data and School Results 2022-23:

- **EYFS:** In 21.7% of pupils with SEN Support left EYFS emerging across the ELGs. 2.2% with an EHC left EYFS emerging across the ELGs.
- **EYFS:** Of the 10 children with SEN Support – 80% didn't meet GLD in Listening, Understanding and Attention. This is 24% behind the national average. Of then 10 children with SEN Support – 100% didn't meet GLD in Writing. This is 33% behind the national average. Of then 10 children with SEN Support – 60% didn't meet GLD in Number.
- **KS1:** KS1 SEN Support 0% achieved combined in reading, writing and maths. KS1 EHC (6 pupils) 0% combined in reading, writing and maths.
- **KS2:** KS2 SEN Support pupils averaged scaled score for reading and maths was 93.7 (well below the 100 scaled score average). KS2 EHC (4 pupils) averaged scaled score was 98.2.

Ofsted grading (September 2022) found that the Quality of Education requires improvement. Inspectors noted:

- *"Leaders have not yet thought carefully enough about how the curriculum adaptations enable pupils with special educational needs and/or disabilities (SEND) to achieve their very best."*
- *"Pupils with education, health and care plans have their needs identified and receive appropriate support. However, changes to the leadership of the SEND department have meant that some pupils with SEND have not received the specific support they need."*
- *"The support for pupils on the school's SEND support register is not effective enough. Adaptations to help pupils access the curriculum are mostly determined by class teachers, rather than expert leaders who know and understand the pupils' needs well. This means that the adaptations are not always effective. Leaders must ensure that they develop clear and effective systems to plan, support and review the provision for these pupils."*

SIO visit evaluation next steps 2022-23:

- *"Those responsible for leading and managing special educational needs across the school need to demonstrate a greater impact of their work in supporting staff and enhancing the quality of provision and outcomes for pupils with SEND."*
- *"They also need to ensure that SEN Assess, plan, do and review (APDR) documents are sufficiently detailed and precise, and include the evaluations of progress."*

The current picture/ Starting point September 2023:	Non-negotiable targets for the year:	What will we do differently? When will it be done?	Key Performance Indicators:
<p>Leaders, Teachers, TAs and Support staff:</p> <ul style="list-style-type: none"> • Teachers do not take enough ownership or accountability for the progress and attainment of those underperforming in their classes. This is evidenced throughout all SIO reports. • There is an over-reliance on assuming that the SENCo will have the answer regarding children who are not meeting ARE. • Some children are incorrectly identified as SEND. <p>Pupil Outcomes & Lowest 20%</p>	<p>Non-negotiable 1:</p> <ul style="list-style-type: none"> • September 2023: Re-establish the role and responsibilities of the SENCo(s). Being clear about their role purpose, accountability. Weekly line management with the Executive Headteacher to support developing SEND provision. <p>Non-negotiable 2:</p> <ul style="list-style-type: none"> • By End of October 2023: Continual evaluation of the first 6-week cycle of support. Ensure that pupils who have received intervention are conferenced – what didn't you know before? What do you know now? Crucially evaluate – how are outcomes improving for this child? Use data sources such as tests to inform wider understanding. A referral system for 	<ul style="list-style-type: none"> • Changes made to the Learning Intention and Success Criterion weekly planner specify the interventions needed to quickly fill gaps in children's knowledge and skills. This is especially needed for those who have experienced poor teaching over time. • INSET 4 and 5th September 2023: Teacher induction and re-setting vision will focus on the Lowest 20% - teachers need to know WHO they are, WHERE they sit in classes, HOW they are targeted to move forward. Seating plans will demonstrate key information and support teachers in identifying and thinking carefully about how children should be grouped in class. • WB: 11 September 2023: Initial groups identified for Intervention Teacher support. 	<p>Short-term progress:</p> <ul style="list-style-type: none"> • Pupil voice suggests that Intervention is impactful because children are remembering more, therefore can do more. • LI/SC planning from Intervention Teachers demonstrates the exact gaps identified for teaching. • Teachers report improved engagement of pupils through increased independence demonstrated in mainstream lessons. • Children are carefully timetabled weekly to ensure that their wider-curricula learning is not impacted by the intervention teaching. This is reviewed by SLT. • On-track progress for pupils with SEND is at least meeting the same as peers. (Therefore percentages should be in-line if not better than peers)

<ul style="list-style-type: none"> • Too few children have experienced meaningful and purposeful intervention. • The lowest 20% were previously the focus of Teaching Assistants – with some withdrawn from lessons and therefore not experiencing quality first teaching. Outcomes have been hindered because of this. • Specific interventions to plug gaps in knowledge and understanding are too broad – these are sometimes ‘global’ areas of maths or reading. • Writing interventions do not take place. Transcription skills such as spelling and handwriting are not being prioritised – these then hinder the progress pupils can make in writing pupil progress. 	<p>support by the Intervention Teachers will be monitored by the SENCo.</p> <p>Non-negotiable 3:</p> <ul style="list-style-type: none"> • Autumn, Spring and Summer Term: Continue to refine Data Conference routine as a stable system to identify the under-performance of pupil outcomes – this is not confused with misdiagnosis of SEND needs. Staff must demonstrate consistently how Quality First Teaching is a universal layer for all children. <p>Non-negotiable 4:</p> <ul style="list-style-type: none"> • Autumn, Spring and Summer Term: Monitor and track reading across the school. Reading, for the Lowest 20%, is a fundamental to enabling access to the wider curriculum and engagement within lessons. Support programmes in place need to be consistent, reviewed for being fit for purpose and probed for impact through accountability measures – SIO, Governors. 	<p>Clear milestones set for the cycle. And targets shared between the set teacher and the intervention teacher.</p> <ul style="list-style-type: none"> • Before Half Term – October 2023: Intervention teachers to attend Pupil Progress Meetings related to subject/set teacher to provide additional input. Evaluation of the first cycle to take place. Data to specifically reference the Lowest 20%. • Governor visit to explore data, with a view to evaluating the impact of Intervention Teaching for Lowest 20%. Governor to ascertain Pupil Voice – what is different? Can the child articulate how the intervention has positively impacted pupil progress? • 2 January 2024 – INSET Focus on the Lowest 20% and transferable skills in the non-core teaching. How are we ensuring that children with a specific gap/need are still able to successfully integrate into the non-core curriculum? Tips/Strategies/Case Study. • Autumn, Spring and Summer: Each half-term – Governors will evaluate the cycle of support. 	<ul style="list-style-type: none"> • Reteach weeks will be monitored for SEND children by the SENCo to look specifically at progress. • The Perspective Template for SEND observation to be used for all EHC each half term and termly for all children SEN (K) coded. Analysis created and shared with teachers. <p>Longer-term progress:</p> <ul style="list-style-type: none"> • 6 weekly cycles end with improved test results – scores on papers, improved application in written tasks – measurable success. • Key assessment foci from the National Curriculum are chosen as targets for accelerated improvement – enabling those with bigger gaps (inc those working at lower KS bands than their chronological year group) to bounce between key objectives rapidly. • Children who make slower-than-expected progress, despite intervention are identified and supported early by the SENCo. • Teachers maintain the overview of the child – they are not the ‘responsibility of the SENCo’. • SEND pupils make better than expected progress – especially those who are considered to be double-disadvantaged.
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Milestone Checks & Deadlines to tackle Priority 4:

Autumn Term 2022	<p>Teachers:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 11 September 2023 – Autumn Term 1 Interventions Set Up <input type="checkbox"/> 22 September 2023 – All teachers to have the provision mapper IEPs sorted and ready for distribution. <input type="checkbox"/> 16 October 2023 – Intervention Focus (Monitoring) <input type="checkbox"/> 18 October 2023 – Autumn Term Initial Intervention Review. Set up for Autumn 2 <input type="checkbox"/> 2 November 2023 – Autumn MidPoint Review of IEP targets. <input type="checkbox"/> 7 December 2023 – Autumn Term 2 Interventions Review – Set up for Spring 1 <input type="checkbox"/> 8 December 2023 – ECT Training – SEND. <input type="checkbox"/> 8 December 2023 – Autumn EndPoint Review of IEP targets. <input type="checkbox"/> 11 December 2023 – Intervention Focus (Monitoring) <p>School Leaders:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 19 October 2023 – Data Submission <input type="checkbox"/> 1 November 2023 – Data Conferencing Begins <p>Governors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 20 September 2023 – Full Governing Body Update <input type="checkbox"/> 9 November 2023 – Governor Data Observation – Data Conference. <input type="checkbox"/> 18 October 2023 – Full Governing Body Update 	Autumn Progress and Headlines:
Spring Term 2023		Spring Progress and Headlines:
Summer Term 2023		Summer Progress and Headlines:

School Development Plan | Priority 5:

To rapidly implement new school policy and procedures to improve Safeguarding at all levels, enabling pupils to flourish in a culture of consistent safety.

Context to Priority 5:

Summary of priorities from the Safeguarding Review findings (LA review took place 12 July 2023):

- "Staff are not always clear of which system to record information in, and there is evidence that staff are not always recording information or incidents."
- "Safeguarding governance is currently ineffective. Training is required. Meetings with the DSLs focus on wellbeing, there is no structured agenda and too many compromises with the current governor."
- "Governing body meetings lack minutes to show challenge."
- "The language used in a recent EHC application was wholly inappropriate in the description of a child". "Another recent EHCP did not take into account issues of sexualised behaviour resulting in PEX – impacting on the child's transfer to secondary".
- "There does not appear to be clear systems and processes in place for managing reduced timetables. Both SENCo's are responsible for reduced timetables. There needs to be a central list, reviews and start and finish times. Parental agreement needs to be part of the documentation."
- "Pupils with medical needs policies are out of date or not in place". "Individual Healthcare Plans were lacking in detail and require a review of current practice."
- "Staff spoken to were clear that they had recently been spoken to about appropriate dress at work. Despite this they also recognised that some staff were not being challenged about this by senior leaders. The review team observed staff in cut-off jeans, visible tattoos".

Ofsted grading (September 2022) found that the Quality of Education requires improvement. Inspectors noted:

- "The arrangements for safeguarding are effective. Staff are vigilant. They receive regular and detailed safeguarding training. They know how to spot potential signs of abuse and what to do if they have a concern. Detailed safeguarding records demonstrate that leaders are quick to respond to worries or concerns raised. The safeguarding team works closely with the pastoral team to support pupils. The pastoral team provides extra support to pupils and families when it can. Through the curriculum, pupils learn how to keep themselves safe online and how to report something if it worries them."

The current picture/ Starting point September 2023:	Non-negotiable targets for the year:	What will we do differently? When will it be done?	Key Performance Indicators:
<p>Leaders, Teachers, TAs and Support staff:</p> <ul style="list-style-type: none"> • System use is consistent (CPOMS) but there are issues around staff feedback and discussion in relation to next steps for children. Some staff don't hear back and fear that the child may still be suffering. • Procedures and routines across a landscape of safeguarding and child protective areas require rethinking and testing so that they are fit for purpose. • Children at risk of PEX or with behavioural difficulties are not always tracked to see the issues 	<p>Non-negotiable 1:</p> <ul style="list-style-type: none"> • During INSET (September 2023), all staff will leave fully aware of contextual safeguarding risks within the SO19 area. Specifically, the vulnerabilities of children attracted to gang culture and gang violence. And the rise in the locality of sexually motivated behaviours around minors. Staff will be aware of the national picture too. As a result, all staff will have the confidence to explain common risks for children in our school in this area. A culture of 'it could happen here' pervades all we do. <p>Non-negotiable 2:</p>	<ul style="list-style-type: none"> • September-October 2023 – Install MEDITRACKER as per the group of schools – and ensure that all IHP (individual health care plans) and IC (intimate care plans) are updated and registered on the system. • September-October 2023 – Install Provision Mapper as per the group of schools – ensure that documentation linked to the child including SEND, alternative provision, reduced timetables and the like are all tracked and stored safely – are accessible to all leaders with clear outlines of the • On-going and checked half-termly Pupils who are vulnerable – including at risk of exclusion – 	<p>Short-term progress:</p> <ul style="list-style-type: none"> • Safeguarding Governor is knowledgeable about the school's areas of strength and development priorities in relation to safeguarding. • Governors are regularly visiting the school during operational hours to understand how the priorities are being developed. • DSLs are robust in evaluating referrals and logging outcomes as a collective. • Teachers, TAs and contractors know and can discuss key elements of KCSIE 2023. • Safeguarding meetings prioritise our collective understanding of need within the school.

<p>presented (triggers) as well as the de-escalation strategies that are required to ensure safety. All of this documentation needs to be considered ahead of any decision for reduced timetables. Clear discussions and logs with parents will be available.</p> <p>Safeguarding procedures</p> <ul style="list-style-type: none"> The office is not always cohesive in their approach to ensuring safety. This was demonstrated in the safeguarding audit where inconsistencies in what they knew and could talk was highlighted. Approaches to same-day absence – and the consistency of ensuring that school maintains a 'line of sight' continue to need to be prioritised. Medical needs policies and plans need urgent renewal. Leaders need to ensure that planning and processes are monitored and regularly revisited. This should sit with the SENCo as overarching lead as it does at sister schools. Ensuring that all documentation – with legal ramifications – including reduced timetable, EHC applications and the like is checked with the HT and Executive Headteacher weekly. 	<ul style="list-style-type: none"> (September to October 2023) The premises is safe and secure. Magnetic door locks prevent children with SEMH needs, from exiting the building with ease. Improved perimeter fencing to support containment at break and lunches. Pupils understand that the school is a space of safety. For those with SEMH needs – a 'soft start' Nurture Provision (as per Nurture Groups UK) is established to cater for their individual needs. <p>Non-negotiable 3:</p> <ul style="list-style-type: none"> September 23, October 23, November 23, January 23, April 23: Safeguarding training is scheduled half-termly throughout the year. This will cover a range of topics (specific to local context) and be clearly labelled on all School Improvement Monitoring schedules. <p>Non-negotiable 4:</p> <ul style="list-style-type: none"> The referral management system will demonstrate, more clearly, the decision-making processes and reflect where Senior Leaders have disagreed or challenged outcomes of the Local Authority. Referral closure will require discussion at a DSL meeting (Safeguarding Forum) with decisions as a collective – never in siloes. In light of any further evidence, there will be a clear trail within the management system of updating CPOMS. As a result of improved reporting – it is anticipated that the caseload for CP will increase. 	<p>will have clear and consistent management plans. These will be co-written with parents, staff and relevant parties.</p> <ul style="list-style-type: none"> 2023-24 The Executive Headteacher will line manage the SENCos. EHCs written by the SENCos will be cross-checked with sister school team members to ensure that they are fit for purpose. Weekly line management with EHT. Documentation in relation to the management of medicines and risk assessments will be common across the groups of schools from September. Governing Body Action Plan to be completed and set up in Autumn Term 1 and reviewed by SIO and Leaders. This will specifically state the training for the Safeguarding Governor alongside the support offered. On-going 2022-23 Weekly Safeguarding Forum meeting – attended by all DSLs and discussion recorded as per the Exec Head's proforma. Actionable list sent weekly. And collated for the purposes of tracking. 	<p>Longer-term progress:</p> <ul style="list-style-type: none"> Professional development continues to help staff develop ways of being 'professionally curious' and therefore linking information to the management system. Pupils with SEMH needs are better catered for in an environment that is safe and meets their needs. Nurture Provision provides those with SEMH needs with a therapeutic support programme to feel safer at the school – leading to fewer incidents of absconding. Health and Safety incidents (including trespassers accessing the site and damaging the property) are diminished. Partnership work with the police continues to support our vulnerable families. Medical plans and procedures are robustly dealt with. Parental survey feedback demonstrates high satisfaction with the school and at least 95% of parents feeling that their children feel safe at school.
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Milestone Checks & Deadlines to tackle Priority 5:

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Autumn Term 2022</p>	<p>Teachers:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 4 September 2023 – Safeguarding and Child Protection training INSET <input type="checkbox"/> 5 October 2023 – Safeguarding Update 1 (8:20 – 8:40) <input type="checkbox"/> 23 November 2023 – Safeguarding Update 2 (8:20 – 8:40) <p>Governors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 20 September 2023 – Full Governing Body Update <input type="checkbox"/> 18 October 2023 – Full Governing Body Update <input type="checkbox"/> 12 December 2023 – Specific Monitoring of ETHOS at Valentine 	<p>Autumn Progress and Headlines:</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring Term 2023</p>		<p>Spring Progress and Headlines:</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer Term 2023</p>		<p>Summer Progress and Headlines:</p>