



*“Supporting everyone’s emotional wellbeing and mental health, so that they can be listened to, are happy together and ready to learn.”*

## Walworth School Improvement Plan 2019 - 2020.

Key Priority 1 – The Quality of Education = Outcomes 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8.

Key Priority 2 – Behaviour and Attitudes = Outcomes 2.1, 2.2

Key Priority 3 – Personal Development = Outcomes 3.1, 3.2, 3.3

Key Priority 4 - Leadership and Management = Outcomes 4.1, 4.2, 4.3, 4.4



School  
Ofsted rated  
Good Provider  
  
Residential  
Ofsted rated  
Outstanding  
Provider



## Introduction

At Walworth Primary School, we believe that all children are entitled to develop to their fullest potential academically, socially, emotionally and into healthy well beings, enabling each child to grow in confidence and be able to fully participate in everything that goes on in the wider community with confidence. It is our vision that **“supporting everyone’s emotional wellbeing and mental health, so that they can be listened to, are happy together and ready to learn,”** is a successful foundation to the whole school community for pupils, staff, parents and governors. In doing so we will **“Significantly improve the quality of all our children’s lives.”** The School Improvement Plan (SIP) is an ongoing live document that enables the school’s vision to be shared and understood by the whole school community. Our aim is to work and learn together as a community in order to improve and be the best that we can be. The SIP should give everyone an understanding of where the school is going and what actions will be taken to ensure we get there. We set clear timescales for implementation and determine how to effectively use both human and material resources to support specific goals. It also helps us plan and prioritise our budget and guides how we plan and organise staff training. The SIP is designed to give a sharp, clear focus to those aspects of our work which we believe are most in need of improvement.

Everyone has the chance to contribute ideas as to how our school can improve. Staff and Governors meet regularly to review how successful our improvements have been and agree priorities for the coming year. We ask parents, staff and children to share their ideas through questionnaires and the school council contributes to ideas. We want everyone to support us and help us improve and this can only happen if we are all involved. Once we have agreed the priorities, the Leadership Team identifies outcomes for improvement by writing the (SIP). This is then shared with everyone. There are **four key priorities focuses** examines the new (2019) Ofsted inspection judgements. We wish to achieve each priority area as fully as possible; therefore, they will drive our training, resources, teaching and learning, monitoring, evaluation and review over the next year. Professional development INSET days are an important part of this process. In addition to this, all staff are keen to keep up to date with new initiatives. Therefore, individual teachers and support staff have undertaken training throughout the year in order to further their own professional development and to strengthen the subject expertise on the staff.

Signed *P. Wallbanks* (Head Teacher) **September 2019**

## Our SIP grading

**Walworth School SEF** is updated termly by members of the SLT and school Governors and is reviewed by priorities set in the **SIP**.

All evidence is either located on the school's 365 portal, governors monitoring visits or available within school files (i.e. safeguarding file)

The SEF is quality assured by the Head teacher, School Improvement Partner and Chair of Governors.

We use a tracking grading System for each of the school priorities, 1= Outstanding, 2= Good, 3 = Requires Improvement. We use (a, b, c) coding to reference where we believe we are within each category, i.e. a **2c** would be an emerging good whilst a **2a** would be a grade very close to outstanding.

### Our (Purple, Red, Amber, Green) **PRAG** Rating Key:

<b>PRAG Rating Key:</b>	<b>Significant progress is being made</b> <b>1</b>  Developments are well on the way and ahead of / advanced / completed.	<b>Progress is being made</b> <b>2</b>  Developments made and work is on track	<b>On-going progress</b> <b>3</b>  Developments need to continue and be further addressed to remain on track	<b>Little or no progress has been made</b>  Start of priority (indicated) or Developments are not on track
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## School Strategic Development Plan (2019 / 2020) Summary of targets

<b>Strategic Priority 1 Quality of Education</b>	<ul style="list-style-type: none"> <li>➤ 1.1 To articulate our curriculum so that all staff and stakeholders understand the intent, implementation and impact.</li> <li>➤ 1.2 To analyse the implementation of our curriculum reflection on strengths and weaknesses</li> <li>➤ 1.3 To track the impact of our curriculum as measured external and internal data</li> <li>➤ 1.4 To track the impact of the curriculum that shows children K&amp;U of cultural differences.</li> <li>➤ 1.5 To improve the quality of data management systems to support analysis and strategic planning.</li> <li>➤ 1.6 To ensure the consistency of the delivery of phonics for identified pupils throughout the school.</li> <li>➤ 1.7 To develop mathematical skills within reasoning and problem solving within all year groups</li> <li>➤ 1.8 To ensure that the teaching of recall multiplication is embedded within each year group.</li> </ul>
<b>Strategic Priority 2 Behaviour &amp; Attitudes</b>	<ul style="list-style-type: none"> <li>➤ 2.1 To reduce the recorded number of Major Incidents Reports.</li> <li>➤ 2.2 Leaders maintain high levels of Attendance (96%) by end of academic year.</li> </ul>
<b>Strategic Priority 3 Personal Development</b>	<ul style="list-style-type: none"> <li>➤ 3.1 To promote and protect emotional wellbeing and mental health for the whole school community</li> <li>➤ 3.2 To ensure the 24-hour curriculum promotes wider social and emotional development for residential children.</li> <li>➤ 3.3 To design a bespoke PD curriculum to identify medical / health needs, religious faiths and LGBT community.</li> </ul>
<b>Strategic Priority 4 Leadership &amp; Management</b>	<ul style="list-style-type: none"> <li>➤ 4.1 To implement and embed new EHCP tracked system effectively so that teachers write comprehensive EHCP reviews.</li> <li>➤ 4.2 Governors to understand and interpret target setting in relation to school improvement priorities.</li> <li>➤ 4.3 To ensure that every looked after child has an up to date, effective and high-quality PEP.</li> <li>➤ 4.4 Leaders ensure that the single central record is monitored and kept routinely up to date.</li> </ul>

## Key Priority 1: Quality of Education

**Overall  
Grade:**

**Strategic Target:**

*Leaders & Governors have a deep, accurate understanding of the quality of education. This will be achieved through the following specific target areas for 2019 / 2020.*

**School Leader:  
Peter Wallbanks**

Priority Improvements	Actions	Resource	Responsibility / Timescale	Impact required	Evaluation	PRAG Rating			
		Cost				Dec	Apr	Jul	
1.1	<p><b>To articulate our curriculum so that all staff and stakeholders understand our ambition, planning, adaptations, breadth and balance.</b></p>	<p>Complete a curriculum audit:</p> <ol style="list-style-type: none"> <li>1. Re- visit our vision and values. Are our curriculum drivers still relevant?</li> <li>2. Map <b>exactly</b> what we are teaching and when. What do we want pupils to <b>know</b> by the end of a teaching unit? What <b>skills</b> will they develop in that unit?</li> <li>3. Create an overview of <b>everything</b> that we are teaching or providing pupils                             <ul style="list-style-type: none"> <li>• Trips, visits experiences</li> <li>• Books and texts</li> <li>• Extra – curricular activities (cultural capital)</li> <li>• OT, SALT, CAMHS, school nurse</li> <li>• The hidden curriculum</li> </ul> </li> </ol> <p>Next, consider: Are the knowledge, skills and understanding we want pupils to gain clearly laid out in our curriculum map/long term planning/medium term planning? Check: Where the national curriculum is not detailed</p>	<p>Staff meeting time</p> <p>The Key 'Review your curriculum intent' materials. Section 1.</p> <p>Dedicated time for subject leaders to review and audit the curriculum in their area using The Key 'Review your curriculum intent' materials sections 1-5.</p>	<p>SLT / Middle Leaders / Subject leaders July 20</p>	<p>All teaching staff will have had an opportunity to reflect on 'our' curriculum offer and adjust as necessary.</p> <p>A curriculum overview will have been produced that maps out our current offer.</p> <p>Subject leaders, supported by SLT will review and update our current offer using an audit tool.</p> <p>Our updated curriculum and policy will be shared and agreed upon with all stakeholders.</p>	<p>Mr. Hope held a whole school teacher / LSA discussion during the Autumn Term and collected staff views on what curriculum is offered to the children at Walworth with a focus on NC, Enriched Curriculum, Intervention Support, Educare Curriculum. All information collected allowed staff to discuss how the curriculum delivered at Walworth was personal to the needs of the children. This information was a starting point where curriculum leaders began to design a new curriculum policy.</p> <p>Jan / February – A draft whole school curriculum policy was shared to SLT, Governors, MTL and subject leaders with the request of feedback for developments. Feedback was collected and additional information was included where relevant. The school has now finalised the Curriculum policy document which have been shared to subject leaders to support curriculum development.</p> <p>Staff meeting was held led by Mr Hope on the 26<sup>th</sup> Feb 2020 to discuss the meaning of curriculum intent, implementation and impact. Mr Hope shared example models of rationale and curriculum overviews, so that subject leaders have an example of this to design the 3 I's and curriculum overview linked to skills and knowledge for their curriculum areas.</p>			

		<p>and there is flexibility are our teaching choices clear?</p> <p>Are subject specific skills clearly laid out in our curriculum map?</p> <p>Does each unit of work have a clearly defined concept i.e. chronology in history?</p> <p>Does learning build towards clear end points?</p>				<p>Most Curriculum leaders have completed a draft Intent and curriculum map which were sent to senior leaders. Implications of COVID 19 prevented whole group discussion and feedback in relation to the draft Intent and curriculum map. Due to the COVID 19 restrictions and staffing implications this school priority will continue to be actioned and implemented in the next School Improvement Cycle 2020 /21. Senior Leaders and Curriculum Subject leaders are continuing to develop subject Intent and curriculum planning.</p>			
1.2	<p><b>To analyse the implementation of our curriculum in terms of teaching and learning, assessment and feedback.</b></p>	<p>Once our curriculum intent has been agreed upon and documented we will need to consider how well this is being implemented. This area of development and areas 1.3 – 1.5 will continue into the next cycle of school improvement.</p> <p>Check if teachers have an expert knowledge of the subjects they teach. Are they supported to gain this expertise? Is CPD documented?</p> <p>Ensure teachers enable pupils to understand key concepts.</p> <p>Collect evidence that teachers present information clearly and encourage appropriate discussion.</p> <p>Evidence that teachers check pupil understanding effectively and identify and correct misunderstandings.</p> <p>Collect evidence that teachers ensure pupils:</p>	<p>CPD</p> <p>Lesson observations / work scrutiny</p>	<p>SLT / Subject leaders</p>	<p>Evidence collected through lesson observations and work scrutiny will evidence how closely our implementation matches our intent and will identify strengths and weaknesses to be addressed</p>	<p>Teachers are in the process of mapping out the programme of skills and knowledge for each subject and year group, this will support the implementation of the revised curriculum in line with the priorities set in the SIP. Policies are also being revised to reflect this. Teachers are working remotely during the current lockdown – we will need to come together to see how all of this map together</p> <p>This outcome will continue in the next cycle of the SIP 2020/21</p>			

		<ul style="list-style-type: none"> <li>• embed key concepts in long term memory through opportunities to re-visit.</li> <li>• apply key concepts fluently.</li> <li>• transfer key knowledge to long term memory.</li> </ul> <p>Check if teachers use assessment to analyse pupils understanding.</p> <p>Check if assessment is used to support the teaching of the curriculum.</p>	<p>Lesson observations / scrutiny of work / analysis of the use of formative and summative assessment to inform teaching. Termly learning walks</p>	<p>SLT / subject leaders / Governors</p>	<p>Evidence collected will identify strengths and weaknesses in the use of assessment and inform future practice.</p>				
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Priority Improvements		Actions	Resource	Responsibility /	Impact required	Evaluation	PRAG Rating		
			Cost	Timescale			Dec	Apr	Jul
1.3	<b>To track the impact of our curriculum as measured by external test data and measured/predicted by external and internal indicators.</b>	<p>Ensure success benchmarks are in place.</p> <p>Measure the development of pupil knowledge.</p> <p>Measure the development of pupil skills.</p> <p>Can we demonstrate that all learning builds towards an end point?</p> <p>Identify weaknesses in delivery.</p> <p>Action plan delivery weaknesses. (e.g. Talk for writing, phonics)</p>	ASP data FFT data Teacher assessment data	Assessment Coordinator & Subject leaders	<p>All teaching staff will know where our children are in terms of attainment and where we want them to be.</p> <p>Strengths and weaknesses will be identified and weaknesses action planned through individual support plans.</p>	<p>Current impact is documented above in terms of self- evaluation and EDP note of visit evidence. During the current situation it is not possible to properly evaluate current impact beyond the spring term. Formalised measures have been cancelled for this academic year (phonics testing, Key stage 1&amp;2 Statutory tests, Times Tables tests) Further analysis of impact will be undertaken once our curriculum is fully planned and implemented. To provide impact information for subject leads we will be moving towards a new internal assessment system. We are currently looking at the Durham Special Schools 'Progression' package (we had some input into the development of this) and the new Fisher Family Trust tracking and target setting tool as possible candidates.</p>			
1.4	<b>To track the impact of our curriculum in terms of how successfully pupils are developed as well-rounded citizens.</b>	<p><b>Consider if disadvantaged /SEND children acquire the knowledge and cultural capital to succeed in life.</b></p> <p>As a staff team determine our definition and vision of cultural capital. Map out in long term plans.</p>		SLT / MLT & Subject Leaders	<p>Pupils will receive a broad and rich learning experience. Teachers will identify opportunities in long- and medium-term planning.</p>	<p>This outcome was not achieved as implications in relation to COVID 19 and the disruption in pupil attendance, class cohort groups and curriculum delivery and the following of government guidance prevented this school priority to be actioned.</p> <p>This outcome will continue in the next SIP cycle 2020 /21</p>			

Priority Improvements		Actions	Resource	Responsibility / Timescale	Impact required	Evaluation	PRAG Rating		
			Cost				Dec	Apr	Jul
1.5	<b>Re-align assessment procedures to reflect changes in our curriculum and to best support the analysis of attainment and progress.</b>	Develop an assessment tracking system that <b>is not onerous</b> for teachers to complete and takes account of the breadth and depth of the curriculum	Resources to be provided by the Assessment coordinator	Assessment Coordinator & Subject Leaders July 20	A data collection and analysis system will be produced that is not onerous and which informs the implementation of the curriculum as well as tracking its impact.	<p>We have finally received our Durham special schools 'Progression' database which covers all subject areas except Design Technology and RE - these are still being developed. Mr Hope is currently transferring our PIVATS data for Maths and English onto this to see how it all works. We need to move to a new system because each curriculum leader will need to know about progress in their subject area. We are also looking at the Fisher Family Trust pupil tracker. Phil the technician was helping Mr Hope to set this up at the point when we went into lockdown so we are a bit stuck with this one at the moment. The advantage of FFT is that it will set targets for you as well.</p> <p>Progression is a free resource to us because we helped to design it. FFT is £1 per pupil per year (free until September) so both are cost effective. In the meantime, Mr Barnes is looking at commercial packages so that we can compare - these would come at a cost of course if we chose to go with one of these.</p> <p>This priority will continue in the next SIP Cycle 2020/21</p>			

1.6	<p><b>To review the resourcing, assessment and delivery of phonics to ensure there is consistency for identified pupils throughout the school.</b></p>	<p>To improve the quality of data management systems to support analysis and strategic planning.</p> <p>Carry out an audit on phonics materials in each class.</p> <p>To carry out an assessment on how phonics is delivered in each classroom.</p> <p>To provide training for individual classes identified from point 2</p> <p>To ensure that the children needing phonics support are receiving high quality provision</p>	Literacy Budget	<p>GB – Class Team – Sept 19</p> <p>GB – Class Team – Oct 19</p> <p>Experienced Staff – Nov 19</p> <p>GB / SLT Dec 19</p>	<p>Identify any shortfalls which may prevent delivery.</p> <p>Complete assessment to identify any necessary areas for individual class support.</p> <p>When relevant staff are confident within phonics.</p> <p>Children to be making good or better progress in phonics.</p>	<p>Senior and middle leadership have conducted a work scrutiny where it was identified that the consistent delivery of phonics remains an issue in the school in terms of frequency of delivery. Following this, the Literacy co-ordinator conducted an audit of phonics materials and spoke to colleagues regarding barriers. Staffing levels (due to sickness) were raised as an issue by some teachers and some LSA's were concerned that they may be pronouncing the phonemes incorrectly. To remedy this a staff meeting was arranged for (It was the Wednesday before we went into social distancing - to cover a review of phonics assessment, a recap of phonemes and a whole staff discussion on sharing best practice and practical ways to solve issues raised regarding staffing. Part of the theme was to ensure staff were clear on the vital importance of the delivery of phonics and reading in terms of the new OFSTED inspections. The phonics staff meeting has therefore been rescheduled for the first available opportunity when staff are back in school. We are also looking into having a trainer from Rapid Phonics delivering a whole school inset day in the next academic year. This priority will continue in the next SIP cycle 2020.21</p>			
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Priority Improvements		Actions	Resource	Responsibility / Timescale	Impact required	Evaluation	PRAG Rating		
			Cost				Dec	Apr	Jul
1.7	<b>To maintain a whole school approach for developing mathematical skills_within reasoning_and problem_solving to increase attainment across the school.</b>	<p>Middle leader to provide guidance and support for all staff within their subject lead of Maths within the school.</p> <p>Review learning through book scrutiny during intervals within the academic year and provide feedback about practice to Senior Leaders / Governors</p>	Maths coordinator to provide resources	NJ – Sep19 Class Team	<p>In numeracy books there will be clear evidence of reasoning and problem-solving tasks taught every week. Evidence of progression and mastery level activities to consolidate previous learning will be identified in each class group.</p> <p>Pupils' progress linked to reason and problem solving will be clearly identified in numeracy books and assessment tests.</p>	<p><b>New Maths Subject Lead appointed January 2020 due to retirement of previous lead.</b></p> <p>Verbal discussion and work scrutiny illustrated that this was not being covered by all staff when she had done some formal discussion with all teacher and</p> <p>Next Steps to consider outcome for next academic year and additional support and staff meeting time to discuss outcome. This priority will continue in the next SIP cycle 2019/20</p>			
1.8	<b>All children up to and including year_4 to be given dedicated time to study multiplication tables</b>	Children to access direct teaching on three occasions each week.	Maths coordinator to provide resources	NJ – Sep19 Class Team	<p>Evidence in mental maths activities and morning calculations will reflect multiplication activities.</p> <p>Evidence of assessment linked to responding to multiplication tests in the classroom will be visible in children's work and results from tests.</p>	<p>Work Scrutiny illustrated lack consistency across the school with various take up from classes. In some it was very good in others as I think we found through scrutiny there was a shortage.</p> <p>Next Steps to consider outcome for next academic year and additional support and staff meeting time to discuss outcome.</p> <p>This priority will continue in the next SIP cycle 2019/20</p>			

## Key Priority 2: Behaviour & Attitudes

**Overall  
Grade:**

**Strategic Target:**

**Leaders & Governors have a deep, accurate understanding of behaviour and attitudes in the school. This will be achieved through the following specific target areas for 2019 / 2020.**

**School Leader:  
Peter Wallbanks**

Priority Improvements		Actions	Resource	Responsibility / Timescale	Impact required	Evaluation	PRAG Rating		
			Cost				Dec	Apr	Jul
2.1	<b>To decrease the level of physical management</b>	<p>Use school data to identify which children are needing the most physical management</p> <p>Staff Training to review de-escalation techniques and positive handling strategies.</p> <p>Staff meeting (CPD) to discuss trauma informed approaches.</p>	<p>Individual Pupil Management Record</p> <p>CPD Team Teach Accredited training.</p> <p>Aspire £ 550 (PP +)</p>	<p>S. Hope - Each Month.</p> <p>MR, MC, IN October 19 1 day (INSET)</p> <p>E. Reed – Jan /Feb 20 (Twilight-light)</p>	<p>We aim to achieve target data by reducing the number of MIRs each term by <b>2.62 to 2.42 by Dec 19</b></p> <p><b>2.42 to 2.22 by Easter 20</b></p> <p><b>2.22 to 2.0 by July 20</b></p> <p>Staff will have a better understanding through CPD to promote positive de-escalation which in turn will reduce the number of physical interventions.</p> <p>Staff will develop a fundamental understanding of how to support complex behaviours associated with trauma.</p>	<p>By the end of February 2020 our average Physical Managements per day was 2.39. An end of year target was 2.0. From November 2019 PM had gone down each month. This means reaching 2.0 by July may have been a possibility.</p> <p>Exclusions days by the end of March 2020 were at 24 with two children being responsible for 14 of these days.</p> <p>It was difficult to give a true account using data in this priority as attendance was impacted due to COVID 19 and therefore class sizes / cohorts changed which did not give a true reflection of any data collected in school. This priority will be reviewed in relation to the behaviour management recorded on pupils.</p>			
2.2	<b>To increase attendance to 96% by the end of the academic year.</b>	<p>Admin and teaching staff to monitor pupil attendance.</p> <p>Admin staff to inform SLT when attendance of pupils falls below 95% Attendance policy to be reviewed and updated</p> <p>Head Teacher to challenge persistent lateness of identified pupils by sending a letter to parents / carers</p> <p>To promote good attendance and punctuality.</p>	<p>SIMS / CPOMS Attendance monitoring.</p> <p>Attendance Management Policy</p> <p>Certificates and Reward Gifts Assemblies £500 per year</p>	<p>JP, LA (Admin) Sept 19</p> <p>P. Wallbanks (HT) &amp; GOV Body - Oct 19</p> <p>P. Wallbanks (HT) - Sept 19</p> <p>Admin – DATA</p> <p>SLT/ GOVs</p> <p>P. Wallbanks (HT) – Sept 19</p>	<p>To aim to increase attendance. Aim <b>By the end of term one reach 95%</b> <b>By the end of term 2 reach 95.5%</b> <b>By the end of term three reach 96%</b></p> <p>Policy will reflect whole school practice and be available in school and online for parents to view. This will aim to address any issues which may be behind this pattern of poor punctuality.</p> <p>A referral may be made to the Attendance Improvement Team to consider if enforcement action is required, as a way to reduce persistent absences.</p> <p>Children &amp; Parents will be able to see and value why it is important to attend school. This will be a celebration and reward for pupils and Attendance percentages will be shared with parents in newsletters and review meetings.</p>	<p>Genuine and realistic targets were set against all of these elements for this academic year. Up until the end of March 2020 attendance was running at just over 92%. The end of Spring target was set at 95.5% so we did not actually reach that, therefore, reaching an end of year target of 96% was perhaps too ambitious. BUT when we add together Attendance + Medical + Illness we nearly reached 96%, unauthorised attendance being only 2.4%, including one pupil who has not attended all.</p> <p>We were unable to collect data for term 3 due to the implication on recording attendance in school following the government guidance. This priority will continue in the next SIP cycle 2020/21.</p>			



## Key Priority 3: Personal Development

**Overall  
Grade:**

**Strategic Target:**

**Leaders & Governors have a deep, accurate understanding of the how the school embeds personal development. This will be achieved through the following specific target areas for 2019 / 2020.**

**School Leader:  
Peter Wallbanks**

Priority Improvements	Actions	Resource	Responsibility /	Impact required	Evaluation	PRAG Rating			
		Cost	Timescale			Dec	Apr	Jul	
3.1	<p><b>To demonstrate commitment to promote and protect emotional wellbeing and mental health for the whole school community by sustaining the Wellbeing Award for Schools.</b></p>	<p>To arrange a Change Team Meeting and discuss the feedback from the WAS award assessor and review action plan linked to WAS objectives</p> <p>Change Team Members to evaluated previous actions identified on the EWMH I action plan and give feedback and recommendations to future development.</p> <p>Share updated EWMH action plan to SLT &amp; School staff.</p> <p>CAMHS Primary EWMH Key worker) to continue to support school and wider community links with parents / carers in relation to EWMH issues.</p> <p>To send out stakeholders' evaluations to staff, pupils and parents.</p>	<p>Change Team Committee (working party)</p> <p>EWMH Action Plan template</p> <p>Staff Meeting</p> <p>£20,000 External Support CAMHS (2 days a week)</p> <p>Stakeholders Evaluations</p>	<p><b>October 19</b> R. Cooke (lead) Change Team Committee members &amp; Gov.</p> <p><b>Dec 19 –</b> Change Team members</p> <p>R. Cooke <b>Jan 20</b></p> <p>Rebecca B <b>Sept 19 – July20</b></p> <p><b>R. Cooke &amp; Admin</b></p> <p><b>May -20</b></p>	<p>The meeting will provide a starting point to reflect and review practice and provide an opportunity to introduce new ideas to promote EWMH at whole school level</p> <p>The school will have in place a comprehensive action plan with identified outcomes to support 3.1</p> <p>All staff will be aware of the revised EWMH action plan which will inform how we intend to deliver 3.1.</p> <p>R.B will be the identified key professional to provide EWMH support to the whole school community in relation to 3.1 and referral.</p> <p>80% of stakeholder's evaluations will agree that we meet this priority.</p>	<p>An EWMH change team committee has been held for Autumn and Spring term reviewing the standards linked to the WAS award and how we intend to sustain the award. Mr Cooke has created a termly timeline recording activities that have been undertaken to develop the practice of EMMH within the school.</p> <p>A new comprehensive action plan has been designed by the change team committee and is now the focus of the development of this outcome within the school. – This action plan will continue within the next cycle of 2020/ 21 as some outcomes identified was put on hold during lockdown and following government advice in relation to COVID 19</p> <p>Prior to lockdown and COVID restrictions PSA and Primary Mental Health Key Worker have been working with children and parent / carers on several initiatives.</p> <p>- I Max for parents and children - This was a 6-week programme for children with ASD to support them to understand their feelings and emotions and how to manage them when feeling anxious and distressed. The program culminated in a session held for parents and carers to share good practice and understanding.</p> <p>Secondary transition – There was 29 children this year transitioned from Walworth School to secondary. Although this was a larger group than</p>			

					<p>previous years to manage, all children were well prepared for transition to their prospective secondary schools using virtual, social stories and safe planned visits in relation to COVID guidance.</p> <p>Kinship Carers now known as Catch up Carers – These are monthly support group sessions for informal carers / family carers and guardians to share experiences. Group support helps people feel they are not alone with their experience. Rebecca and Suzanne are also able to signpost 'families' to available relevant support services.</p> <p>.PACE training for parents –The PACE training covers Attachment theory and the impact of trauma and developmental trauma. This allows carers to really appreciate and put into perspective why we are having to deal with the challenging behaviours of children. The PACE training allows carers to question what is and what is not working. It looks at the importance of relationship building and how (until a relationship is established with a child or young person) it is very difficult to start to work on their behaviour and subsequently help them to feel safe and how to 'trust'. PACE training is a rolling programme and is provided when need is identified.</p> <p>PSA Networking – Suzanne has set up a PSA support network to enable colleagues to keep abreast of new local initiatives / changes and to share good practice. PSA network meetings have been facilitated in the past by Durham County but they no longer coordinate them. Parent Support Advisor is a unique role and all who attend are pleased the networking has resumed.</p> <p>Challenging Behaviour Sessions – These are held for parents and carers to give advice and discuss strategies of</p>			
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						<p>how to support their children's emotional health and wellbeing.</p> <p><u><b>Our next steps are to send our questionnaires to collect other stakeholder's feedback and review ways we can continue to support EWMH while recognising the potential risks in relation to COVID 19.</b></u></p>			
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Priority Improvements	Actions	Resource	Responsibility /	Impact required	Evaluation	PRAG Rating			
		Cost	Timescale			Dec	Apr	Jul	
3.2	To ensure the 24-hour curriculum enables pupils to learn wider social and emotional skills effectively and make good / outstanding progress	<p>Head of Care to attend strategic Leadership discussions around curriculum development that relates to Social and Emotional curriculum.</p> <p>HOC to cross reference</p> <p>HOC to share curricular focus learning opportunities to residential care officers.</p> <p>RCCO to deliver focused Social / Emotional programmes e.g. John Muir award</p>	Residential Provision Educare	<p>Sept Onwards HT / Head of Care / Curriculum leaders</p> <p>RCCOs</p>	<p>The performance of residential pupils is at least as good and better than that of non-residential pupils.</p> <p>Minimum Care Standards recognise the links between school and residential 24-hour curriculum in relation to S/E skills.</p>	<p>Children are making noticeable progress with their personal development we have had reports from parents / carers and residential staff stating that children are responding much better to routines, including at bedtimes. This results in children well rested and ready for the school day when they arrive at their lessons.</p> <p>Staff are helping children with additional revision and target intervention work to support gaps in learning afterschool. As a result, children's self-esteem and confidence improve. This enhances their ability to learn, and their progress is sustained preparing them for statutory tests. Children are making remarkable progress with their emotional health and well-being; this approach is well embedded throughout the school and residential. Children are becoming used to talk about their feelings. They practise using strategies they have learned, to regulate their emotions. This is significant progress for some children, whom found emotional regulation difficult to control.</p> <p>Children enjoy a wide range of activities. Some projects are innovative, such as the John Muir Award for conservation and the Garden Project. Children work towards external recognition for these activities. The wider school also benefits from these initiatives. Children gain valuable knowledge about and skills in relation to the environment in which they live. They learn to work together as a team. Their sense of self-worth is enhanced by the successes they achieve.</p> <p>On the 4<sup>th</sup> &amp; 6<sup>th</sup> February we received a residential provision inspection under the social care common inspection framework receiving an <b>OUTSTANDING</b> monitoring grade. <b>Priority Achieved</b></p>			

3.3	<p>Leaders ensure the PD curriculum is widened by establishing links with the school nurse, religious groups and LGBT communities.</p>	<p>SENCO – to discuss Health priorities with school nurse using information from the school health profile audit.</p> <p>School Nurse to design a curriculum linked to the audit needs of the school in relation to personal health care, sex education, hygiene and active lifestyle</p> <p>RE – Coordinator to organise guest speakers linked to religious faiths.</p> <p>School to begin to design an action plan to demonstrate how we are meeting objectives linked to LGBT award for schools</p>	<p>School health audit &amp; School Nurse</p> <p>School Nurse</p> <p>RE – Coordinator &amp; External Links</p> <p>£395 LGBT Award resources School Council</p>	<p>Sept - Onwards VB (SENCO)</p> <p>Sept – Onwards RVG</p> <p>Sept - Onwards NJ - PSHEC</p> <p><b>PSA – SM Pupil Voice</b></p>	<p>School Health Audit will identify areas of school target intervention.</p> <p>School nurse to deliver intervention programmes so that ...Children can explain how to keep physically healthy, eat healthily and maintain an active lifestyle. Children will be able to talk about healthy relationships.</p> <p>Children will be able to reflect on their own beliefs (religious or otherwise) and perspective on life.</p> <p>Children will demonstrate knowledge of, and respect for, different people's faiths, feelings, values and cultural differences such as same sex families.</p>	<p>Children are developing their personal development and social skills because of staying in the residence. Family members consistently reported that this is one of the most important outcomes for their children. Children also said that this is the aspect of staying in the residence that they like the most. They learn essential skills about negotiation and compromise. This helps them to sustain friendships. As a result, children are far less isolated than before they began to stay in the school.</p> <p>Leaders develop strong links with members of the professional network. The head of care talks to health professionals about practice issues. This also strengthens processes in the residence. The staff team spends time with therapists to understand the work they do with children. Residential staff extend this specialist input when children have their overnight stays. Children's development is enhanced because of the extra support they receive.</p> <p>The PSA coordinates children and families to move on to their secondary education. Ms Matthews organises and support visits to new schools. The PSA is also helping children to embrace equality and diversity. Initiatives such as The Rainbow Flag are innovative and inclusive. She is coordinating this area so that staff, children and their families learn about the impact of discrimination. Different types of families are celebrated. The evaluation of this work shows how well the programme has been received. From a young age, children learn to accept and value difference. This also enhances their own sense of self-worth. <b>Priority Achieved</b></p>			
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## Key Priority 4: Leadership & Management

**Overall  
Grade:**

**Strategic Target:**

*Leaders & Governors have a deep, accurate understanding of school's effectiveness. This will be achieved through the following specific target areas for 2019 / 2020.*

**School Leader:  
Peter Wallbanks**

Priority Improvements	Actions	Resource	Responsibility /	Impact required	Evaluation	PRAG Rating		
		Cost	Timescale			Dec	Apr	Jul
4.1	<p><b>Teachers will be able to complete tracked changes and write suitable provision linked to SEN in relation to the new EHCP document.</b></p>	<p>SEND – school partnership contract £300.</p> <p>SEND network meetings</p>	<p>Sept 19 – Sept 20</p> <p>RC – AHT (SENCO)</p> <p>VB – AHT (SENCO)</p> <p>ER – Senior Lead Teacher (LAC)</p> <p>Staff meeting and 1 to 1 feedback support.</p>	<p>Teachers will be able to track change and write comprehensive advice in relation to pupils SEND that forms a legal document of the EHCP.</p> <p>Teachers will be able to identify provision linked SEND and outcomes that are SMART.</p> <p>Feedback from the LA will provide the school with data towards the quality and consistency of good or better EHCP.</p> <p><b>90% of EHCP Tracked Changes will be of a good or better standard.</b></p>	<p>The majority of the EHCP are now on the new format and teachers have had training by the LA and SENCO's regarding complete track changes at an appropriate standard.</p> <p>Mr Cooke has had some of his work quality assured by the SEND LA team and uses this work as a scaffold support to help teachers have a model to complete track changes successfully.</p> <p>A review of tracked changes has improved, however they are not consistent within the school and some teachers have been identified as needing more 1 to 1 support from key professionals' e.g. Kathy Douglas (SEND LA) or Julia Dixon (Education Psychologist).</p> <p>SENCOs are reviewing how LA can support teachers following a quality assurance feedback session.</p> <p>This outcome will be reviewed to address any gaps in completing the tracked change process.</p>			

Priority Improvements		Actions	Resource	Responsibility / Timescale	Impact required	Evaluation	PRAG Rating		
			Cost				Dec	Apr	Jul
4.2	<b>Governors to understand and interpret success by the measurement of target setting in relation to school improvement priorities.</b>	<p>CPD Training presented by EDP.</p> <p>The board must have access to objective, high quality and timely data if it is to ensure and embed robust accountability and know the questions that need to be asked to school leaders.</p>		<p>Sept 19</p> <p>EDP – GOVs and SLT / MLT</p>	<p>Governors, alongside Leaders will be able to understand and scrutinise measurable target setting so they are able to analyse the school improvement performance linked to priorities set.</p>	<p>CPD training has been undertaken by the EDP and Governors are now in a position to use their monitoring system and feedback from other stakeholders to make judgements, challenge leaders and review progress on SIP outcomes set.</p> <p><b>Priority Achieved</b></p>			
4.3	<b>To ensure that every looked after child has an up to date, effective and high-quality PEP that focuses on educational outcomes and all PEP frameworks.</b>	<p>(ER VB SH) to attend Durham Virtual School e pep training.</p> <p>(ER) meeting with the teachers to issue hand-out covering all key points of information needed linked to e pep completion. All e peps will be completed within the allocated time framework.</p> <p>(ER) will review all electronic PEPs and provide feedback to teachers where necessary to meet the required standard expected.</p> <p>Teachers will respond to support and feedback where necessary making changes to E peps following feedback.</p> <p>(ER) will share quality assurance feedback from the virtual school which will inform future practice.</p>	<p>LA CPD training FREE</p>	<p>Sept 19</p>	<p>Teachers will be able to produce high quality E PEPS which show ambition for LAC, have SMART outcomes and recognise and plan for needs</p> <p>Feedback from the Virtual School will provide the school with information towards the quality and consistency of good or better E PEPs.</p>	<p>Quality Assurance from Durham and other LA, provide feedback that PEPs for identified children are at a GOLD or GREEN standard, indicating they are of high quality and outcomes support children's needs and identified gaps.</p> <p><b>Priority Achieved</b></p>			

4.4	Lead safeguarding Governor and Senior leaders ensure that the single central record is routinely kept up to date.	EB – to complete all statutory checks inline to KCSIE policy and guidelines.  RP (GOV) to routinely monitor the SCR using LA and statutory guidelines	GOV Monitoring	Termly  SG Gov  EB	Gov RP will carry out the leadership responsibility of monitoring and providing feedback to the SLT and Gov body. This feedback will be given formally at each governing body meeting.  The school will be able to prove that the single central record meets the required standards set by Ofsted and LA requirements.	Mr Flynn (COG) has discussed the process of reviewing the single central record with the HT and AHT – (Mr Cooke). Mr Flynn was provided additional guidance on the role of monitoring the SCR and monitored the SCR on the 10 <sup>th</sup> March in consultation with Elaine (SBM).  <b>Priority Achieved</b>			
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Updated September 2019 PW –

Reviewed July 2020 by SLT