



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

Walworth School Development Plan 2020- 2021.

Key Priority 1 – The Quality of Education = Outcomes 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8.1.9

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

Key Priority 3 – Personal Development = Outcomes 3.1, 3.2, 3.3, 3.4

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



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 Development Plan (**SDP**) 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 **SDP** 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 **SDP** 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 2020**

Our SDP grading

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

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:

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

School Strategic Development Plan (2020 / 2021) Summary of targets

Strategic Priority 1 Quality of Education	<ul style="list-style-type: none"> ➤ 1.1 To articulate our curriculum so that all staff and stakeholders understand the intent, implementation and impact. ➤ 1.2 To analyse the implementation of our curriculum reflection on strengths and weaknesses ➤ 1.3 To track the impact of our curriculum as measured external and internal data ➤ 1.4 To track the impact of the curriculum that shows children K&U of cultural differences. ➤ 1.5 To improve the quality of data management systems to support analysis and strategic planning. ➤ 1.6 To ensure the consistency of the delivery of phonics for identified pupils throughout the school. ➤ 1.7 To develop mathematical skills within reasoning and problem solving within all year groups ➤ 1.8 To ensure that the teaching of recall multiplication is embedded within each year group. ➤ 1.9 To ensure that Remote Learning is embedded and defined for all stakeholders. (Additional priority set Sept 20)
Strategic Priority 2 Behaviour & Attitudes	<ul style="list-style-type: none"> ➤ 2.1 To reduce the recorded number of Major Incidents Reports. ➤ 2.2 Leaders maintain high levels of Attendance (96%) by end of academic year.
Strategic Priority 3 Personal Development	<ul style="list-style-type: none"> ➤ 3.1 To promote and maintain positive emotional and mental wellbeing of the school community following Covid-19 and beyond. ➤ 3.2 To re - engage children into their boarding provision safely (meeting all Covid 19 establishment guidelines). ➤ 3.3 To design a bespoke PD curriculum to identify medical / health needs, religious faiths and LGBT community. ➤ 3.4 To establish nurture group provision which further supports identified pupil across the school through access to targeted intervention sessions.
Strategic Priority 4 Leadership & Management	<ul style="list-style-type: none"> ➤ 4.1 To implement and embed new EHCP tracked system effectively so that teachers write comprehensive EHCP reviews. ➤ 4.2 Governors to further involvement and increased knowledge for Governor Monitoring in all subjects ➤ 4.3 To ensure that every looked after child has an up to date, effective and high quality PEP. ➤ 4.4 Leaders to implement a robust monitoring policy and planner so that whole school monitoring tasks are routinely timed and informed.

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 2020 / 2021.

**School Leader:
Peter Wallbanks**

Priority Improvements		Actions	Resource	Responsibility / Timescale	Impact required	Evaluation	PRAG Rating		
			Cost				Dec	Apr	Jul
1.1	To articulate our curriculum so that all staff and stakeholders understand our ambition, planning, adaptations, breadth and balance.	<p>Following on from previous work completed by staff 2019/20.....</p> <p>Music / MFL / PE and D&T to have intent and curriculum long term plan for all key stages completed.</p> <p>SLT, MLT and subject leaders to 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 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>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</p> <p><u>Preparation for Summer Term 2021</u></p>	<p>All teaching staff will have had an opportunity to reflect on 'our' curriculum offer and adjust as necessary.</p> <p>All curriculum areas including EYFS will have a specific INTENT and Curriculum Long Term Plan in relation to year group and key stage progression.</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>Lockdowns and the inability of the teaching team to meet in person has hampered the progress of our curriculum work. Realistically, a completion date of July 21 rather than Easter 21 is likely.</p> <p>Intent Statements now complete apart from Nurture and DT. DT resources now arrived – Intent and LTP will be completed by Summer Half term</p> <p>New Long Term planning format produced and 'trilled' for Science, Geography and Art & Design. Format shared with the teaching team. CPD contracts set up with advisory teachers for Maths, English, MFL, PSHE and geography. Other external guidance has been sought for EYFS, music and PE.</p> <p>CPD contract input now complete. All Long term Plans are to be completed by Summer Half Term. Teachers to produce medium term planning in the last half term in preparation for implementation in September 21.</p> <p>July 21 – The majority of the Long term Planning units have been designed. Staff meeting held on the 7th July shared all class teachers with a medium term planning format that provided class teachers with a focus to design a half terms curriculum for all subjects. The MTP format provides opportunities for teachers to plan a termly teaching sequence</p>			

						that indicates knowledge as a building block to develop the skills to apply or respond to the knowledge taught. All actions of the this school priority have been achieved and senior leaders will revisit the priority to assess if subject leaders can articulate the content of the curriculum at whole school level and to other stakeholders EDP and LA Performance Lead .			
1.2	To analyse the implementation of our curriculum in terms of teaching and learning, assessment and feedback.	<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> <ul style="list-style-type: none"> embed key concepts in long term memory through 	<p>CPD</p> <p>Lesson observations / work scrutiny</p>	SLT / Subject leaders	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>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 have worked remotely during lockdowns and physical staff meetings have not been possible due to COVID.</p> <p>Virtual staff meeting 13th January 21 – main points discussed were:</p> <ul style="list-style-type: none"> remote working has led to some disparities in policies. SH and GB sought agreement to align all policies into a 'house' style and then share with curriculum leads for approval. <p>New long term planning format trialled by SH and GB for some subjects and shared with staff. Proforma is on Office 365 for staff to complete for their subject</p> <p>See above – Policies now aligned. LTP to be completed by summer half term</p> <p>July 21 – This priority will continue in the next cycle to allow class teachers to embed the new curriculum design. The need for subject leaders and senior leaders to collect evidence of the delivery of the new curriculum and using the revised assessment framework will allow leaders to make informed judgements based on the moderation of subjects and evidenced collected.</p>			

		<p>opportunities to re-visit.</p> <ul style="list-style-type: none"> • apply key concepts fluently. • transfer key knowledge to long term memory. <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>			
--	--	--	---	--	---	--	--	--

Priority Improvements	Actions	Resource	Responsibility /	Impact required	Evaluation	PRAG Rating			
		Cost	Timescale			Dec	Apr	Jul	
1.3	<p>To track the impact of our curriculum as measured by external test data and measured /predicted by external and internal indicators.</p>	<p>CPD for SLT / MLT and Subject leaders to become familiar with the new assessment tool progression in relation to tracking individual, pupil and cohort progress.</p> <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>ASP data FFT data Teacher assessment data</p>	<p>Assessment Coordinator & Subject leaders</p> <p><u>In line with the implementation of the revised school curriculum Summer Term 21.</u></p>	<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. Formalised measures have been cancelled for this academic year (phonics testing, Key stage 1&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>			

		<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>				<p>After further evaluation both Progression and FFT do not provide the in depth analysis that we need as a special school (measures of progress as well as attainment, benchmarking etc.) We are currently trialling iASEND with Walworth data to see if this meets our needs. Whilst more adept this comes with a greater cost – circa £1800 per year.</p> <p>July 2021. IASEND has been purchased and Mr Butler and Mr Barnes have completed online training. Staff meeting has taken place in the Summer term to make staff aware of the new assessment system.</p> <p>No external test data for the 2020 / 2021 academic year is currently available.</p>			
1.4	<p>To track the impact of our curriculum in terms of how successfully pupils are developed as well-rounded citizens.</p>	<p>Consider if disadvantaged /SEND children acquire the knowledge and cultural capital to succeed in life.</p> <p>As a staff team determine our definition and vision of cultural capital. Map out in long term plans.</p>		<p>SLT / MLT & Subject Leaders</p>	<p>Pupils will receive a broad and rich learning experience. Teachers will identify opportunities in long and medium term planning.</p>	<p>The new long term planning format is derived from our over-arching curriculum policy and will map out our curriculum offer including over-arching National Curriculum concepts, vocabulary, knowledge and skills progression, enrichment, educational visits, outdoor learning and our key curriculum drivers:</p> <ul style="list-style-type: none"> • Emotional awareness • Citizenship • Independence • Life experiences and understanding <p>July 2021 Overarching NC concepts, vocabulary, knowledge and skills progression are now embedded in curriculum intent documents and the long term plan. Key drivers are included in the new planning formats. Work to ensure whole school consistency in recording these will be carried forward into the 2021 – 2022 academic year. These will be discussed in staff meetings and monitored by SLT / MLT.</p>			

Priority Improvements		Actions	Resource	Responsibility /	Impact required	Evaluation	PRAG Rating			
			Cost	Timescale			Dec	Apr	Jul	
1.5	Re-align assessment procedures to reflect changes in our curriculum and to best support the analysis of attainment and progress.	Implement the progression assessment tracking system that is not onerous 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 In line with the revised school curriculum Summer 2021	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.	See 1.3 above June 21 IASEND in place with new middle leaders role implemented to support data analysis. New baseline assessment outlined for children in English and Maths. Assessments of Foundation subjects to begin 2021/2022 academic year				
1.6	To review the resourcing, assessment and delivery of phonics to ensure there is consistency for identified pupils throughout the school.	<p>To improve the quality of data management systems to support analysis and strategic planning.</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 audit undertaken in 19/20</p> <p>To ensure that the children needing phonics support are receiving high quality provision</p>	Literacy Budget	<p>GB – Class Team – Sept 20</p> <p>GB – Class Team – Oct 20</p> <p>Experienced Staff – Nov 20</p> <p>GB / SLT Dec 20</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>Assessment and tracking systems have been altered to align with Rapid Phonics Structure.</p> <p>Time-tabled for Spring term. Situation to be reviewed after current lockdown. Observations of a sample of phonics sessions to take place in summer term</p> <p>Staff training completed in bubbles. Additional resources (whiteboards and magnetic letters as well as rapid phonics sound posters) distributed.</p> <p>First round of analysis to take place after spring assessments. Analysis and scrutiny of work to take place in the summer term. Teaching staff have been notified and, due to the difficulties and inconsistencies of teaching during Lockdown, the focus of this will be on work conducted in the summer term.</p> <p>Work scrutiny was conducted in the second summer half term. There was clear evidence of classes following the Rapid Phonics lessons plans and evidence of good and consistent delivery across school. Due to the disruption caused this year by Covid, both in terms of lockdowns / isolating and the impact on staffing levels, there were periods in all classes where delivery was less regular than what</p>	2	3	1	3

						would be normally expected. Monitoring of this will continue by the English Lead in the next academic year.			
--	--	--	--	--	--	---	--	--	--

Priority Improvements	Actions	Resource	Responsibility / Timescale	Impact required	Evaluation	PRAG Rating			
		Cost				Dec	Apr	Jul	
1.7	To maintain a whole school approach for developing mathematical skills within reasoning and problem solving to increase attainment across the school.	<p>Middle leader to provide guidance and support for all staff within their subject lead of Maths within the school.</p> <p>Subject leaders will be design an action plan that reflects the SIP outcome in relation to focus actions for staff to implement.</p> <p>Implement the White Rose maths scheme and teach active across the school to support the direct teaching and learning of problem solving and reason.</p> <p>Review learning through book scrutiny during</p>	<p>Maths coordinator to provide resources</p> <p>White Rose £100 per year</p> <p>Active Teach £1000</p>	<p>NJ – From Sep 20</p> <p>Class Team</p>	<p>Children will demonstrate resilience and confidence when using appropriate vocabulary to explain their problem solving and reasoning skills.</p> <p>Evidence in children’s learning will demonstrate key skills embedded at a mastery level through systematic methods in problem solving.</p>	<p>Miss Jacques has undertaken conversations with staff and supported those seeking guidance towards the delivery of Maths in school and will continue to do so throughout the school year. Miss Jacques will be undertaking the Specialist Knowledge for Teaching Mathematics Primary Programme run by the Archimedes Maths Hub in the Spring term to be able to further support staff.</p> <p>Action plan has been written and has been reviewed for Spring term.</p> <p>White Rose has been rolled out across Upper School – Class 6, 7, 8, 9 and just before Christmas to 10 with the aim to roll it out across lower school in Spring term following training on how to deliver it. Informal discussions with Upper school staff are positive with regards to the scheme. Progress is being seen with the children with regards to problem solving and</p>			

		<p>intervals within the academic year and provide feedback about practice to Senior Leaders / Governors.</p>			<p>reasoning and the children enjoy the lessons. Through these discussions staff have been able to share best practise and how they have tweaked things to meet the needs of the pupils in their class.</p> <p>Following recent conversations with staff Miss Jacques is to look at a further online resource which supports White Rose through providing differentiated worksheets for each White Rose lesson, something that might support the personalised learning of each of our children.</p> <p>Teach Active has been shared with staff and is being used by some staff. Staff have expressed difficulties in fitting it in on a regular basis. Miss Jacques is to follow this up further during Spring term.</p> <p>April 21 Action plan has been reviewed for Summer term.</p> <p>Upper School all now using White Rose, with some lower school being introduced to it. Following discussions with SLT regarding training – this will potentially take place in Summer term with staff ready for September.</p> <p>Progress continues to be seen regarding problem solving and reasoning, with children becoming more confident in this area.</p> <p>Following conversations with staff Miss Jacques is to look at a further online resource which supports White Rose through providing differentiated worksheets for each White Rose lesson, something that might support the personalised learning of each of our children (Classroom secrets).</p> <p>Active teach is currently not being utilised throughout the school.</p> <p>June 21 Staff meeting has taken place regarding the full roll out of White Rose from September. All staff except the</p>			
--	--	--	--	--	--	--	--	--

						<p>newly appointed Class 5 teacher have log ins and have been shown how to use the website and scheme. Miss Jacques will put the yearly long term plans from White Rose onto the One drive area for staff to easily access</p> <p>Due to consistent interruption of learning in relation to COVID and closer of class bubbles Leaders have not been able to gage the level of impact and progress as we would normally have focused upon. As a result this outcome will continue to be in the next stage of the SDP.</p> <p>Subscription to Classroom Secrets requested to access baseline assessments for September to allow staff and Miss Jacques to be able to track progress and look at the use of the differentiated work sheets. Active Maths has been used to support and consolidate learning</p>			
1.8	<p>All children to be given dedicated time to study multiplication tables</p>	<p>Subject leaders will be design an action plan that reflects the SIP outcome in relation to focus actions for staff to implement.</p> <p>Review of Rock star x table</p>	<p>Maths coordinator to provide resources</p> <p>£ 170 per year</p>	<p>NJ – From Sep 20</p> <p>Class Team</p>	<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>Action plan has been written and has been reviewed for Spring term.</p> <p>Monitoring of the delivery of times tables across the school was undertaken during Autumn term, the outcomes have been written up and will feed into Spring term action plan to move the delivery of times tables across the school forward. With a review of the current times table policy needed to ensure a whole school approach.</p> <p>Times tables Rock stars has been rolled out across the school, with majority of classes accessing the programme. Feedback has been positive towards TTR, by end of Spring term there should be enough data to show progress. Miss Jacques to show staff how to access the data section from TTR in the Spring term.</p> <p>Miss Jacques regularly monitors who is accessing TTR across the school and will begin to follow up those not accessing to ensure children are getting dedicated and effective time to study multiplications.</p>			

						<p>Due to COVID the Year 4 multiplication test will not take place in June 2021.</p> <p>April 21 Action plan has been reviewed for Summer term. Times tables policy to be completed to ensure whole school approach. Data analysis of TTR shows progress in the children's fluency in times tables across the majority of classes that are using it. Following conversations NJ to look into Numberbots for the lower school to support number sense and conceptual understanding.</p> <p>July 21 Times tables is being taught to all children where relevant. Lower down the school or where children are not ready to learn times tables relevant number skills are being taught. Numberbots to be introduced in September to support this.</p>			
--	--	--	--	--	--	---	--	--	--

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 2020 / 2021.

**School Leader:
Peter Wallbanks**

Priority Improvements		Actions	Resource	Responsibility /	Impact required	Evaluation	PRAG Rating		
			Cost	Timescale			Dec	Apr	Jul
1.9	To ensure that Remote Learning is embedded and defined for all stakeholders	To refresh staff in the use of the learning platforms by delivering CPD.	N/A	<u>RButler / Sept20</u>	Staff to feel confident with the working of Education City, Times Table Rock Stars & Mathletics.	Staff felt that Education City (which was used during Summer Lockdown) was limited and to engage the children we needed to offer more. R Butler to investigate other Learning Platforms that could aid with Remote Learning more robustly.			
		Register with the DfE devices for home scheme.	N/A	<u>RButler / Sept20</u>	To be able to order equipment (laptops or tablets) so that children without devices at home are able to loan a school device and not miss any learning provided by school.	School was allocated 28 devices from DfE and they have all been ordered. 6 laptops were ordered in December and are configured and ready to use. A further 4 laptops (totalling 10) were ordered in early January along with 18 iPads. At present no child has needed a device from school.			
		Create a Remote Learning page on the school website. Page must include; <ul style="list-style-type: none"> Provision document 	N/A	<u>RButler / Oct 20</u>	To allow easy navigation to learning while children are at home. For SLT/PSA/Office staff to know where to signpost Parents/Carers	DfE increased the allocation and school now has 10 laptops and 26 iPads. 2 devices were loaned out (2 laptops). Both returned, 1 in good working order the second was broken and has been disposed of correctly.			

	<p>Links to learning platforms.</p> <ul style="list-style-type: none"> • Downloadable packs • Internet search engine advice (Swiggle) • General websites for parental help • Online Safety information and links to support/advice websites. 		<u>Ongoing depending on DfE guidance</u>					
	Purchase Purple Mash Learning Platform.	£2475 (5 year licence)	<u>RButler/ Oct20</u>	For children be engaged in using Purple Mash to further their education.	Purple Mash purchased in Oct 20 and training booked in for Jan21.			
	Create a Loan agreement for devices in case they are needed.	N/A	<u>RButler / Dec20</u>	For Parents/Carers and school to have a robust agreement so both parties understand what is expected of them when loaning equipment.	Training completed on Jan 7 th and all teaching staff able to access and allocate work.			
	Create a Remote Learning provision document.	N/A	<u>RButler / Jan21</u>	National guidance advising schools of a Provisions document that needed to be on the school website by Jan 31st 2021.	Agreement created and awaiting SLT approval. Approved by SLT Jan 21.			
	Ensure that Information is shared with Parents/Carers as and when required	N/A	<u>RButler & SMathews – as and when required.</u>	Parents/Carers will feel supported during Remote Learning	Remote Learning Provision Document created and uploaded to website. (Jan 14th)			
	Welfare calls to be made to all families.	N/A	<u>SMathews / every 2 weeks</u>	Parents/Carers will feel supported during Remote Learning.	Website is fully compliant in terms of Remote Learning as of January 14th. When new guidance is published the page will be reviewed by RButler.			
					At present no family has requested a device from school to complete Remote Learning. (Jan 11 th)			

		Teachers to assign work through our online platforms and check daily for work to be marked and new work assigned.	N/A	<u>All teaching Staff</u>	Questioning about devices available to children asked. Online safety messages can be reinforced. Children will continue to receive learning that challenges them and enables them to improve.	2 devices (Laptops) loaned out during lockdown. Remote Learning Registers created to allow tracking of engagement and data to be produced.			
		Purple Mash Training to take Place	N/A	<u>RButler / 7th Jan</u>	Staff to feel they have a robust learning platform that can help engage our children during Home Learning Tasks. Children to want to use the platform and be engaged in it. Parents to know what the children need to complete. Governors to know the school is doing all it can to engage pupils during COVID-19	Staff felt Purple Mash was a good resource and feel it will engage the children more than Education City. Further discussion to be had regarding the roll out of Purple Mash due to the training occurring during the January/February Lock Down. Purple Mash rolled out to whole school on Feb 1 st .			
		Information for Parents Document to be created following DCC guidance.	N/A	<u>RB/ Jan21</u>	For parents to understand what school will provide regarding Remote Learning as well as what is expected of them.	Created and sent to SLT for approval. Approved Jan 21			
		Governor to assess the Remote Learning (Website, School Offer, etc) and give evaluation.	N/A	<u>COG to allocate / Feb21</u>	Governors have an understanding of what is on offer by the school and how accessible it is to all stakeholders.	Governors Team meeting March 21 with Mr Chatter and Miss Holt. Report sent to clerk.			
		Discussion and decision on how to roll out Purple Mash so that there is a whole school approach.	N/A – Staff Meeting	<u>SLT / Feb21</u>	A set of non-negotiables are set out so all staff know what is expected from them in relation to the use of Purple Mash for Remote Learning.	Staff sent email (March 21) regarding the use of Purple Mash and how to use it to aid learning not replace teaching.			

		Discussion on adding other parts of school life (assemblies, behaviour awards etc)	N/A	<u>SLT/Feb21</u>	Help children still feel part of our school community.	Celebration assemblies in Upper school take place via Teams on a Fridays.			
		Discussion on protocols for children not engaging in Remote Learning.	N/A	<u>SLT/Feb21</u>	For staff to know the graduate response to children not engaging in Remote Learning.	Remote Learning register to be completed weekly for all children to enable SLT to take appropriate action. <u>June 21</u> - Action Met - Remote learning is embedded within the framework and policy of the school and Mr Bulter is the appointed school leader in charge of reviewing policy and make sure that school responds to legislation in relation to the whole school remote learning package.			

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 2020 / 2021.

**School Leader:
Peter Wallbanks**

Priority Improvements	Actions	Resource Cost	Responsibility / Timescale	Impact required	Evaluation	PRAG Rating			
						Dec	Apr	Jul	
2.1	To decrease the level of physical management	<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 Emotion Coaching 16th November</p>	<p>Individual Pupil Management Record</p> <p>CPD Team Teach Accredited training.</p> <p>EPS £ 1500 3 days (PP +</p>	<p>S. Hope - Each Month.</p> <p>MC, IN – staff meetings review</p> <p>Julia Dixon – November INSET DAY</p>	<p>We aim to achieve target data by reducing the number of MIRs each term by <u>2.62 to 2.42 by Dec 20</u> <u>2.42 to 2.22 by Easter 21</u> <u>2.22 to 2.0 by July 21</u></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 through a communication strategy which supports young people to self - regulate and manage their stress responses.</p>	<p>Target exceeded for Autumn term. MIRs have more than halved over the autumn term – attendance has reduced due to Covid but even taking this into account the reduction has been dramatic.</p> <p>Less data is available for the Spring term due to the Covid lockdown. Since the return to school on the 8th March MIR's have averaged at 2 per day which falls within the target of 2.42 to 2.22 for the Spring term.</p> <p>July 21 – Data shows that we are well within the suggested impact illustrating as April – 2.67 May 2.02 and June 1.82 for the summer term.</p>			
2.2	To increase attendance to 96% by the end of the academic year.	<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>LA (Admin) Sept 19</p> <p>P.Wallbanks (HT) & GOV Body - Oct 20</p> <p>P.Wallbanks (HT) - Sept 20</p> <p>Admin – DATA</p> <p>SLT/ GOVs</p> <p>P. Wallbanks (HT) – Sept 20</p>	<p>To aim to increase attendance. Aim By the end of term one reach 95% By the end of term 2 reach 95.5% By the end of term three reach 96%</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. A referral may be made to the Attendance Improvement Team to consider if enforcement action is required, as a way to reduce persistent absences. Children & 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>Attendance – 90.7 % - September 90.5% - October 90.% - November 83.7% - December</p> <p>April 21 – Review 33.8 % Jan - COVID Lockdown 32.9 % Feb – COVID Lockdown 78.3 % March – COVID Lockdown VB and LA have recently revised the attendance policy and shared it with Cheryl Blakley and Ashleigh Holt Governors for Attendance. A</p>			

						<p>monitoring visit meeting with VB and governors is scheduled the 29th April 2021.</p> <p>VB and LA are doing half termly meetings to discuss attendance and the steps we need to follow for persistent non-attendance.</p> <p>There are weekly certificates for 100% attendance for individual children and half termly prizes in each class for 100% attendance.</p> <p>LA contacts parents on the first day of absence to check the reason why. VB and LA also liaise with PSA and RB to help identify any needs children/ parents/carers have with attendance.</p> <p><u>June 21 Review</u></p> <p>75.8% April</p> <p>78% May</p> <p>79.6% Jun</p> <p>VB and LA have continued to do half-termly meetings around attendance. We also sent out attendance letters to all parents of the children who had less than 96% attendance. We will continue to put attendance as a key focus in September 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 2020 / 2021.

**School Leader:
Peter Wallbanks**

Priority Improvements	Actions	Resource	Responsibility /	Impact required	Evaluation	PRAG Rating			
		Cost	Timescale			Dec	Apr	Jul	
3.1	To promote and maintain positive emotional and mental wellbeing of the school community following Covid-19 and beyond.	<p>To send out stakeholders' evaluations to staff, pupils and parents.</p> <p>To arrange a Change Team Meeting and discuss the feedback from questionnaires.</p> <p>Change Team Members to evaluate 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 & 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>Review Transition support for stakeholders in relation to any future lockdown regarding COVID regulations</p> <p>Nikki Rutter Governor to conducted monitoring of EWMH.</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>October 20 R.Cooke (lead) Change Team Committee members & Gov.</p> <p>Dec 20 – Change Team members</p> <p>R. Cooke Jan 21</p> <p>Rebecca B Sept 20 – July21</p> <p>R .Cooke & Admin / Website</p> <p>May -21</p> <p>March 21</p>	<p>80% of stakeholder's evaluations will agree that we meet this priority.</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>Working alongside other stakeholders and the PSA we will make sure that all pupils who are starting or leaving Walworth will have a well-prepared transition to reduce any anxieties of concern.</p>	<p>Mr Cooke has engaged with CTC members who agreed that outcomes set from the previous cycle will continue due to the onset of COVID implications early March 20. It was noted that some of the actions had been achieved and this will be identified (THE STAFF SHOUT OUT BOARD)</p> <p>COVID 19 has caused a lot of disruption within the school for all of the whole school community, Leaders, all staff, pupils and families.</p> <p>Mr Cooke leads on the whole school COVID 19 risk assessment in relation to H&S measures, logistical and operation measures and wellbeing of staff. All staff are regularly updated and are asked to read and sign a copy of this document. An inspection from the LA on measures that are in place in relation to the risk assessment received a 100% satisfaction grade about how we are implementing the risk assessment in practice to safeguard the wellbeing and H&S of the whole school community.</p> <p>R. Borrill CAMHS Clinician have received referrals from teachers to explore issues around SEMH. She has established a COVID friendly workload blending face to face and virtual visits with families and pupils. She sends a weekly review of her workload to Mr Cooke and</p>			

					<p>has direct contact with the school community.</p> <p>Mr Cooke actively engages in CPD and attended some recent CPD named Covid-19 Wellbeing and Recovery Programme. He found the content of the webinars useful in relation to the setting. The content of the Covid-19 Wellbeing and Recovery Programme was cascaded down to school staff, so MR COOKE thought it was a good idea to remotely utilise these slides and resources in a way that would be most beneficial to you all in the current climate.</p> <p>During the most recent Lockdown (Jan 21) Mr Cooke shared with SLT, Governors and all school staff wellbeing support via the school email system. Mr Cooke signposted staff to Mental Health First Aiders, Wellbeing Champions, advice from the National Education Union and attached hyperlink sources that staff may find useful to read and engage in.</p> <p>April 2021 – Review</p> <p>Emotional Wellbeing & Mental Health provision has returned face to face practice within the school setting. Rebecca Borrill have completed a current caseload audit and designed a timetable so that children seen for therapy with access it 1 to 1 and practice will not cross bubbles throughout the day.</p> <p>Rebecca has provided information resources relating to Autism on the 26th February. During the spring term 3 children have been diagnosed with Autism the following assessment pathway undertaken by Rebecca.</p>			
--	--	--	--	--	--	--	--	--

					<p>Currently Rebecca is working 1 to 1 therapy support with 15 identified children in the school.</p> <p>In March the COVID 19 School Risk Assessment was updated following LA and DFE advice. All of the relevant information was shared to all staff in the school.</p> <p>All Staff were advised to read and follow the 12 points of system control. As advised by Public Health England they have said 'must' is a legal requirement.</p> <p>This is the set of actions you must take. They are grouped into 'prevention' and 'response to any infection'. If you follow the system of controls, you will effectively reduce risks in your setting and create an inherently safer environment. These additional measures will be reviewed in partnership with health experts to decide whether evidence suggests that these measures can be eased ahead of the summer term.</p> <p>R Cooke held a EWMH monitoring review meeting with Nikki Rutter who will submit a monitoring report to the governing body based on discussions and evidence shared.</p> <p><u>June 21 Review</u></p> <p>Mr Cooke has signed up for pledging to the Health and Wellbeing Framework Durham County Council and has a pledge certificate to display in school.</p> <p>Now that we have pledged we can start to complete the self-assessment tool, which you can download by clicking here. Once we have identified your key priorities for the year ahead you can start to build these into your school improvement plan. This will be an outcome in the next SDP.</p>			
--	--	--	--	--	---	--	--	--

					<p>Due to Covid 19 guidance and Mr Cooke absence in June 21 it was difficult to organise a whole school change team committee meeting and will forecast this in future planning for next term.</p> <p>Mr Cooke and Ms Rutter (Gov) held a meeting with Michelle Robinson Changing Lives Whole School Approach Operational Lead Derby Council, who asked for a working partnership meeting to share good practice which will help to inform EWMH leadership ideas and support to schools in Derby Council. A Teams meeting was held on Friday 11th June which discussed strategies and operational planning to promote positive EWMH at whole school level. Mr. Cooke shared action resources to support their future planning and Ms Rutter provided a overview from a parent's perspective of the EWMH vision within the school.</p> <p>NEXT STEP - To arrange a virtual CTC meeting to discuss the current updates on EWMH within the school</p> <p>To send questionnaire to parents and staff and pupils to gage self-evaluation of EWMH procedures within the school</p> <p>Complete self assessment tool for the Durham County Council Pledge</p>			
--	--	--	--	--	--	--	--	--

Priority Improvements	Actions	Resource	Responsibility /	Impact required	Evaluation	PRAG Rating			
		Cost	Timescale			Dec	Apr	Jul	
3.2	To re - engage children into their boarding provision safely (meeting all Covid 19 establishment guidelines).	Leaders to ensure the residential facility (premises) meets the regulated standards to ensure the safe access of children and staff before reopening. To prepare all children and families for the reintroduction of children to residential provision. Residential staff to be fully briefed on all decisions made and to have all statutory and mental health training to meet vulnerable children and family's needs Consult all Government, Local Authority and Minimum Care Standards guidelines. Secure accurate building risk assessments and that actions are all in place and meet legal requirements. Provide health and safety signposting / hygiene requirements (adhering to children's bubble and age appropriate unit peers) . RCCO staff meetings, SLT staff briefings. Source available training	Residential Provision Educare	Sept Onwards HT / Head of Care / GOV Body RCCOs	To ensure Walworth is following all legal requirements to safeguard children and adults. To ensure the residential is Covid-19 safe for children and adults. To safeguard the wellbeing and support the mental health of children and families involved. To have children and family's needs fully met by a well informed staff residential team.	Due to COVID 19 Risk Assessment Residential boarding / extended provision has been closed. As a result of this residential staff have continued to work alongside school staff and with key external professionals to support the welfare, care and wellbeing of identified children and families. From September through to December 2020, children in school remained emotionally robust. Rebecca (CAMHS) continued to work with children and families identified within the 'emotional wellbeing' referral system. However currently, due to lockdown restrictions, Rebecca is not a physical presence in school although she continues to be available to children, families and staff through consultation. Children continue to have their voice heard through the children's council and have brought many projects to fruition. Council business included events such as 'The Million Step Challenge' in which children led by Ms Beaton inspired the whole school to become involved. The aim was to maintain our mental and physical health and wellbeing through exercise.. Children also orchestrated a fund raising for the NHS, they wanted to reward them for all the good work and sacrifices they had made since the beginning of the pandemic. To raise funds many staff chose to donate to the NHS rather than send cards and presents, while also giving each other a 'Shout Out' (of good work achieved throughout the year) on the staff room board. This initiative raised over £140 for the NHS service. AS ABOVE (APRIL 21) – (JUNE 21)			

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 implement an action plan to demonstrate how we are meeting objectives linked to LGBT award for schools</p>	<p>School health audit & School Nurse</p> <p>School Nurse</p> <p>RE – Coordinator & External Links</p>	<p>Sept - Onwards VB (SENCO)</p> <p>Sept – Onwards RVG</p> <p>Sept - Onwards NJ - PSHEC</p> <p>PSA – SM Pupil Voice</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>Miss Bourne liaises with the school nurse on a weekly basis and coordinates the school nurse referral process. Miss Bourne is the leader for all school health promotion that is linked to the PD curriculum providing knowledge and skills to enable children to have a wider understanding of personal health and hygiene beyond school. Due to Covid 19 and restrictions of other professional, there have been no face to face contact, however virtual sessions are ongoing. Referrals are still ongoing on a need’s basis.</p> <p>VB has continued to liaise with the school nurses with referrals. They have also been heavily involved with the children after the death of one of our pupils. They have provided support both in the home environment and in school to staff and pupils affected. Stiill no health promotions delivered due to COVID-19</p> <p>June 21 As above. Due to Covid 19 Health promotions have not been able to take place. School nurses have been involved with TAF’s and parents.</p>			
3.4	<p>To establish nurture group provision which further supports identified pupil across the school through access to targeted intervention sessions.</p>	<p>SLT (ER) provision lead to research nurture group principles and models of working both with mainstream and specialist contexts</p> <p>SLT (ER) provision lead to liaise virtually with Durham EP (Lisa Henson) to gain insight into best practise</p> <p>Outline provision proposal with stakeholders – Governing body Parents / Carers</p> <p>Undertake consultation with Walworth staff team and wider professionals to gain</p>	<p>NPQH action-based research model</p> <p>Virtual meetings</p> <p>Written information</p> <p>Website information / Nurture group leaflet £100?</p>	<p>July – September 2020 ER</p> <p>July 2020 ER / Lisa Henson</p> <p>September 2020 – ER</p> <p>October 2020 – ER</p>	<p>Informed information can be shared with SLT and stakeholders about the benefits and challenges of establishing Nurture Group provision, enabling choices to be made in relation to the proposal. Ofsted viewpoints and case studies relating to Nurture Group provision are considered within the context of our current curriculum offer. The meetings will provide the opportunity to obtain wider professional advice on effective approaches ensure we are following recommendations from Durham LA.</p> <p>The report will provide Our Governing Body with a proposal for their consideration. The sharing of information will allow Governors to</p>	<p>SWOT analysis shared with SLT. Discussion undertaken as to working model</p> <p>ER has undertaken work with Durham EP service to explore nurture group principles, models of working and expected impact of intervention</p> <p>Ongoing contact has been maintained between EWEL colleague, Allison Cessford and ER in relation to relevant resources , appropriate reading materials and staff CPD sessions .</p> <p>Consultation has been undertaken across school community to gain insight into staff understanding of this work which will feed into planning of CPD.</p> <p>Resources have been identified</p>			

		<p>insight into their understanding of Nurture Groups</p> <p>To facilitate whole staff CPD (virtually or in key sage bubbles) through Durham LA EWEL (This will include both whole staff team CPD and Class 10 staff 3-day CPD)</p> <p>To identify resources based upon research and external advice that can be used to assess pupil SEMH profile and record progress (Boxall) and support with the delivery of interventions (Giants Desk, Talk About ...)</p> <p>To identify a cohort of pupils that would benefit from access to Nurture group intervention on a termly basis. This process will be based upon a referral system following discussion with parents / carers.</p> <p>To plan, deliver and evaluate carefully planned intervention sessions based upon findings of baseline assessments. A core group of pupils will access Nurture Group full time whilst others from across the school community will attend based upon need.</p>	<p>Consultation questionnaire</p> <p>£400 each staff for Class 10 staff training</p> <p>£200 whole staff CPD session</p> <p>£1000</p> <p>Internal referral form</p> <p>Nurture Group curriculum design</p> <p>Pupil I work presentation books - £75</p>	<p>September 2020 ER / Walworth teachers and support staff</p> <p>Spring term 2020 (23.02/ 11.03/18.03) (COVID dependant) ER, MC, DC working with Kay Clark and Allison Cessford</p> <p>Walworth staff team (Dec 2020)</p> <p>ER and Nurture group team</p> <p>Spring term 2020 ER, SLT, class teacher / support staff</p> <p>Spring Term 2020 – ER, SLT</p>	<p>question any elements and share viewpoints on the proposal.</p> <p>Staff feedback will feed into tailoring whole staff CPD session based upon ranging staff experience, expertise and career stage.</p> <p>Staff team will gain insight into the model of working that will be adopted within the provision. Those working within the provision further explore effective strategies from colleagues who have expertise in this area.</p> <p>Individual pupil assessment will identify strengths and needs so that support ca be allocated accordingly. Resources will promote pupil engagement. Nurture Group team will have access to structured intervention materials.</p> <p>Class teachers will be fully aware of support that can be accessed through nurture group. They will be able to complete referral form.</p> <p>Nurture group team and class teachers will work closely together to share identified needs and effective strategies, progress from access to support. Parents and carers are aware of the support their child will have access to and their views and feedback will be recorded.</p> <p>Core group of learners will access modified curriculum throughout the week. Identified learners will join them throughout the week to access interventions. As a school we will have wider opportunities to support the personal growth of some of our most vulnerable learners. The Nurture group will offer a safe, caring and consistent environment in which children can access alternative curriculum for timetabled sessions. Effective communication between Nurture group team and class teachers will take place. Staff will</p>	<p>Cohorts of pupils for whom access would be relevant have been identified. Due to COVID 19 restrictions current Class 10 group will form core of pilot delivery in summer term .</p> <p>Next Steps – information shared with COG / gov working party, feedback implemented resources to order curriculum overview (3i's) to complete curriculum design to complete</p> <p>April 2021 update: This work continues to evolve. A pilot model remains in place with a core group of consistent learners accessing provision based upon nurture group principles. It is recognised that this model would benefit from being adapted as we move towards the next academic year. Frequent contact with colleagues from EWEL remains ongoing.</p> <p>Since last review ER has liaised with COG (Feb 2021) to share overview of work and possibilities moving forward. Governors were invited to be part of information giving session / join working party (Feb 2021) of which an additional two did.</p> <p>March 2021- whole school information giving staff CPD session delivered virtually by EWEL team. This shared information about theory and practise in relation to classic nurture group model. Governors attended. ER and RC researching ranging practice online from across country March 2021 – 3i's completed</p> <p>March 2021 – Boxall resources and information delivered in school.</p> <p>April 2021 – Through liaison with class teachers / support staff within main body of school identified children will access one afternoon each week throughout the summer term. Class teachers to discuss with parents /</p>			
--	--	---	---	--	---	---	--	--	--

				<p>adopt a reflective practitioner approach towards their work.</p> <p>N.B – consider LINKS to priority 2 as highlighted by Steve?</p>	<p>carers. Additional enhanced provision to be identified on PEPs where applicable.</p> <p>Update: June 2021 – identified children from across school community started to access enhanced nurture provision, according to upper/ lower school bubbles. Positive feedback from stakeholders including carers, social workers, virtual school and class teaching teams Relevant teaching teams introduced to Boxall profiles. LSA leads for next academic year identified, meetings held to share information. Job description completed. LSA training dates for Autumn term in place July 2021- Long term planning overview in place. Resources ordered. Cohort of children for next academic year identified</p> <p>Actions: LSA/ Nurture Lead training to be completed and best practise shared in provision Information leaflet for parents/ carers to be created Planning development : Agreed outcomes identified on ILP/ IBP to be incorporated into Nurture provision planning so as to create synergy</p>			
--	--	--	--	--	---	--	--	--

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 2020 / 2021.

School Leader:
Peter Wallbanks

Priority Improvements	Actions	Resource	Responsibility /	Impact required	Evaluation	PRAG Rating			
		Cost	Timescale			Dec	Apr	Jul	
4.1	<p>Teachers will be able to complete tracked changes and write suitable provision linked to SEN in relation to the new EHCP document.</p>	<p>Senior Leaders (RC, VB, ER) will review all tracked changes linked to EHCP and provide feedback to teachers where necessary to meet the required standard expected at LA quality assurance level.</p> <p>RC / VB / ER will provide guidance following advice from SEND Advisors in relation to expectations and what is required at legal level for the EHCP.</p> <p>Teachers will respond to support and feedback where necessary making changes to plans following feedback from SLT or SEND LA. Teachers will provide an up to date SEND Education and Behaviour support plan attached to each of the EHCP tracked changes as a requirement for each review.</p>	<p>SEND – school partnership contract £300.</p> <p>SEND network meetings</p>	<p>Sept 20 – Sept 21</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>90% of EHCP Tracked Changes will be of a good or better standard.</p>	<p>Senco's have completed the LA Assurance activity with Wendy Boyes from the LA and feedback from this task indicated that the EHCP reviewed at Walworth are exemplary. The LA has asked if they can use our process as a model for other schools.</p> <p>The quality of the EHCP have improves across the school, however target of 90% has not yet been achieved as Sencos continue to provide robust feedback to some identified teachers where amendments are often needed to satisfy internal quality assurance.</p> <p>NEXT STEPS - 90% of EHCP Tracked Changes will be of a good or better standard.</p> <p>April 21 Impact achieved in relation to EHCP tracked changes. All plans submitted to the LA has met their quality assurance monitoring and no plans have been returned this academic year.</p>			

Priority Improvements	Actions	Resource	Responsibility /	Impact required	Evaluation	PRAG Rating			
		Cost	Timescale			Dec	Apr	Jul	
4.2	Governors to Further involvement and increased knowledge for Governor Monitoring in all subjects.	Governor CPD through NGA learning link Link Governor monitoring with SLT and subject leaders Thorough and accurate information shared (with evidence) in committee meetings Ensure that link Governor roles are agreed in Autumn FGB meeting	SLA GOV cost	Sept 20 EDP – GOVs and SLT / MLT	Governors, alongside Leaders will be able to scrutinise subject areas so they are able to analyse the school improvement performance linked to curriculum areas and inform findings to FGB meetings	Some governors have completed routine monitoring visits, both face to face and virtual process. Mr Flynn and Ms Brandon have completed some key monitoring tasks in school. April 21- Most Governors have engaged in routine monitoring visits in relation to subject areas or leadership responsibilities. Governors are providing comprehensive monitoring reports which are kept on file in school, shared with the LA and are used to support the collection of evidence in relation to Ofsted criteria . Next Steps – Identified Governors to continue to monitor their responsibilities agreed by the subject leaders / SLT. ACTION MET a meeting held on 30th June with full GB identified role and responsibilities and committee structure all established for September 2021.			

4.3	<p>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</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>	Coaching focus from ER	Sept 20		<p>Teachers with CLA in their classes throughout Autumn term were all given 1:1 support from ER to ensure they were aware of PEP process and to complete Autumn PEP. ER has reviewed PEPs throughout process to date this academic year. Teachers have responded positively towards guidance and amended where necessary. PEP is regarded as a working document and shared with support staff. To date PEPs have been externally quality assured as being of a high standard. Teachers are aware of this feedback.</p> <p>ACTION MET</p>			
4.4	<p>Leaders to implement a robust monitoring policy and planner so that whole school monitoring tasks are routinely timed and informed.</p>	<p>To write a Monitoring and evaluation policy.</p> <p>To design and whole school monitoring timetable plan</p> <p>SLT and MLT to map out key dates for monitoring linked to core area and share this with teachers and SLT</p> <p>Gov monitoring visits to be planned and incorporated in the timetable plan.</p>	AHT – Role supported by SLT and MLT	<p>Autumn term then Termly</p> <p>R .Cooke to coordinate</p> <p>SLT / MLT</p>	<p>We will regularly monitor the actions we have taken, so that we are in a position to make a judgement about how effective these actions have been. This gives us information on which we can base future decisions about the development of our schools.</p>	<p>Mr Cooke has written a monitoring and evaluation policy agreed by the Head and Chair of Governors. This is now an operational policy in school.</p> <p>Mr Cooke along with Senior leaders and Middle leaders have identified key monitoring and evaluation timescales for the first half term (Sept – Dec). These areas support the cycle of the school development plan and Governors are also included in the whole school monitoring process. Priority Achieved</p> <p>NEXT STEPS - To complete the new term monitoring schedule in relation to SDP.</p> <p>April 21 - The planner has been completed for the year which</p>			

						<p>will be shared at the next governors body meeting.</p> <p>June 21 – Action met evidence of monitoring visits recorded and shared at Full GB meetings. New cycle of monitoring visit to be reviewed from Sept 21. As a result of this action Governors are involved in setting monitoring visits with school leaders and routinely reviewing key areas to help inform judgements of school practice.</p>			
--	--	--	--	--	--	--	--	--	--

Updated 9th September 2020 – SLT /MLT

Reviewed January 2021 – SLT/ MLT

Reviewed and Updated April 2021 – SLT / MLT

Reviewed and Updated June 21 – SLT / MLT – Shared with Governors