



2019-2022

*“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 2021- 2022.

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, 2.3

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, 4.5



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 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 *R Cooke* **(Head Teacher) September 2021**

## 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:

<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 (2021 / 2022)

### Summary of targets

<b>Strategic Priority 1 Quality of Education</b>	<ul style="list-style-type: none"> <li>➤ 1.1 Subject Leaders to be able to articulate their curriculum to all stakeholders in relation to the sequence of learning</li> <li>➤ 1.2 To review the intent, implementation and impact of our curriculum model regarding whole school teaching and learning.</li> <li>➤ 1.3 To implement IASEND assessment framework across both key stages.</li> <li>➤ 1.4 To track the impact of the curriculum using school tracking systems to analyse performance in all subjects.</li> <li>➤ 1.5 To track the impact of the curriculum that shows children K&amp;U of cultural differences</li> <li>➤ 1.6 To increase the attainment of writing throughout both key stages.</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> <li>➤ 1.9 To eliminate unnecessary workload around marking and embed the principles of effective marking at whole school level.</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> <li>➤ 2.3 To rewrite and embed the school's behaviour management policy that reflects relationships and supporting behaviour within the school</li> </ul>
<b>Strategic Priority 3 Personal Development</b>	<ul style="list-style-type: none"> <li>➤ 3.1 To review whole school systems in relation to promoting positive emotional and mental wellbeing by completing a self-assessment tool.</li> <li>➤ 3.2 To re - engage children into their boarding provision safely (meeting all Covid 19 establishment guidelines).</li> <li>➤ 3.3 To design a bespoke PD curriculum to identify medical / health needs, religious faiths and LGBT community.</li> <li>➤ 3.4 To embed enhanced nurture provision across the school.</li> </ul>
<b>Strategic Priority 4 Leadership &amp; Management</b>	<ul style="list-style-type: none"> <li>➤ 4.1 To embed a whole school appraisal system for all teaching and school support staff in relation to the LA policy and guidance..</li> <li>➤ 4.2 Governors to routinely monitor subject and leadership responsibilities and provided written feedback in line with the role of a governor</li> <li>➤ 4.3 To ensure that the school has an up to date risk assessment and contingency plan that reflects the COVID 19.</li> <li>➤ 4.4 To complete whole school Control Risk Self Assessment (CRSA) in relation to whole school financial and operational management systems.</li> <li>➤ 4.5 Staff and Governors to have a clear understanding and awareness of potential Ransomware risks to school Information technology systems and handling data</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 2021 / 2022.*

**School Leader:  
Roland Cooke**

Priority Improvements	Actions	Resource	Responsibility /	Impact required	Evaluation	PRAG Rating		
		Cost	Timescale			Dec	Apr	Jul
1.1	<p><b>Subject Leaders to be able to articulate their curriculum design so that all stakeholders understand sequence of learning within year groups and how to best differentiated outcomes to meet the needs of our learners,</b></p>	<p>Following on from previous work completed by staff 2020/21.....</p> <p>Subject leaders to work with Subject advisors to help support their individual subject knowledge in relation to the priority.</p> <p>All subjects to have a clearly defined Long Term Plan that reflects sequence of learning towards knowledge and skill progression for learners.</p> <p>Subject leaders to share with staff knowledge of the teaching sequence and how the units build on prior learning (knowledge &amp; Skills)</p> <p>Is their clear rational for teachers to differentiate learning outcomes across year groups?</p> <p>Can teachers explain the relationship of addressing outcomes identified in EHCP towards the planned teaching sequence in the class?</p> <p>Governors to monitor subject areas and seek clarity of curriculum design.</p>	<p>Staff meeting time</p> <p>SLA – LA Support</p> <p>The Key and LA Support Subject leaders questions in relation to DEEP DIVES.</p> <p>Dedicated time for subject leaders to work with Subject Advisors</p> <p>Mr Cooke HEAD / SENCO to write verbal prompt of the process.</p>	<p>SLT / Middle Leaders / Subject leaders</p> <p><u>Preparation for Autumn Term 2021</u></p> <p><u>Reviewed throughout the year</u></p>	<p>All teaching staff will have had an opportunity to reflect on ‘their’ MTP design and adjust as necessary.</p> <p>Subject leaders will cascade their knowledge of the teaching sequence design to other teachers.</p> <p>Subject leaders will be able to show clear understanding of their subject design and answer Deep Dive questions about their subject at whole school level.</p> <p>The head will share knowledge of the golden thread and the impact of individual learning plans in relation to outcomes identified on EHCP and curriculum planning.</p> <p>Governors will make clear reference to the curriculum design and teaching sequence in their subject monitoring visits.</p>			

1.2	<b>For all stakeholders to review the intent, implementation and impact of our curriculum model regarding Teaching and Learning.</b>	<p>Senior Leaders to evaluate the curriculum subject 3i's and Long-Term Plans/Progression documents.</p> <p>SLT, MLT and Subject leaders to be part of the monitoring process (book scrutinise) to ensure coverage is appropriate in accordance with medium term Plans.</p> <p>Subject Leads to meet with link Governors to share school vision for the implementation of each subject.</p> <p>Lesson observations carried out by Senior Leaders to ensure teaching is of a good to Outstanding quality.</p> <p>Learning Walks to be carried out by all stakeholders to gain a picture of what is being delivered in school.</p>	<p>Subject leads to be free from class to enable them to be part of the monitoring process.</p>	<p>SLT, MLT, Subject Leads, Governors</p> <p>Monitoring to be done Termly.</p> <p>Subject leads to use 2 staff meetings per term to scrutinise books.</p> <p>Subject leads meet termly in line with Governor visits timetable.</p> <p>Learning Walks to be completed by Subject Leads termly in accordance with the monitoring timetable.</p>	<p>All planning and 3is documentation to be uploaded onto the one drive.</p> <p>SLT evaluation proformas to be compiled.</p> <p>Monitoring forms completed and actions taken forward.</p> <p>Governors visit forms to be completed and shared with HT/DHT,</p> <p>Governors to have a clear vision of where their subject is regarding development.</p> <p>SLT to feedback areas of good / outstanding practice and areas to develop as part of the Lesson observation cycle.</p> <p>Leaders will be able to identify appropriate measures to support staff moving teaching within Good to Outstanding Framework,</p> <p>All leaders to have a clear understanding of current practice and coverage within their subject across the school.</p>				
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Priority Improvements	Actions	Resource Cost	Responsibility / Timescale	Impact required	Evaluation	PRAG Rating		
						Dec	Apr	Jul
1.3	<b>To effectively implement of iASEND assessment framework across both key stages.</b>	<p>Cost of iASEND £1800</p> <p>RB Data lead (TLR)</p>	<p>Staff meeting 8/9/21</p> <p>Baseline completed by 24/9/21</p> <p>Assessment Co-ordinator to deliver</p>	<p>100% of teaching staff have a secure knowledge of iASEND and the assessment frameworks the school are working from.</p> <p>Baseline accurate for all children.</p> <p>Staff to use iASEND to assess all curriculum areas consistently.</p> <p>Scrutiny of work clearly represents accurate assessment in relation to data held on IASEND.</p>				

1.4	<b>To use the school tracking systems (iASEND, FFT, DfE) to analyse performance in all subjects.</b>	<p>Core subjects to be analysed regarding progression through the curriculum.</p> <p>Attainment in core subjects to be cross referenced against termly summative tests.</p> <p>Foundation subject data supplied to appropriate leaders to enable analysis and support a school wide understanding of the curriculum implementation.</p> <p>Core subject data analysed to identify groups of children that are either making good, expected or not making expected progress. This data will then be used for progress meetings to further support children not making progress.</p>	<p>Cost of iASEND £1800</p> <p>Assessment Lead time.</p>	Termly	<p>Stakeholders to have a clear understanding of the progress students are making within all subjects.</p> <p>Subject Leads to have ownership of subject related data to enable them to articulate progress withing the school in their subject.</p> <p>From progress meetings regarding children not making progress a Pen Portrait will be created to analyse strategies used and identify further possible interventions.</p>			
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Priority Improvements	Actions	Resource	Responsibility /	Impact required	Evaluation	PRAG Rating				
		Cost	Timescale			Dec	Apr	Jul		
1.5	<b>To track the impact of our curriculum in terms of how successfully pupils are developed as well-rounded citizens.</b>	<b>Consider if disadvantaged /SEND children acquire the knowledge and cultural capital to succeed in life.</b> As a staff team determine our definition and vision of cultural capital. Map out in long term plans.	Subject Leaders and SLT	SLT / MLT & Subject Leaders	Pupils will receive a broad and rich learning experience. Teachers will identify opportunities in long and medium term planning.	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.			

1.6	<b>To increase attainment in writing throughout both Key Stages</b>	<p>Implement new baseline system for the beginning of the academic year and for new starters.</p> <p>Writing moderation meetings using pro forma in line with the new IASEND assessment system.</p> <p>Revisit Talk for Writing training due to changes in staff team.</p> <p>English lead and SLT to observe teaching and learning with a focus on writing</p>	<p>Whole school writing tasks.</p> <p>Moderation forms printed.</p> <p>English lead and staff meeting time.</p> <p>SLT / English lead time.</p>	<p>English lead and teachers. End of September 2021</p> <p>Half termly</p> <p>English Lead – Spring 2022</p> <p>SLT / English lead by March 2022</p>	<p>Baseline for all children set and recorded on IASEND. By October 2021</p> <p>Evidence of progress over time. Evidence that marking and feedback shows progress.</p> <p>All classes to complete talk for writing unit by summer 2022</p> <p>Evidence of progress within the lesson and evidence of good practice observed.</p>			
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Priority Improvements	Actions	Resource Cost	Responsibility / Timescale	Impact required	Evaluation	PRAG Rating		
						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>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 across the school to support the direct teaching and learning of problem solving and reason.</p>	<p>Maths coordinator to provide resources</p> <p>White Rose £100 per year</p>	<p>NJ – From Sep 21 to July 22</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>ASP school progress data for Maths will remain average, or better.</p> <p>From baseline data, middle leaders will be able to set an appropriate and challenging target of overall progress.</p>			

		Review learning through book scrutiny during intervals within the academic year and provide feedback about practice to Senior Leaders / Governors.							
		Middle leaders to introduce formative assessment, including a baseline assessment to help track progress across the school.							
1.8	<b>All children to be given dedicated time to study multiplication tables</b>	<p>Subject leader will 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 and introduce Numberbots to lower school.</p> <p>Assess and review data outcomes, including baseline assessments to track progress.</p>	<p>Maths coordinator to provide resources</p> <p>£ 170 per year</p>	<p>NJ – From Sep 21</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>Collect and record data to monitor future progress.</p>				

Priority Improvements		Actions	Resource	Responsibility /	Impact required	Evaluation	PRAG Rating		
			Cost	Timescale			Dec	Apr	Jul
1.9	<b>To eliminate unnecessary workload around marking and embed the principles of effective marking at whole school level.</b>	<p>SLA from LA researching current terms of effective marking and feedback.</p> <p>SLT / MLT to design a whole school marking and feedback policy that reflects the following principles.</p> <p>To Monitor the marking that reflects Effective marking to be <b>meaningful</b> - Does making</p>	<p>SLA</p> <p>Advisor for Marking and Feedback</p> <p>Use the 3 principles set out in the independent teacher</p>	<p><u>September 21</u></p> <p><u>– July 22</u></p>	<p>Marking will be consistent across the key stages within the school.</p> <p>Teachers and LSA will respond to the marking policy and record feedback according to the purpose of the task, success criteria and outcome.</p> <p>Marking and feedback will link to the assessment policy and create positive outcomes and drive future planning.</p>				

		<p>serve a single purpose to advance pupils progress and outcomes? (Share Expectations with teaching and LSA staff so they are clear about what is required) MLT to design a marking code for their subject area.</p> <p>Is marking <b>manageable</b> and reflects forms of spoken, written, peer and self assessment? (Subject Leaders to scrutinise marking and report findings)</p> <p>Marking in the school to show <b>motivation</b> to support pupil's progress. (Staff to use appropriate rewards and acknowledgment of effort and achievement.</p>	<p>workload review.</p> <p>Research current marking methods deployed in other schools.</p>		<p>Marking will show that oral / written feedback promotes learning.</p> <p>Marking will acknowledge pupils work and show value in their efforts and achievement.</p> <p>Marking will be manageable for teaching and LSA staff and not place extra burden on staff workload.</p>				
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## 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 2021 / 2022.*

**School Leader:  
Roland Cooke**

Priority Improvements	Actions	Resource Cost	Responsibility / Timescale	Impact required	Evaluation	PRAG Rating		
						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 Emotion Coaching Date to be arranged.</p> <p>Staff to review new relational and supporting behaviour and implement within whole school practice</p>	<p>Individual Pupil Management Record</p> <p>CPD Team Teach Accredited training.</p> <p>EPS £ 1500 3 days</p>	<p>V.Bourne - Each Month.</p> <p>MC, IN – staff meetings review</p> <p>Julia Dixon – Date to be arranged INSET DAY</p> <p>Staff meeting Review of Policy</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 21</u></p> <p><u>2.42 to 2.22 by Easter 22</u></p> <p><u>2.22 to 2.0 by July 22</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>			
2.2	<b>To increase attendance to 96% by the end of the academic year.</b>	<p>Admin and DH 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>Deputy Head Teacher to challenge persistent lateness/attendance 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 21</p> <p>V.Bourne (DHT) &amp; GOV Body - Oct 21</p> <p>V Bourne (DHT) - Sept 21</p> <p>Admin – DATA</p> <p>SLT/ GOVs</p> <p>V Bourne (DHT) – Sept 21</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. 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>			

		Half termly meetings with LA admin, VB Deputy Head Teacher and Governors CB and AH							
2.3	<b>To rewrite and embed the school's behaviour management policy that reflects on relational and supporting behaviour for all vulnerable groups within the school</b>	<p>R.Cooke to research relational and support behaviour strategies for children with Complex SEMH and ACEs.</p> <p>R. Cooke consultation with EWEL leader and EP Service supporting behaviour in schools.</p> <p>R.Cooke and Julia Dixon (EP) to design a policy that reflects on researched principles.</p> <p>R.Cooke share policy as a driver with teachers, LSA and RCCO staff.</p>	<p>Wider research reading</p> <p>LA Consultation Support</p> <p>EP (SLA) Support</p> <p>Staff Meeting</p>	<p>RC Head Teacher July 21</p> <p>RC / JD August 21</p> <p>RC Sept 21</p>	<p>To aim that all staff responds to the embedded policy that supports building and sustaining relationship and positive supporting behaviour strategies that impact on reducing behaviour incidents in classes and in school and have a calmer environmental approach.</p> <p>Impact of driving the policy will help reduce individual pupil management and reduce the risk of having to use physical interventions.</p> <p>Children will have better knowledge of self-regulation and responding to restorative approaches to reflect on incidents.</p> <p>Staff will have clear knowledge of policy expectations and how this can be implemented in practice in relation to self-development.</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 2021 / 2022.*

**School Leader:  
Roland Cooke**

Priority Improvements	Actions	Resource	Responsibility /	Impact required	Evaluation	PRAG Rating		
		Cost	Timescale			Dec	Apr	Jul
3.1	<p><b>To review whole school systems in relation to promoting positive emotional and mental wellbeing by completing a self-assessment tool in support of the Durham County Council Pledge.</b></p>	<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 &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>Review Transition support for stakeholders in relation to any future lockdown regarding COVID regulations 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><b>October 21</b> R.Cooke (lead) Change Team Committee members &amp; Gov.</p> <p><b>Dec 21</b> – Change Team members</p> <p>R. Cooke <b>Jan 22</b></p> <p>Rebecca B <b>Sept 20 – July21</b></p> <p><b>R .Cooke &amp; Admin / Website</b></p> <p><b>May -21</b></p> <p><b>March 21</b></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>			

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).	<p>Leaders to ensure the residential facility (premises) meets the regulated standards to ensure the safe access of children and staff before reopening.</p> <p>To prepare all children and families for the reintroduction of children to residential provision.</p> <p>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</p> <p>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.</p> <p>Provide health and safety signposting / hygiene requirements (adhering to children's bubble and age appropriate unit peers) .</p> <p>RCCO staff meetings, SLT staff briefings. Source available training</p>	Residential Provision Educare	<p>Sept Onwards HT / Head of Care / GOV Body</p> <p>RCCOs</p>	<p>To ensure Walworth is following all legal requirements to safeguard children and adults.</p> <p>To ensure the residential is Covid-19 safe for children and adults.</p> <p>To safeguard the wellbeing and support the mental health of children and families involved.</p> <p>To have children and family's needs fully met by a well informed staff residential team.</p>			

3.3	Leaders ensure the PD curriculum is widened by establishing links with the school nurse, religious groups and LGBT communities.	<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>PSHE – updated policy to be completed with input from parents and governors including the new statutory RSE guidance.</p> <p>Implement new PSHE curriculum to support the teaching of PSHE and the new statutory RSE guidance.</p> <p>Half termly meetings with school nurse Sarah Fairclough to discuss Health Promotions and Child Referrals</p>	<p>School health audit &amp; School Nurse / SH</p> <p>School Nurse</p> <p>RE – Coordinator &amp; External Links</p>	<p>Sept - Onwards VB (SENCO) (Sept 21)</p> <p>Sept – Onwards RVG</p> <p>Sept - Onwards <b>NJ - PSHEC</b></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>Evidence in children’s learning will demonstrate a solid understanding around the area of relationships and sex education (appropriate to their needs).</p>				
3.4	To embed Enhanced Nurture Provision across Key Stage 1 and 2	<p>Share information based upon 3i’s across staff term about next steps with provision undertaken as part of Pilot during last academic year</p> <p>Nurture team to ensure thorough understanding of</p>		<p><b>Staff CPD day Sept 3<sup>rd</sup></b></p> <p><b>September 2021 –ER, MS , IN</b></p>	<p>Discussion during whole staff team meeting will ensure clarity across staff term in relation to “ big picture “ and logistics for rolling out enhanced provision across the school</p> <p>Staff team learning sessions within enhanced provision will have relevant information in relation to needs and</p>				

		<p>pupil needs as identified on EHCP / SEN support plans for identified children accessing provision</p> <p>Create information booklet to further inform parents, carers and stakeholders about enhanced provision</p> <p>To work alongside parents and carers to complete SDQ's which will inform baseline data and contribute towards planning</p> <p>LSA Nurture Leads and Senior Lead Practitioner to liaise with class teaching teams to complete Boxall Profile and baseline assessment data</p> <p>LSA Nurture Leads to undertake training delivered by E.P Lisa Henson</p> <p>Senior Lead Practitioner and link Governor ( Nikki Rutter) to undertake training in relation to overseeing provision</p> <p>Feed outcomes from ILP and IBP into provision planning</p>		<p><b>September 2021 – ER, MS, IN</b></p> <p><b>September 2021 – ER, MS , IN</b></p> <p><b>September – October 2021 – MS, IN</b></p> <p><b>Autumn Term – ER , MS , IN</b></p> <p><b>Autumn Term – dates To be confirmed</b></p>	<p>risk assessments . They will have identified focus areas which will support those targeted within class group .</p> <p>Stakeholders will have reference material which further explains work to be undertaken and rationale for this in addition to phone call prior to access .</p> <p>As a provision we will be aware of parent / carer viewpoints ad feed this into the work undertaken . This data will be cross referenced with boxall assessment data from practitioners working with the child to gin a wholistic view</p> <p>Staff leading within provision will gain further understanding and insight into nurture theory and practise Opportunity to share good practise, reflections and ideas will be established through access to nurture group network meetings</p> <p>Learning will be supported in a cohesive way from both class teaching team and Nurture practitioners . Child will translate learning across contexts</p>				
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Key Priority 4: Leadership & Management							Overall Grade:		
Strategic Target: <i>Leaders &amp; Governors have a deep, accurate understanding of school's effectiveness. This will be achieved through the following specific target areas for 2020 / 2021.</i>							School Leader: Peter Wallbanks		
Priority Improvements	Actions	Resource Cost	Responsibility / Timescale	Impact required	Evaluation	PRAG Rating			
						Dec	Apr	Jul	
4.1	To embed a whole school appraisal system for all teaching and school support staff in relation to the LA policy and guidance.	<p>Meeting with Chair of Governor to discuss whole school priority and developmental change.</p> <p>Review LA advice from HR and adopt policies (teaching and non-teaching) and templates for appraisal systems.</p> <p>Meeting with SLT &amp; MLT including both SBM to share vision and structure of whole school appraisal systems and share relevant documents. Create a staffing cohort structure to illustrate who is responsible for doing which staffing cohort appraisals.</p> <p>Share vision to all staff explaining the process.</p> <p>Provide coaching and mentoring to appraisers so they can become familiar and confident of recording appraisal meetings and completing relevant documentation.</p> <p>Start the cycle of the new appraisal process and collect statements which will be</p>	<p>HR – Support LA polices and template</p> <p>Staff meeting time and resources / polices shared.</p> <p>Staff meeting</p>	<p>Head Teacher</p> <p>June 21</p> <p>July 21</p> <p>July 21</p> <p>Sept 21</p> <p>Sept / Oct 21</p>	<p>The appraisal policy will set a clear whole school framework for the assessment of the overall performance of teachers and support staff.</p> <p>Overall performance includes meeting performance objectives, meeting the Teachers Standards / support staff standards, and effectively carrying out their job role and responsibilities.</p> <p>In addition, Upper Pay Range teachers will be highly competent in all of the Teachers' Standards and that their achievements and contribution to the school should be substantial and sustained which in turn will reflect on school development.</p> <p>Leaders will have a clearly informed viewpoint on the performance of all staff and will be able to offer opportunity of support progression and CPD in relation to individual employee's appraisal outcomes and performance objectives.</p>				

		<p>stored in a safe place accordingly.</p> <p>RC quality assure all statements in relation to setting objectives and impact review.</p> <p>Set dates on the school monitoring system so that staff know when initial and interim reviews are to take place.</p>		<p>Dec 21</p> <p>Sept 21</p>					
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Priority Improvements		Actions	Resource	Responsibility / Timescale	Impact required	Evaluation	PRAG Rating		
			Cost				Dec	Apr	Jul
4.2	Governors to routinely monitor subject and leadership responsibilities and provided written feedback in line with the role of a governor	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 21  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	<b>Next Steps – Identified Governors to continue to monitor their responsibilities agreed by the subject leaders / SLT. ACTION MET a meeting held on 30<sup>th</sup> June with full GB identified role and responsibilities and committee structure all established for September 2021.</b>			
4.3	To ensure that the school has an up-to-date risk assessment and contingency plan that reflects the COVID 19 operational guidance for SEND and Specialist settings.	To consult with the LA to review guidelines for operational practice and H&S risk assessment reviews.  Update risk assessment and contingency plan to reflect current Gov guidance and regulations.  Share updated risk assessment and guidelines to all staff at the start of the new term. - Review risk assessments as directed by LA and Government Guidelines	SBM – SH  Head Teacher	Aug 21       Sept 21 - onwards	SBM will have share updated knowledge to senior leaders and gobs of school operation guidelines.  School will have a comprehensive risk assessment that reflects current government guidance in relation to operational functions of the school.  All staff will have clear awareness of the whole school risk assessment and will follow the guidelines to continue safe working practice within the school.				
4.4	To complete whole school Control Risk Self Assessment (CRSA) in relation to whole school financial and operational management systems.	EB, SH, RC and VB to complete the CRSA risk category in the columns that have been created by the LA for actual controls and improvement identified. R.Cooke to review the CRSA document and sign off ready to share document to the Governing Body.  EB , SH , RC & VB to update CRSA as when required	SBM – EB & SH  Head / DHT Teacher  Gov Body	Sept to Dec 21	The school will have a comprehensive CRSA plan that will effectively manage any risks and help to decide whether opportunities for improving efficiency and performance can be taken, by assessing whether the risks involved can be effectively managed.				

4.5	Staff and Governors to have a clear understanding and awareness of potential Ransomware risks to school Information technology systems and handling data	RC to organise CPD training for all staff in relation to RANSOMWARE risks	SLA – Paul Hodgkinson  RC – Staff meeting RC - Email Governors with online training	Sept 21 – Dec 21	All staff and governors will be able to identify potential risks and report appropriately of a potential ransomware attack of school data and ICT systems.				
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**Reviewed and updated by SLT & MLT (09.09.21)**