


| | |
|---|---|
|  | <h1 style="text-align: center;">ST. ANTHONY'S SCHOOL DEVELOPMENT PLAN 2024-2025</h1> |
| <p>Priority A School Lead Antony Curry/Abi Cranson/Gemma Dear Governors Neil Rees Davies</p> | <p>Quality of Education Embed cross curricular and creative principles Robust, impactful quality assurance</p> |
| <p>Priority B School Lead Abi Cranson/Gemma Dear/Jordan Mott Governors E Geddes/Peter Arnold</p> | <p>Behaviour and Attitudes Attendance Culture Consistent approaches Staff well being</p> |
| <p>Priority C School Lead Antony Curry/Katy Wren Governor K Cooper/Katie Smith</p> | <p>Personal Development Health and Well-being Maintenance of progress of careers programme</p> |
| <p>Priority D School Lead Antony Curry/S Borda/K Ford Governors Jackie Draper</p> | <p>School Site and Infrastructure Fire Safety</p> |
| <p>Priority E School Lead Abi Cranson/K Phippin Governor L Samson</p> | <p>Enhance Safeguarding Systems and Processes</p> |



ST ANTHONY'S SCHOOL

SCHOOL SELF EVALUATION 2024-25

Most recent Ofsted Grade: Good

Date of last inspection 2nd July 2019

Areas to improve

Progress

Leaders and those responsible for governance should ensure that:

- Middle leaders develop their expertise, thereby enabling them to drive improvements in teaching and learning in the areas for which they are responsible
- In mathematics there is timely, appropriate challenge so that the most able pupils make stronger progress.

The areas for improvement that we have addressed since the inspection.

- We now have extended leadership team meetings each week. All teachers now take responsibility for a curriculum area. Phase leads have been appointed from September 2024. This is to ensure that the school's vision is clear to all staff and the SDP is developed/informed by all.
- From September 2024 initiatives and training will be in place to further empower staff in the implementation of the school vision. This will involve working on the school culture to ensure consistency of approach to behaviour and learning at all levels.
- Subject co-ordinators were supported to understand the OfSTED framework and develop responses if asked about the intent, implementation and impact of their work. Responses are based on feedback from other KSENT schools and other sources. Peer-to-peer reviews provide staff opportunities to practise these skills
- Subject co-ordinators have provided training to teaching staff at department meetings, on key points.
- These initiatives have at times been slowed and disrupted by long term staff absence and staff turnover.
- P Stewart SIP, The Education People provided training sessions to SLT about OfSTED prep and the information needed for the initial 90-minute phone call and then a session to subject co-ordinators and subject specialists about the deep dive process.

Appropriate challenge for most able in maths:

- The curriculum has been designed to ensure opportunities for mastery are frequent and varied.
- Pupils who make more rapid progress in skills and knowledge can move on to a range of learning opportunities that are designed to support the embedding of these in long term memory.
- Mastery and applied maths experiences are provided for all pupils. They are differentiated to ensure more able continue to derive enjoyment and challenge from them.
- Progress is looked at in the round. Progression towards the end point of entry-level qualifications is considered. Of equal importance is the acquisition of skills and knowledge that will provide learners with useful skills in adult life.

School Context 2024-25

Students have EHCP's for a range of complex SEMH needs alongside numerous & significant vulnerabilities and ACEs. Students feel they are recognised, accepted, and understood.

- St Anthony's is currently commissioned by KCC for 98 pupils. There are 106 on role.
- We provide for students from Kent with severe social, emotional, & mental health difficulties; ASC; and other SEN diagnoses. Significant numbers having communication difficulties. For many these issues present in varying combinations.
- Nearly 80% of students are eligible for Pupil Premium, which is extremely high compared to the national average of 27%. The catchment for most of our students is in the most deprived decile on the Index of Multiple Deprivation.
- Excellent communication has led to very positive relationships with parent / carers, supported by a welcoming open-door policy and regular home/school contact from key staff.
- In response to LA needs and student referral patterns, St Anthony's provision is designed to meet increasingly complex and diverse needs by creating a bespoke curriculum to individual students.
- We have to recognise that nearly all of our pupils have had negative experiences of education before they reach us and are consequently disengaged from the process and practices of learning. Our Thrive Strive and Achieve vision sets out our mission to foster an educational experience where every pupil can excel and prepare for a successful future. Thrive and PSHE are placed at the centre of all we do. Planning formats are designed to ensure staff are focused on these as a priority because they are the key pathways to overcoming barriers to progress in other curriculum areas.
- The school is organised on a central class basis: pupils do the majority of their learning from KS2 to KS4 in a classroom with a teacher and two TAs. This allows for the development of strong relationships and fosters good communication with families.
- To support the development of adapting to transitions pupils receive PE, DT, art and food tech. lessons from specialist teachers.

School Self-Evaluation

Personal Development/Behaviour and Attitudes - Good

• Strengths

- The school is generally calm and orderly, with behaviour in classes and around school usually good. Students are mostly punctual, settle quickly, & follow instructions and routines promptly. When disruptions occur, they are usually relatively brief and dealt with efficiently. Incidents requiring positive handling are rare and significantly lower than similar SEMH settings (10 restraints up to 11.11.24)
- Frequent team meetings to discuss individual students, appropriate behaviour strategies and interventions contribute to learning and SEMH progress over time. Students' self-regulation is promoted through high expectations & effective behaviour management strategies, targeted reward systems and restorative approaches.
- Suspensions are only used in cases of extreme behaviour or when there have been serious breaches of the St Anthony's behaviour policy. They are targeted to support a culture that does not tolerate extreme violence towards anyone – either physical or verbal.
- Students' excellent behaviour when on school events or out in the local community is frequently commented upon. E.g. on a recent visit to Buckingham Palace and going pumpkin picking.
- Thrive is already a keystone of the school's approach to supporting SEN. There are 9 practitioners and all staff receive frequent training. With class and individual Thrive profiling informing interventions, we have a researched based therapeutic approach that helps us attend consistently to the SEMH needs of our young people. A range of interventions are delivered to pupils who are individually Thrive profiled, then reprofiled to measure impact.
- Students participate wholeheartedly in regular assemblies and other events where achievements & rewards are celebrated.
- British values are promoted consistently – both formally through the curriculum and informally across the school. BV champions were taken to Buckingham Palace in September 2024.
- PSHE is given high priority.
- The school places great importance on the safety and wellbeing of all students. All absences and other concerns are quickly followed up, with the involvement of external professionals whenever it is considered necessary. Whereas attendance is below national averages at 75% in term one, if personal learning plans are removed, we compare well against national data (87%). About 21% of pupils are on PLPs. 36% of these are September intake, many of whom had been attending for as little as an

hour a day; or in some cases not at all. As regards attendance, their PLP already represents progress. PLPs are reviewed weekly by SLT and are always intended as a stepping stone to full time attendance.

- We have an attendance team that have met with the PIAS (PRU, Inclusion and Attendance Service) termly to make sure the school are doing everything possible to improve and support families with attendance. So far, they have been happy with everything that is in place.
- Inclusion and protected characteristics are recognised and given prominence through the PSHE curriculum, displays and our LGBTQ+ Shine Club.
- St Anthony's students are frequently out in the community on curriculum related excursions in easily identified school vehicles. Incidents of negative behaviour are rare; they are widely welcomed and appreciated. The school has a track record of supporting local charities and involving itself in initiatives like council litter picks. The summer and winter fayres draw strong support from the local community.
- The majority of staff understand and model Nurture and Thrive approaches giving pupils consistent and quality support for their SEMH needs.
- Staff are trained in the support of ASC pupils. Clear structures and expectations, correct use of visual communication tools, curriculum planning, modelling of behaviours and strong relationships support these needs.
- Last year Petra Agnew Community Lifesavers trained staff and secondary pupils in lifesaving skills. They are booked to return this year.
- **Areas for Development**
 - Promotion of good attendance
 - A revised policy that captures all expectations and updated initiatives. In particular the implementation of the response flowcharts to ensure consistency of response.
 - Regular SLT reviews and KPAS meetings to ensure responses are quality assured.
 - Developing links with key families. Introducing Family Thrive.
 - School Culture
 - As a new leadership team, we are aware that although there are excellent policies and procedures in place to manage the range of challenging behaviours that our young people present, they are not always consistently delivered. We are determined to improve the school culture from good to excellent. By culture, we mean all stakeholders working to an agreed set of principles in an agreed way, promoting the five British values and the school vision: Strive, Thrive, Achieve. To that end, the SDP itemises a set of actions below.

Quality of Education - Good

- **Strengths**

- The curriculum is set up to address the specific needs of pupils who have been disengaged from learning for significant periods and are operating on high levels of anxiety when confronted with any form of learning. This is mitigated by removing the concept of closing gaps to age appropriate mainstream levels and setting achievable goals through pathways to functionality and appropriate qualifications. The curriculum is based on these key tenets:
 - All pupils' reading is benchmarked on entry to the school by the Reading Doctors. This determines whether they need 1:1 reading intervention or can be supported by teacher-led classroom strategies. Success in reading is the gateway to success across the curriculum and in life.
 - Whenever possible, planning for all subjects relates to the termly PSHE theme. This ensures the primacy of SEMH provision as the gateway to all learning.
 - Teachers are encouraged and supported (through CPD) to adopt creative and cross curricula approaches:
 - EEF research points to this being more likely to engage reluctant learners.
 - These approaches are more effective at securing learning in long term memory – knowledge retention is a significant issue for SEMH pupils.
 - A mastery element in the framework is used to assess this.
 - Metacognition is taught to support these processes. Pupils should know what stage they are working on and where they can find the next steps in their learning.
 - The pathways are set out to prepare pupils to manage independently as young adults; pass Entry Level qualifications in English and maths; WJEC science awards; ASDAN life skills awards; and two vocational qualifications from art, sport, construction and hospitality. This adequately prepares them to access the supported learning at local colleges. In 2024, 16 out of 17 achieved at least EL1 in English and maths and 14 out of 17 achieved at least one vocational qualification. 15 of 17 achieved placements.
 - Careers is mapped into the curriculum with its own pathway as well as being linked to core subjects through planning. We score highly on all Gatsby Benchmarks, which we complete in collaboration with our LA engagement officer.
 - Teachers are good at taking classes out for real life experiences, promoting PSHE and other curriculum areas.
- In Term 1 the new assistant head undertook a review of planning. Working with subject co-ordinators she remapped the long-term planning to ensure coverage over two, and three-year cycles, and she redesigned the medium-term plans. They are now more user friendly and better designed to ensure all elements of our integrated learning approach are captured: PSHE, Thrive, metacognition, mastery, creativity and cross curricula.

- **Reading** provision is a particular strength of the school. All pupils receive a benchmark assessment during induction. This allows us to determine whether they need 1:1 intervention or can manage with classroom-based support. The Reading Doctor intervention is highly effective ensuring that all pupils leave St Anthony's with a functional reading ability (at least age 8). Reading is delivered in the classroom via twice weekly guided reading sessions across the whole school. Pupil participation is high. All staff have received training in the use of Reading Doctor resources for both reading and writing. Pupils who have received this intervention are very positive about the experience.
- In accordance with its pivotal importance, **PSHE** is given centrality in the curriculum. A review by the subject co-ordinator at the end of 2023-24, ratified by a link governor shows it to be a strength of the school. The subject is well planned and teachers are confident to deliver learning using a range of quality resources. External speakers add to the quality of the pupil experience.
- In **English, maths, science**, and **global studies** teachers use real life experiences to support the delivery of quality learning whereby skills and knowledge are more effectively retained. These have included S&L trips to cafes, a food roadshow, hatching ducklings and a maths enterprise week.
- **Forest School** is a successful adjunct to the main curriculum. All pupils have the opportunity to attend. Good behaviour and engagement levels show that this is a positive and beneficial provision.
- **Areas for Development**
 - Quality assurance from the last academic year is patchy. While, along with good pupil progress, it does provide reassurance that most teaching is good, it does not give enough detail about strengths and areas for improvement. This will need to be attended to as a leadership and management action.
 - There are subject reports from last year that give a broadly positive picture of curriculum. However, computing and English are missing and, barring PSHE, none have been ratified by a link governor. Again, this is a leadership and management action.
 - Additional work needs to be done to support teachers in delivering experiential, creative learning. There are excellent high-profile examples of it appearing across classes (global studies trips to historic sites; S&L trips to local cafes; art trips to London). Next, work needs to be done to make creative approaches more typical.

Leadership and Management - Good

- **Strengths**
 - Safeguarding systems and procedures are very effective as endorsed and evidenced by a rigorous peer review in **??**. The link safeguarding governor is conscientious and very experienced in this area. St Anthony's employs a culture of professional curiosity, where students are listened to and identified when they might be at risk. This includes radicalisation and extremism, and staff training ensures their competence in challenging inappropriate behaviour or beliefs that do not belong in a modern Britain. All concerns are logged on CPOMs. The DSL checks that they have all been actioned. CPD is not seen as a one-off INSET day activity but rather as an ongoing process that keeps the principles fresh in everyone's mind.
 - St Anthony's is outward looking in every respect. We collaborate with a wide range of other professionals from education and other services. St Anthony's is a partner of the KSENT Cooperative (Kent Special Educational Needs Trust). We support ITT by providing placement opportunities for CCCU. We collaborate with partner KSENT schools and local SEN schools to support peer reviews and other CPD opportunities.
 - A new leadership team was formed in September 2024, following the appointment of a new head teacher. As well as the head, deputy, assistant head and business manager, the team includes the inclusion manager/Thrive lead and the DSL. These two additions are essential to reflect the prominence of their areas of responsibility in the drive towards excellence in school culture.
 - Further to this, we have also appointed two phase leads for KS2 and KS4 (the assistant head leads KS3). The purpose of this additional level of management is to provide a conduit between SLT and staff for the delivery of the school vision and mission, and promotion of the culture. We are already seeing the benefits of this in the exchange of information and ideas across the staff.
 - All staff, except ECTs, have a subject area to co-ordinate. Time is allocated to teachers for this. However, responsibilities for subject-coordinators are limited to take account of workload and union advice: they are not held accountable for progress and they will not be required to meet with inspectors.
 - The school works with external agencies to provide an extensive range of provision that includes individualised student and family interventions.
 - Staff well-being has a high priority for the leadership team.
 - Teachers are not required to log any short-term planning. This will only be looked at if QA raises concerns about teaching and learning.
 - SLT look to allow flexible working whenever it is reasonable to do so. E.g. on two INSET days this year staff have been allowed to work from home for a portion of the day.
 - To support morale, we are in the early stages of a new determination to improve communication. In particular, we are making sure we share all actions taken to manage behavioural situations to reassure staff that SLT are supporting them in their very challenging work.
- **Areas for Development**
 - We need a more complete picture of the quality of teaching and learning. That completed under the previous leadership is not sufficiently detailed on which to base confident judgements. A formal QA process was not appropriate in Term 1: the term is used by teachers to establish routines, build relationships, and establish the

formal curriculum when they feel pupils are ready. If a Nurture heavy timetable is needed that is allowable. The frequency of pupils being out of class diminished towards the end of the term. In Term 2 the process of phase reviews will start. These will include learning walks, pupil interviews, and book looks. All phases will be covered in this term.

- Further rigour will be added to the process by scheduling shared moderations within key stages and peer reviews with other schools.
- English and computing now have subject co-ordinators so they will begin to receive the necessary focus to ensure full pupil experience.
- Link governors are in place to ensure curriculum monitoring takes place alongside subject co-ordinators.
- At St Anthony’s we are committed to making all members of the school community feel that their opinions are valued. We want to know that pupils feel safe and confident in the support they are getting; that parents trust us and are confident their children are receiving the best possible education; that staff feel supported in fulfilling their various roles. Questionnaires will be shared in Term 2; satisfaction scales will be offered following meetings; and a visitors’ book will be opened at reception.
- To create and maintain the desired school culture, leadership needs to be distributed as much as possible. To that end, a new school council was instituted in Term 1. Its role will be to capture pupil voice in order to enhance the culture of belonging that is essential to the Thrive approach we espouse. In the past the school council has led fund raising projects for Pilgrims Hospices (over £2000); helped with the conceptualisation and planning of activity areas in primary; and lobbied for changes to school dinners (salad bar; ketchup with burgers). To further add to the creating a culture process, prefects will be appointed in Term 2. In addition, teachers will be encouraged to work together to make arrangements for older pupils to provide learning and behaviour mentoring for younger ones. This has been happening informally already to great effect.

| | | | | | |
|--|--------------------------------------|--|-------------------------------------|---|--|
| Number of students on roll Commissioned by KCC for 98 pupils | 106 | Number of CYP eligible for Pupil Premium Percentage | 30 80% | Number of students with EHCP Percentage | 106 100% |
| Number Male Percentage | 96 91% | Number of students entitled to FSM Percentage | 75 71% | Number of new CYP this year Percentage of roll | 19 18% |
| Number Female Percentage | 10 9% | Number of Children in Care | 7 | Number of pupils who have had/continue to have any outside agency Involvement Percentage | 94/45 89% |
| Indices of Deprivation Thanet district (latest data available 2019) | Highest amongst KSENT Schools 1st/26 | Number of students who have had/continue to have Social Services involvement Percentage | 13 this year 11 currently 10% | Number of students who have had/continue to have Early Help involvement Percentage | 9 pupils have had 6 currently 5% |

Pupil progress

We are already aware that pupils are working below expected standards when they arrive. All pupils are assessed precisely in reading, writing and maths on intake. This determines their curriculum and they are set on a path towards entry level qualifications by KS4. Progress is measured quantitatively using St Anthony's attainment stages and qualitatively against mastery criteria that ensure skills and knowledge are fixed in long term memory. This ensures pupils are always ready for the next stage of learning.

| | | | | | |
|---|--------------|---|-----|--|----|
| Intake information percentage of students with low attainment in English | 100% | Percentage of students with middle attainment in English | 0% | Percentage of students with high attainment in English | 0% |
| Intake information percentage of students with low attainment in Maths | 100% | Percentage of students with middle attainment in Maths | 0% | Percentage of students with high attainment in Maths | 0% |
| Percentage of students on track to make expected progress in English (from teacher assessed baseline) | 95% | Percentage of students on track to make expected progress in Maths (from teacher assessed baseline) | 95% | | |
| Percentage of 2024 year 11 leavers with placement | 15/17 88% | | | | |

Attendance

| Percentage of Pupils | Term 1 | | | Term 2 | | | Term 3 | | |
|----------------------|--------|------------|--------|--------|------------|--------|--------|------------|--------|
| | N/T | Difference | % | N/T | Difference | % | N/T | Difference | % |
| Above 95% attendance | 35/101 | N/A | 34.65% | 32/101 | -3 | 31.68% | 37/101 | +5 | 36.63% |
| Above 90% attendance | 51/101 | N/A | 50.49% | 45/101 | -6 | 44.55% | 48/101 | +3 | 47.52% |
| Below 85% attendance | 47/101 | N/A | 46.53% | 35/101 | -12 | 34.65% | 46/101 | +11 | 45.54% |

Teaching and Learning

September 2024

| | | | | | |
|---|----|---|----|--|----|
| Number of Teachers | 16 | Number of qualified teachers | 15 | Number of unqualified teachers | 1 |
| Number undertaking leadership qualific. <ul style="list-style-type: none"> • 1 NPQH • 3 NPQ senior leadership • 3 NPQ leading behaviour | 7 | Number of teachers undertaking training - regular CPD twilight sessions in Maths, English, Global Studies, PSHE and Science | 17 | Number of Kent Range Staff LSAs/Pastoral | 43 |

| <div style="display: flex; justify-content: space-between; align-items: center;"> PRIORIT Y A Quality of Education </div> | | | | | | |
|---|---|--|--|---|----------------------------------|------------|
| Strategic Objective | Area of Development | Actions Red Amber Green (RAG) | Impact | Target Date Proposed Cost | Who | Monitoring |
| <p>Develop Creative and Cross Curr. Principles</p> <p>AEC/GD</p> <p>Governors</p> | <p>Teaching staff to benefit from CPD, peer to peer support and development initiatives</p> | <p style="color: red;">Cycle of subject reviews led by SLT</p> <p style="color: red;">Teachers meetings/phase meetings to take place weekly to share good practise and understanding rationale for curriculum pathways. Development of a range of initiative to promote creativity and cross curr. opportunities. Audit staff confidence through questionnaire.</p> <p style="color: red;">Subject co-ordinators monitor books and provide reports to SLT.</p> <p style="color: red;">Staff to visit other schools.</p> <p style="color: red;">Peer to Peer Reviews</p> <ul style="list-style-type: none"> <li style="color: red;">• Ksent Thanet <li style="color: red;">• Ksent SEMH <li style="color: red;">• Ksent Safeguarding | <p>SLT confident and aware of areas to target within curriculum.</p> <p>Staff with different levels of experience and with different teaching styles benefit from sharing ideas, to further enhance their own practise. Auditing shows increased staff confidence.</p> <p>Consistency of quality within and across subjects. Areas of weakness addressed.</p> <p>Staff confidence and competency increased. Better knowledge of strengths and weaknesses.</p> <p>95% of pupils achieve at least one mastery element in English, maths and science.</p> <p>QA shows consistently good delivery of learning and positive pupils experiences leading to excellent engagement and clear progress along pathways.</p> | <p>Termly across the year</p> <p>Term 2 Term 6 Term 3</p> <p>No cost supported by Ksent Schools</p> | <p>SLT/subject co-ordinators</p> | <p>AEC</p> |

| | | | | | | |
|--|--|--|---|---------------------------|------------------|----------------------|
| | | | | | | |
| | To transfer all assessment to Arbor | Current frameworks to be reviewed and further improved to ensure they are meeting needs of pupils and overall curriculum intent. | Assessment frames are easily accessed; frequently updated; used formatively to inform planning; pupil progress is centralised. | December 2024 | AEC | SLT/Governors |
| | Further development of whole school approach to Literacy – typicality in approaches to teaching writing. Effective deployment of RD resources. | <p>CPD in writing support</p> <p>All reading doctor resources shared with teachers and training completed.</p> <p>Use of Reading Doctor resources is embedded across the curriculum. QA to be completed to monitor implementation and impact.</p> <p>CPD for staff</p> | <p>QA shows reading is taught consistently across the school; pupils are helped to develop independence and resilience in reading; pupils can apply reading skills in all subjects. At least 95% achieve: minimum reading age of 8 by Y11; and at least EL1 English</p> <p>QA shows staff are confident and competent to use RD resources and strategies to support pupils.</p> | Sept 24 £45000 | AEC/RDs | SLT/Governors |
| | Reporting to Parents and Carers | Using Arbor to develop holistic and dynamic reports. | Pupil and parent questionnaires show better understanding of pathways. Reports reflect more comprehensive and diverse elements of pupil progress. Teachers are able to plan learning more precisely. | December 2024 | AEC/GD/AC | SLT/Governors |
| | Quality Assurance | Phase reviews – learning walks, pupil interviews, book scrutiny. Generic feedback focusing on celebrating strengths and supporting areas for development. Specific feedback if concerns arise. | SLT have accurate picture of quality of curriculum delivery and can target support. Well-informed middle & subject leaders track students’ progress systematically against a variety of performance indicators. Do pupils know where they are on their progress journey? | Term 2 | AEC/GD/AC | AEC/Governors |

Behaviour and Attitudes

PRIORIY

B:

| Strategic Objective | Area of Development | Actions Red Amber Green (RAG) | Impact | Target Date Proposed Cost | Who | Monitoring |
|---|--|--|---|-------------------------------------|----------------------------|---|
| Attendance Culture Consistent approaches Staff well being Abi Cranson/JM Governors E Geddes/Peter Arnold | Attendance Whole School Culture that promotes good attendance | <ul style="list-style-type: none"> Regular meetings with KPAS and SLT Implementation of the new attendance policy monitoring and analysis of attendance data benchmark attendance data with SEMH schools build positive relationships with parents and carers | School Attendance 85% Despite the additional support in place school attendance has dropped which has been mirrored in other schools. | | KP/AC/DB Class teachers | New government guidance around attendance so policy was updated July 2024 |
| | Culture Developing a consistent application of Thrive and Nurture approaches | <ul style="list-style-type: none"> behaviour audit CPD for whole school and individuals Classroom culture too be included in QA process Develop new vision and mission that is accessible to all. Revamp school website. Improve communication at all levels. <ul style="list-style-type: none"> Between staff, pupils, home, governors (Dojo) Develop new leadership structure Develop consistent approaches to managing behaviours | All staff consistently apply Thrive and Nurture approaches to interactions between pupils and each other. All work towards a common easily understood goal. Vision and mission are delivered with clarity; all positive and negative behaviours are tracked with precision and to a conclusion. Responsibility for promoting culture is distributed more widely. | Ongoing | All | AEC |
| | Behaviour | <ul style="list-style-type: none"> Consistent procedures in place <ul style="list-style-type: none"> Violent behaviour flowchart Targeted interventions (LL) | Consistency of approaches; clarity of communication | | | |

| | | | | | | |
|--|--|---|--|---|----|----|
| | | <ul style="list-style-type: none"> • Incidents are resolved • staff understand procedures and feel supported • Work with all staff to improve recording of behaviour • Use of monthly Support staff meetings to share information regarding behaviour | Promote the perception of fairness in managing behaviour | | | |
| | To implement Arbor (MIS) into the whole school operation to enhance school efficiency for all users. | <ul style="list-style-type: none"> • Explore the Arbor system further and pick out aspects to introduce to admin/ whole school. • Liaise with Arbor and complete training on further elements of Arbor that will support the school's development • Provide staff with training on any new aspects of Arbor that are introduced e.g. recording • Start using Arbor to collate data on behaviour, attendance etc • Use Arbor to record interventions attended • Develop Arbor system to support measuring of impact of interventions | <p>Arbor fully implemented and in operation with key staff aware and competent in using the core functionality of the system.</p> <p>Increased efficiency throughout the school for all school operations.</p> <p>Arbor contains accurate up to date records for school to use</p> | Arbour per year £3495 Throughout the year | AC | |
| | Support the wellbeing of all staff to avoid negative impacts on their mental and physical health. | <ul style="list-style-type: none"> • Complete Staff survey • Introduce phase meetings and review • Only hold dept meetings if required • Manage the school diary to ensure workload is spread the school year • Support from Educational psychologist • Supervision for TAs to continue and investigation into supervision for CTs and how it could be organised • Induction Pack for new staff • Actions from initial offer to first day • Wellbeing of parents is improved | <p>Staff feel adequately supported at work.</p> <p>Survey indicates that staff feel respected and valued, with staff being equipped to manage their workload</p> | Cost of 12 days EP service £6800 | | JM |

| <div style="display: flex; justify-content: space-between; align-items: center;"> PRIORIT Y C Personal Development </div> | | | | | | |
|---|--|--|---|--|---|----------------------|
| Strategic Objective | Area of Development | Actions Red Amber Green (RAG) | Impact | Target Date Proposed Cost | Who | Monitoring |
| <p>Maintain Careers Programme</p> <p>Achieve typicality of Thrive approaches and extend to families</p> <p>AEC/MP/KM/JW/KW ren</p> <p>JM</p> <p>Governors</p> <p>Katrina Cooper/Katie Simpson</p> | <p>Careers Guidance</p> <p>Pupils are given more information about careers pathways.</p> | <p style="color: red;">Ensure full delivery of PSHE curr. to ensure careers coverage.</p> <p style="color: orange;">Continue working with EP education officer Zara Lawrence.</p> <p style="color: red;">Careers interviews delivered by Education Business partnership.</p> <p style="color: red;">Invite more speakers in from range of jobs and professions.</p> <p style="color: red;">Attend local careers fairs.</p> <p style="color: red;">Invite parents to careers talks.</p> <p style="color: red;">Careers fair in school</p> | <p>Pupils have improved understanding of opportunities and pathways.</p> <p>Support is targeted at pupils' interests</p> <p>Support is targeted at pupils' interests.</p> <p>Pupils are placed in suitable placements.</p> <p>Parents are better able to advise children.</p> <p>Gatsby scores stay at 80% and above. NEETs remain at 5% and below.</p> | <p>termly</p> <p>6hr free provided EdPeople</p> <p>£3250</p> <p>Ongoing</p> <p>Ongoing</p> | <p>JW/SLT</p> | <p>SLT/Governors</p> |
| | <p>THRIVE</p> | <ul style="list-style-type: none"> • Teachers use the group action plan in class, and activities are included across the curriculum wherever relevant • Action plans embedded into classrooms • Staff to be aware of a child's developmental strand when working with them when delivering interventions. • THRIVE approaches evident | <p>Normalisation of Thrive approaches supporting development of consistent culture.</p> <p>Refinement of therapeutic approaches</p> <p>Extension of Thrive support and understanding to families</p> | | <p>JM/AC/GD</p> <p>Trained practitioners AF, GJ, HE, DC, KW, MH, AY, GD, JM</p> <p>Class teachers</p> | <p>AC/GD</p> |

| | | | | | | |
|--|--|---|--|--|-----------|--|
| | | <p>within the culture of the school (PACE and VRF's)</p> <ul style="list-style-type: none"> • Begin to look at behaviour profiles to support pupils with challenging behaviours. • Specialist teachers to be aware of those children with individual profiles. • Working with TISS to develop family Thrive and increase engagement with parents • Identify and train staff in family Thrive • New staff, governors and kitchen staff to receive Thrive induction training • Achieve ambassador status in 2/5 areas • Recording and monitoring effectively to monitor progress | | | | |
| | Life Saving Skills | <p>Liaise with Petra Agnew Community Lifesavers</p> <p>Arrange training sessions</p> <p>Teaching staff</p> <p>KS3 pupils</p> | <p>To train teachers into lifesavers.</p> <p>To train KS3 students in quality CPR and defibrillator use.</p> | <p>Term 5 staff</p> <p>Term 5 pupils</p> | AEC/KWren | |
| | School Council, Prefects, Mentors | <p>School council to be formed and prefects appointed. Teachers to make mentoring arrangements as appropriate.</p> | <p>Capturing of pupil voice and reinforcing culture – meeting minutes and actions; pupil questionnaires; continuing improvement of behaviour data.</p> | <p>Term 2 and ongoing</p> | GD/AC | |

| PRIORT Y D School Site and Infrastructure | | | | | | |
|--|---|--|--|-----------------------------------|--|------------|
| Strategic Objective | Area of Development | Actions Red Amber Green (RAG) | Impact | Target Date Proposed Cost | Who | Monitoring |
| RP/SB/KF Governors PW | Fire Safety Work with KCC to ensure that the school is fire safe | <ul style="list-style-type: none"> Phase 2 fire break work in the main building | The school is Compliant with fire regulations | August 2025 | KCC | AEC/SB/KCC |
| | Replace doors | <ul style="list-style-type: none"> Fire exits from central building made fully compliant | Compliance with fire regulations Increased site safety Doors are suitable to meet the needs of pupils and allow a single master key for locking up Windows provide ventilation and safety | August 2025 | AEC/SB KCC | |
| | Room refurbishment | Therapy Corridor Medical Room Pre-Voc spaces Central resource store | Renewed spaces for staff to work. | July 2025 £50000 | AEC/SB | |
| | Develop Schools recycling Move towards a sustainable school site | <ul style="list-style-type: none"> Review the schools current recycling efforts Develop a school plan to improve recycling Environment impact audit | Reduce the amount of rubbish the school is creating | July 2025 | Student Council SB/AEC/AF | AEC |

| <div style="display: flex; justify-content: space-between; align-items: center;"> PRIORIT Y E Safeguarding Systems and Processes </div> | | | | | | |
|---|---|---|--|--|--------------------------------------|-----------------------|
| Strategic Objective | Area of Development | Actions Red Amber Green (RAG) | Impact | Target Date Proposed Cost | Who | Monitoring |
| AC/KP Governors LS | Pupil Attendance Whole School target 85% | <p style="color: green;">Admin staff to inform DSL when attendance of individual pupils falls below 80%</p> <p style="color: green;">DSL to challenge persistent lateness/attendance of identified pupils by sending a letter to parents / carers</p> <p style="color: green;">SIMS /Arbor/ CPOMS Attendance monitoring.</p> <p style="color: green;">To promote good attendance and punctuality.</p> <p style="color: green;">Monthly/Termly meetings with DSL, Head teacher and Attendance Admin</p> <p style="color: green;">Regular meetings with KPAS</p> | <p>Attendance Admin and DSL will identify a core group of pupils with poor attendance and address to improve attendance</p> <p>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</p> <p>Attendance percentages will be shared with parents in newsletters and review meetings.</p> | <p>Ongoing</p> <p>Core group will review monthly</p> <p>Ongoing</p> <p>Term 1</p> <p>Ongoing</p> | DSL/Admin/HT/D HT KP/DB/AEC/AC | Governors Termly |
| | Map a two year safeguarding plan to ensure all statutory requirements are in place | <ul style="list-style-type: none"> • Scope out all the required training needs to remain compliant <ul style="list-style-type: none"> ○ DSLs/Teachers/Support Staff • Plan work to be completed over a two-year cycle <ul style="list-style-type: none"> ○ Safeguarding Policy ○ Reports to Governors <ul style="list-style-type: none"> ▪ Annual Report to FGB ▪ Termly report | School safeguarding training is planned and scheduled into the school diary | Jan 2025 | KP /AEC | Safeguarding Governor |

| | | | | | | |
|--|---|--|--|---|------------------------------------|---|
| | <p>Safeguarding Training</p> | <p>KCSIE 2024 whole school training Monthly updates on KCSIE Continuous CPD</p> <ul style="list-style-type: none"> Teacher and TA meetings emails <p>Online Safety Online Safety week</p> | <p>Staff are in receipt of most recent safeguarding information.</p> <p>High focus and priority of safeguarding</p> <p>School proactively identifies children and young people who may be at risk and have plans in place to support. Staff are aware that sexual abuse and harassment can happen anywhere and have skills to address</p> | <p>Sept 2024 Monthly updates</p> <p>Feb 2025</p> | <p>KP/AEC/AC</p> | <p>Safeguarding Governor</p> |
| | <p>Continuous review of Safeguarding</p> | <p>Review Safeguarding in the school</p> <ul style="list-style-type: none"> Are current systems robust SCR compliant Evident that Safer recruitment training is in place Systems are secure from cyber crime <p>Weekly safeguarding meeting with DSLs</p> <p>Safeguarding agenda item on all SLT meetings</p> <p>Peer to Peer safeguarding</p> <ul style="list-style-type: none"> Review the current safeguarding systems in the school - policies, SCR, CPOMs, records | <p>Ensure we have enough capacity to deal with the safeguarding issues that the school is dealing with Leaders are sure that safeguarding reporting process are in place and effectively used</p> <p>Ensure DSLs are well qualified and supported to do the role effectively</p> <p>Build capacity and understanding of DSL work across the local Ksent Schools</p> | <p>Termly review</p> <p>Term 3</p> | <p>DSLs</p> <p>KP DSL</p> | <p>Linda Samson Governor and AEC HT</p> |
| | <p>CHIC</p> | <p>Individual Thrive Profiles for all CHIC, which are then shared with other professionals at PEP. Additional funding then linked to interventions highlighted from Thrive Profile.</p> | <p>Interventions focused on specific areas of development, at the appropriate age, to develop those missing developmental foundations – any additional funding needed to support interventions to be requested through PEP</p> | <p>Term 2</p> <p>On-going, inline with</p> | <p>Thrive practitioner/ K Wren</p> | |

September 2024

| | | | | | | |
|--|--|---|---|--------------|--------------------------|--|
| | | Monitoring CHIC academic progress to identify areas for potential additional tutoring | Raising academic progress Clear picture of academic achievements and areas for development so tutoring can be requested at PEP | PEP meetings | K Wren and class teacher | |
|--|--|---|---|--------------|--------------------------|--|