



Vallis First School SDP Headlines July 24 to September 25

At Vallis First School we are developing a new vision to be 'the heart of Frome' giving children the skills, knowledge and confidence to make courageous choices for their future, be change-makers, preparing them for a future as citizens who contribute to their local community and look out to the wider world to make connections which enrich their life.

From September 2024 there will be a new leadership structure and team in place along with three ECT teachers. Our actions will continue to address the targets from the September 23 Ofsted inspection and refresh the school in line with the vision statement.

This is a working document and as the new leadership team get to know the school more targets and actions will be added during the year.

Area of Focus	Objective
1. Leadership and Management	Our strong leaders have a clear and ambitious vision for providing high-quality education to all pupils and are highly skilled to ensure that resources are managed well.
2. Quality of Education	Our leaders focus on improving teachers' subject, and pedagogical knowledge in order to enhance the teaching of the curriculum. The planning and implementation of the curriculum has a strong impact on pupil's learning. Impact is reflected in improved results from national tests. Assessments are regular, moderated and accurate.
3. Behaviour and Attitudes	We have high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in our pupils' positive behaviour and conduct and attitudes towards their learning.
4. Personal Development	School has a strong vision and values palpable throughout the school. Curriculum Focus days/ weeks regularly take place in school to extend opportunities and experiences. Children are exposed to a wide and varied range of cultural experiences and enrichment activities which enable them to build resilience and gain leadership skills.

Priority 1: Leadership and Management	Priority 2: Quality of Education	Priority 3: Behaviour and Attitudes	Priority 4: Personal Development
<p>Our strong leaders have a clear and ambitious vision for providing high-quality education to all pupils and are highly skilled to ensure that resources are managed well.</p>	<p>Our leaders focus on improving teachers' subject, and pedagogical knowledge in order to enhance the teaching of the curriculum.</p> <p>The planning and implementation of the curriculum has a strong impact on pupil's learning.</p> <p>Impact is reflected in improved results from national tests.</p> <p>Assessments are regular, moderated and accurate.</p>	<p>We have high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly.</p> <p>This is reflected in our pupils' positive behaviour and conduct and attitudes towards their learning.</p>	<p>School has a strong vision and values palpable throughout the school.</p> <p>Children are exposed to a wide and varied range of cultural experiences and enrichment activities which enable them to build resilience and gain leadership skills.</p>
<p>Develop strong and effective leadership: Governors</p>	<p>Our ambitious curriculum is impactful and gives all pupils knowledge and the cultural capital to succeed in life.</p>	<p>School behaviour policy is clear, understood by all and implemented across the school at all times.</p>	<p>School has refreshed vision and values contributed to by all stakeholders and palpable through school.</p>
<p>Develop strong and effective leadership: School staff</p>	<p>Assessment opportunities are clear and used to measure impact of curriculum.</p>	<p>Continuity of expectation is apparent around the school in terms of behaviour expectations</p>	<p>Curriculum Focus days/ weeks in school to extend opportunities and experiences</p>
<p>Middle Leaders have good subject knowledge, inspiring teaching and checking for high quality learning across the school.</p>	<p>Assessments are accurate and moderated including in foundation subjects.</p>	<p>Improved use of scaffolding and differentiation to meet children's needs and reduce behaviour incidents</p>	<p>Expose children to a rich and varied range of cultural experiences.</p>
<p>Buildings, learning environment and resources are high quality, well-maintained and fit for purpose</p>	<p>Children's progress (inc. SEND/PPG) is carefully tracked and interventions put in place where needed to close gaps.</p>	<p>Number of children on the SEND register decreases.</p>	<p>Increase the range and offer of our after-school clubs</p>
<p>Leaders have a clear understanding of school's finances and income is managed effectively</p>	<p>Continuity of expectations is apparent across the classrooms in terms of learning, display and organisation</p>	<p>Staff are knowledgeable about how to improve outcomes for children with SEND</p>	<p>Develop knowledge of cultural capital</p>
<p>In response to parent survey communication is improved</p>	<p>Percentage of children working at ARE in Reading, Writing and Maths increases.</p>		<p>Build children's resilience and leadership skills with Young Leaders programme.</p>

School is promoted as a strong choice for prospective parents in Frome	Percentage of children achieving 20/25 marks in MTC increases to national average		Senior Mental Health Lead supports staff, children and parents with their well-being
	Resources for KS2 reading provide increased opportunities for progression in reading and language comprehension.		
	Improve reading fluency and understanding across the school		
	Percentage of children meeting GLD in EYFS increases		