School Development Plan 24/25

Victory Park Academy

STAG – Re-Integration   **RAG:**   **Status:**   **Dates:** 01/09/2024 to 31/08/2025   **Responsible:** AN   **Monitor:** RH

Intent: To plan a structured transition back into mainstreams with Victory Park Academy staff supporting students on their return to mainstream. Staff will touch base and check in with students to help them settle back into mainstream after the STAG intervention. VPA staff to work with schools to ensure suggested strategies and support is carried forward once the intervention comes to a close.

Actions: 6-week review meetings completed with schools, parents and students and all meetings documented. 10-week review meetings will take place with all students, parents and schools to discuss transition days back, what support required moving forward, and strategies to support school and teachers when students return. Create a structured transition back in line with PTAG. Work together with the Inclusion team and review the expectations of all mainstream schools' involvement with students they send to Victory Park Academy on the STAG intervention and throughout their transition back.

Monitoring / Evaluation: Plan a structured transition back into mainstreams with Victory Park Academy staff supporting students on their return to mainstream. Review meetings at 6 weeks and 10 weeks with school and parents. Student/school support meetings and observations when students return on week 11 and week 12 of STAG intervention. Assessment, reviews, and monitoring paperwork completed by VPA throughout intervention. Schools held accountable for supporting students, returning required paperwork, and attending all meetings throughout the intervention.

Impact:
- Pupils feel supported when they return
- Pupil Engagement when they return
- Staff feel supported upon students return – introduce strategies suggested by VPA
- Schools held accountable for their part throughout the intervention
- Reduction in behaviour incidents
- Able to access curriculum – Cope in lessons and show improved behaviours in the classroom
- Improved behaviour around school
- Improved relationships with schools – Understanding what STAG intervention provides students
- Schools more accountable
- Improved attendance when back at mainstream

T&L – Love of reading (Ofsted recommendation) RAG: Status: **Dates:** 01/09/2024 **to** 31/08/2025   **Responsible:** NBE   **Monitor:** EM

Intent: Our intent is to promote a love of reading for all pupils whilst creating life-long readers who are able to access the curriculum with independence and confidence so that they go on to be successful in post 16 education and beyond. Our intent is that we encourage a genuine love and interest in reading. This can be seen through pupils' increased ability to discuss whatever they read.

Actions: To subscribe to daily newspaper and magazine subscriptions (September 2024). To follow school timetable where everyone reads in tutor for 15 minutes. To have copies of books, magazines, newspapers, extracts for the pupils. Reading corners in every tutor room. Set up Rota for library to be staffed at Break and Lunch time (Andrew Tues & Thurs)

Monitoring / Evaluation: Reading for pleasure will be monitored through Learning Walks; Behaviour Walks at tutor time. These will be recorded. Pupil voice will be used to discuss any books, newspapers and reading material pupils would like. Reading scores will be monitored through Star assessment, progress in general across the curriculum will improve. Pupils are seen engaging in reading in their free time through the use of the library at break and lunch. Pupil surveys are 3 times per year and will include a section on reading for pleasure. A reading focus group will be created from each key stage.

Impact:
- Reading Star Assessment progress throughout the year.
- GCSE results
- Vocational Subject results
- Whole school progress data
- Positive intervention data
- Improvement in pupils' spelling/ Speaking & Listening scores for Functional Skills and GCSE English
- However, the impact goes beyond the results of statutory assessments and GCSEs.

Environment – Enhance the outside space   RAG: Status: **Dates:** 01/09/2024 **to** 31/08/2025   **Responsible:** AP   **Monitor:** EM

Intent: To develop and enhance the outside space at VPA for staff to use as an extension of the classroom and for pupils to engage with. We intend to erect a cover over the area behind our construction room where lessons can be taught or pupils can use during lunch and breaktimes. This will also allow us the opportunity to utilise this outside space without being weather dependant. We will also be installing a 4G Astro pitch in the Primary playground which will require a netted covering. All pupils will be able to access and use this. Small area of primary playground will also be covered with 4G Astro to develop their outside area.

Actions: Research possible providers and costings for outside cover. Research possible providers and costings for 4G Astro. Commission best providers to install cover and Astro. Develop timetable for pupil engagement in new offerings to ensure sport for all.

Monitoring / Evaluation: Pricing- Sept 2024. Identify best supplier and dates for work to be carried out- Oct 2024. Put out tenders and gov approve to spend. Aim for Xmas holidays for work to be carried out. APa to monitor project and each stage. Pupils using the outdoor areas through photos/ adding to weekly planners/ add to pupil survey. Assessing the benefits of the outdoor space renovations through Pupil Voice

Impact:

Educational Benefits **-** Enhanced Learning Opportunities: Outdoor spaces can serve as extensions of the classroom, providing unique environments for subjects like science, geography, and art. Experiential learning activities can be conducted outside, making lessons more engaging and memorable. Improved Attention and Focus: Studies have shown that exposure to natural environments can help improve students' attention spans and focus, potentially leading to better academic performance.

Physical Health - Increased Physical Activity: Outdoor spaces encourage physical activity, helping combat sedentary behaviors and promoting healthier lifestyles. Facilities like playgrounds, sports fields, and open areas can host various physical education activities. Reduced Stress and Anxiety. Natural environments can have calming effects, reducing stress and anxiety levels among students. This can lead to a more positive school experience and better mental health.

Social Skills - Enhanced Social Interaction: Outdoor spaces provide venues for students to interact, play, and collaborate outside the formal classroom setting, fostering social skills and friendships. Team sports and group activities can teach valuable life skills such as teamwork, leadership, and conflict resolution. Inclusivity and Accessibility: Well-designed outdoor spaces can be inclusive, accommodating students of all abilities and encouraging participation from everyone.

Environmental Awareness - Connection to Nature: Spending time in outdoor spaces can foster a connection to nature, promoting environmental stewardship and sustainability awareness from a young age. Activities like gardening, nature walks, and outdoor science experiments can teach students about ecosystems, biodiversity, and conservation.

Attendance

RAG: 🟠 **Amber**   **Status: In Progress**   **Dates:** 01/06/2024 **to** 31/08/2025   **Responsible:** CB/EB   **Monitor:** EM

Intent: Increase overall school attendance rate by 5% within the next academic year, with a particular focus on reducing chronic absenteeism by 10%.

Actions: Data monitoring, attendance alert, engagement and motivate, positive reinforcement, regular communication, addressing attendance barriers.

Monitoring / Evaluation: Early Identification and Intervention: Data Monitoring: Implement regular monitoring of attendance data to quickly identify students at risk of poor attendance. **Attendance Alerts:** Establish a system of alerts for parents and guardians when a student's attendance falls below a certain threshold. **Personalised Support Plans:** Develop individualised attendance improvement plans for students identified as at risk, including counselling and mentorship. **Engagement and Motivation: Positive Reinforcement:** Introduce a rewards system to recognize and celebrate students with improved or perfect attendance. **Engagement Programs:** Create engaging school activities and clubs that motivate students to attend school regularly. **Parental Involvement: Parent Workshops:** Offer workshops and resources to help parents understand the importance of regular attendance and how they can support their child. **Regular Communication:** Strengthen communication between the school and parents through regular updates on attendance and potential interventions. **Addressing Barriers to Attendance: Transportation Solutions:** Work with local authorities to ensure reliable transportation for students, particularly in rural or underserved areas. **Health and Well-being Support:** Provide access to health and social services for students facing physical, mental, or emotional barriers to attendance. **School Culture and Environment: Inclusive Environment:** Foster a welcoming and inclusive school environment where all students feel safe, supported, and motivated to attend. **Regular Attendance Assemblies:** Hold assemblies or class discussions to emphasize the importance of attendance and address any concerns or challenges students might have. **Accountability and Review: Monthly Attendance Reviews:** Conduct monthly reviews of attendance data by the senior leadership team to assess progress toward the target. **Adjust Strategies:** Be prepared to adapt strategies based on data and feedback, ensuring the approach remains effective throughout the year.

Impact:
- Achieve a 5% overall increase in attendance by the end of the academic year.
- Reduce the number of students classified as chronically absent by 10%.
- Increase parental engagement and participation in school-led attendance initiatives.

Intent: To monitor the progress and impact of pupils using provisional mapping. To develop an understanding of the more advanced features of Provisional mapping.

Actions: To attend regular training sessions on Provisional Mapping. To provide training to staff on how to use these features. To use these features to report on progress of individual pupils and different groups of pupils. To be able to use data to assess the effectiveness of different interventions and for further planning of interventions. The reports and data gained from provisional mapping will feed into the end of term reports and headteacher reports.

Monitoring / Evaluation: New targets to be set Autumn 1 2024; staff training on Inset day (September 2024); review of pupil targets half termly; targets to be added to go4schools; to become confident in new features of Provisional mapping and train staff. Set up relevant interventions to match pupils' needs. Use data from Provisional Mapping to analyse effectiveness of interventions.

Impact:

- To be able to see the effectiveness of different interventions
- To be able to analyse data
- To be able to review planning of different interventions
- To be able to report on pupils' progress
- To be able to work out cost effectiveness of interventions

Intent: To incorporate personal development themes that interweave into the curriculum. To use the personal development plan to plan activities throughout the year that link to themes.

Actions: Create a yearly personal development plan and share with staff. Careful forward planning of personal development activities. Risk assessment paperwork to be submitted in advance of activities. Tutors to create a theme of the week board in their classrooms to be updated termly. Activities run during tutor times and weekly competitions. Half termly educational trips.

Monitoring / Evaluation: Learning walks during tutor times. LEAP staff will have a related target for their performance management and will be reviewed regularly. Staff to update twitter with pictures and information. Staff to keep a log of activities taken place and send to RH to update our newsletter. Pupils to create a personal development booklet to record evidence- will have pictures and annotations; log onto Activity passport in go4schools; work scrutiny; evidence of themes in weekly planning and schemes of work.

Impact:

- To improve pupil engagement and attendance
- To access the wider curriculum
- To develop pupils' knowledge of the wider world
- To develop pupils' transferable skills
- To improve social skills and pupils use behaviour strategies

GCSE - OUTCOMES RAG: **Status:**   **Dates:** 01/09/2024 **to** 31/08/2025   **Responsible:** SQ/NB   **Monitor:** NB

Intent: Improve the percentage of students achieving at least five qualifications grades 9-4 or equivalent including (Math, English, Science) by 10% within the next academic year

Actions: Data analysis, curriculum enhancement, teacher development, student support, monitoring and evaluation, resources allocation.

Monitoring / Evaluation: **Data Analysis:** Analyse past performance data to identify trends, gaps, and areas of improvement. Set specific targets for each subject based on historical data and student needs. **Curriculum Enhancement:** Review and enhance the curriculum to focus on key concepts and skills required to achieve grades 9-4. Integrate additional resources such as online learning platforms, practice exams, and targeted revision sessions. **Teacher Development:** Provide ongoing professional development for teachers to improve instructional strategies, especially in areas where students struggle. Encourage collaborative planning and sharing of best practices among staff. **Student Support:** Implement a mentoring and tutoring program for students at risk of not achieving grades 9-4 Increase parent engagement through regular updates and workshops focused on supporting students at home. **Monitoring & Evaluation:** Conduct regular assessments to monitor student progress toward the target. Hold review meetings each term to adjust strategies as needed to stay on track toward achieving the target. **Resource Allocation:** Ensure appropriate resources, including time, technology, and materials, are allocated to support the initiatives aimed at improving grades.

Impact:

- By the end of the academic year, at least 10% more students will achieve grades 9-4 in the core subjects compared to the previous year.