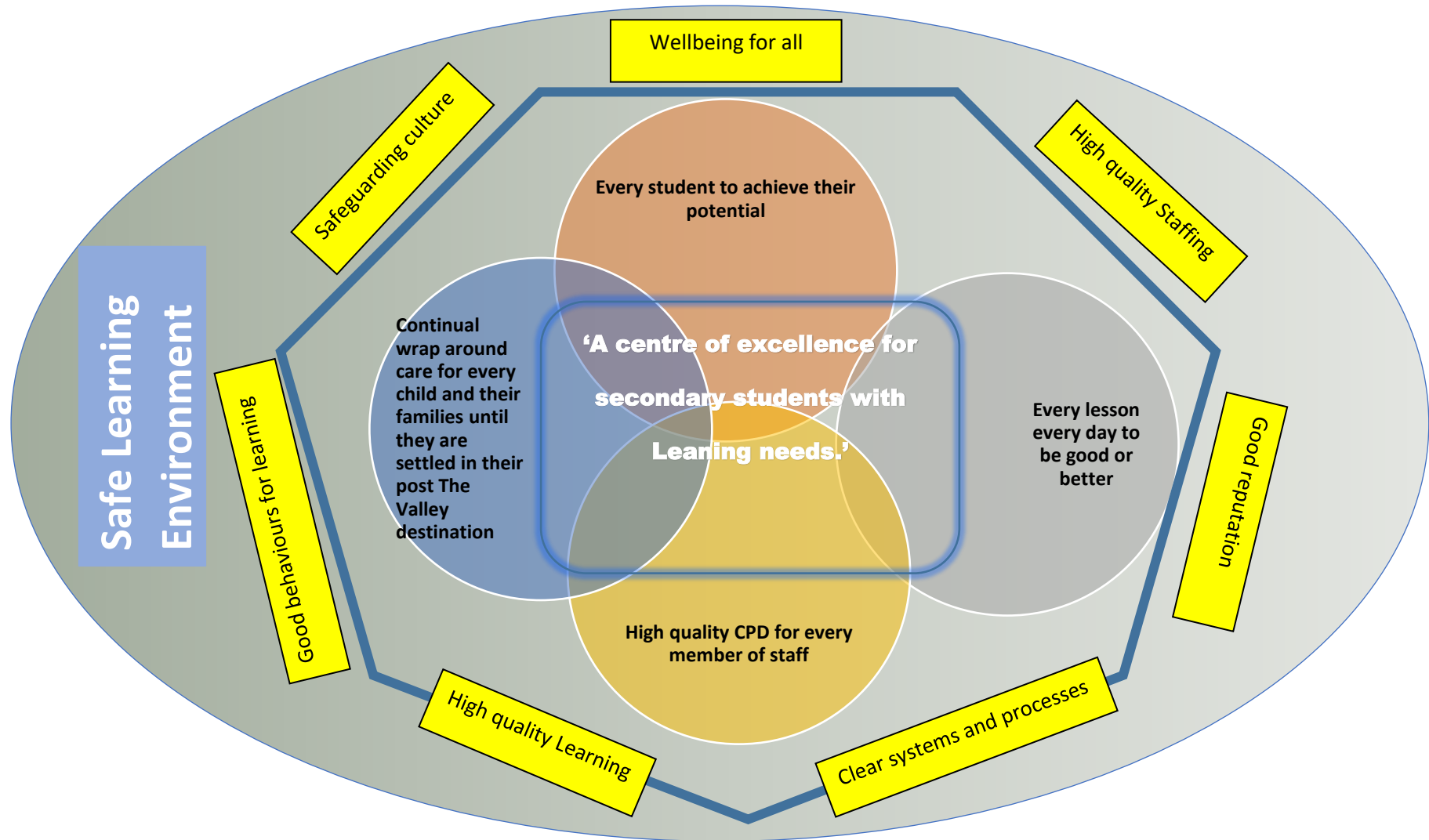


THE VALLEY DEVELOPMENT

September 2023

The Valley School Development Plan is a dynamic document that is updated at least once every half term.

The Valley Vision



School Development Priorities 2023 and beyond

Leadership:

- *To ensure Safeguarding continues to be embedded in the culture of The Valley School*
- *To facilitate Governor training and continue to develop the strategic monitoring role of the Governing board*
- *To continue to develop and facilitate a wellbeing culture at The Valley*
- *To continue to achieve Gatsby Benchmarks to ensure high quality careers advice and guidance and raise students' aspirations.*
- *Embed aftercare and support for school leavers*

Curriculum:

- *To ensure the quality of teaching and learning continues to be graded at good or better*
- *Through more strategic use of information contained in EHCPs, improve the quality and consistency of planning, marking and assessment across the school, ensuring it effectively meets the needs of our students*
- *To improve student's literacy and numeracy skills across all years*
- *Embed a culture of reading in the school*
- *Further embed alternative provision within our curriculum so learning and social development is accessible to all*
- *To develop robust assessment and reporting procedures to inform interventions and drive progress*
- *To ensure that Pupil Premium funding impacts directly on the progress of students*
- *To ensure all students make good future skills for life and academic progress*

Personal Development:

- *To further improve SMSC to enable students to have a greater awareness of fundamental British Values and a respect for multi-cultural diversity*
- *Through our SMSC curriculum promote healthy relationships, deliver high quality relationship and sex education and facilitate decent members of the community*
- *Build and develop character through a wide range of curricular and extra-curricular opportunities embracing culture capital*
- *To enable students to be more self-reflective and manage their own learning environment*

Behaviour/Pastoral:

- *Maintain high expectations in learning behaviours to ensure that there continues to be an effective climate for learning across the school*
- *To ensure that there continues to be effective communication with parents and carers*
- *To strengthen the practice of analysing patterns of attendance/exclusions for groups of students and the implementation of improvement strategies*
- *To continue to develop the role of the form tutor as a mentor*
- *Through improved understanding of our students, reduce the number of incidents leading to exclusions*
- *By fully catering for our students' needs, raise attendance so it is consistently above 95%.*

Staff Development:

Development Plan 2023-24

- *To strengthen and distribute Leadership at all levels, encouraging staff to take greater responsibility for driving the life skills and academic progress of all students*
- *Continue to educate and support staff in raising expectations of achievement of our young people*

Environment:

- *Work with all interested parties to ensure the new build is delivered on time to the specifications promised*
- *Expand our students learning environment exponentially through partnership working across Stevenage and beyond*

Finance:

- *Continue to ensure best quality and best value through procurement diligence*

The School Development Plan

The SDP sets out the strategies the school will adopt to secure and sustain school improvement to ensure outstanding outcomes for all. It brings together, in one purposeful, practical and coherent plan the aims and values of the school. It links directly to the issues identified by the school's Self-evaluation, and Ofsted's evaluation in July 2023.

The Headteacher in liaison with the governing board is responsible for ensuring that the work of the school is evaluated but it is the responsibility of all members of the school community to continuously drive forward standards of student learning. Our core purpose is to provide engaging and exciting learning opportunities, which result in enhanced student achievements academically and in personal development.

The School Development Plan provides a framework for impact and progress and is the centrepiece that brings a number of other important documents together and provides the basis and direction for the work of subject areas across the school. The document reflects the schools Self Evaluation document (SEF) identifying our current context of Leadership and Management, Teaching, Learning and Assessment, Personal Development, Behaviour and welfare, and outcomes for students.

The SDP is working document, forming the basis of frequent discussions to monitor progress with Governors, Students, Middle and Senior Leaders. The SDP will be monitored regularly, and progress reported to Governors at each meeting. This will result in a refined plan with revised actions where relevant.

Leadership – Ofsted July 2023 - Governors know the school well. They support and challenge school leaders effectively.'				
SDP Project	Objective	Activities	Project Team	Resources and costs
Ensure that the Governors have the same depth of understanding of The Valley as the SLT	Ensure Governors are well informed critical friends that have a positive impact on the leadership of the school.	<ul style="list-style-type: none"> -Strong induction programme for new Governors. Sept 2023 and ongoing - Involvement with student voice, e.g. through regular attendance at student councils. Oct 2023 ongoing -Governors to receive calendar at the beginning of the year so that governor involvement can be planned well ahead. Sept 2023 -Increase opportunities for Governors to get to know staff through planned visits. Sept 2023 ongoing -Maintain a strong relationship with HIP -Chair or Vice Chair to attend HIP feedback Nov 2023 	DP, TH, JH, CW, IV	.
Project description	Work with Governors to provide them with the opportunities to be an integral part of The Valley School and have the knowledge and understanding to be effective critical friends.			
Success Criterion	Governors are well informed critical friends that have a positive impact on the leadership of the school.			

Leadership – Ofsted July 2023 Staff welcome the most recent changes and are well supported by leaders. Leaders know where the school needs to improve				
SDP Project	Objective	Activities	Project Team	Resources and costs
Safeguarding	Ensure that rigorous and robust systems for safeguarding continue to be embedded and ensure all statutory safeguarding requirements are met.	<ul style="list-style-type: none"> -Work with Governors and HIP as our critical friends to ensure there are rigorous and robust systems for safeguarding and ensure all statutory safeguarding requirements are met. Sept 2023 ongoing -Ensure safeguarding continues to be evident, monitored and tracked using the CPOMS system throughout all areas of the school. Sept 2023 ongoing -Continue to develop relationships so leaders work closely with external agencies and ensure pro-action is key to the school's safeguarding practice Sept 2023 ongoing -Ensure leaders routinely and systematically communicate and record their concerns regarding Persistent Absence with the LA. Sept 2023 ongoing -Canvas opinions of students about how happy they are in school and how supported they felt. Termly beginning in Dec 2023 -Canvas opinions of parents about how safe they feel their children are in school. Termly beginning in Dec 2023 -Review EHCP and ILP process to make it more teacher friendly and applicable to the classroom. Oct 2023 	JH, DP, TH, Heads of Year	Time and training £600 National Online Training annual subscription.
Project description	Robust safeguarding systems and processes continue to be in place and all statutory safeguarding requirements are met.			
Success Criterion	Excellent high quality safeguarding practices are implemented and followed consistently throughout the school.			

Development Plan 2023-24

Curriculum Ofsted July 2023 Leaders have not identified the important phonic knowledge that some pupils need to learn to be able to read. This means pupils do not build on their phonics knowledge to help them to read as well as they might.
The English curriculum does not set out in enough detail the important skills that pupils need to learn to become secure and confident writers.

SDP Project	Objective	Activities	Project Team	Resources and costs
Progress Literacy and Numeracy	To continue to improve the quality of literacy and numeracy over time and in relation to cohorts/context. Reviewed by, quality via assessments and direct comparison of student work over time.	<ul style="list-style-type: none"> -Baseline assessments of students on entry to the school. Sept 2023 and when students enter as casual admissions. -Literacy strategy which includes Lexia integrated through the school to raise literacy standards at all levels. Sept 2023 - Audit all students in their abilities to read and use phonics (Oct 2023) -Purchase a whole school phonics programme. (Sept 2023) -Create vertical groups for reading in the curriculum and ensure those students that need phonics development have access to it. (Sept 2023) -Train staff in how best to deliver phonics. (Dec 2023) - Create a partnership with Pinewood school to develop phonics delivery (Dec 2023) -Through the Literacy Development Plan embed reading and writing development across the school. (Jan 2024) -Embed the teaching of Phonics at KS3 and link phonics levels to students' reading books. Sept 2023 -Ensure students read to an adult every week. -Embed visual coding as part of the school's everyday practice. This is a technique in lessons to help break down sentence structure Dec 2023 ongoing -Develop the understanding of Learning Vocabulary and ensure this is implemented in lessons consistently. Jan 2024 -Numeracy strategy which includes workbooks integrated through the school to raise numeracy standards at all levels. March 2024 -One-to-one literacy and numeracy sessions implemented where needed through LPs From Sept. 2023. - Make numeracy teaching an overt part of every curriculum area where it naturally arises. Jan 2024 - Create a positive and attractive environment which celebrates numeracy. Jan 2024 - Progress measured against baseline. 	TH Lead SH (Numeracy) EB (Literacy) DP	£4500 for Lexia £7,000 Phonics £1000 for Maths workbooks

Development Plan 2023-24

Project description	Through literacy and numeracy assessment we are aware that there are large gaps in our students' age related attainment. This is an on-going issue for our school and we need to continually assess, evaluate and be creative with our approach in filling these gaps.
Success Criterion	Assessment data and books will show individual and cohort improvement in terms of quality and progress over time

Curriculum Ofsted July 2023

Teachers do not clearly identify the gaps that individual pupils have in their reading and writing. This means they do not then plan well enough to address these gaps.

SDP Project	Objective	Activities	Project Team	Resources and costs
Progress-Assessment	During 2023-24, to ensure that assessment is being applied in line with policy by all staff. Review procedures and policy in light of curriculum adjustments and new practice. 100% compliance with policy and 90% accuracy in application.	- Continue to develop and embed our whole school progress data tracking process that provides us with clear progress data at a whole school level. Dec 2023 -Staff training every half term to review application of agreed systems, moderation at least once per term. Oct 2023 ongoing Canvas opinions of teachers about the relevance of the curriculum Dec 2023 Canvas opinions of students about the relevance of the curriculum. Nov 2023 -Canvas opinions of parents about the relevance of the curriculum. Nov 2023	CW (Leader) TH DP	Time Training sessions x 6. 1.5-hour sessions across the year. Total Cost: £300
Project description	Ensuring that our assessments are meaningful, influence teaching and are accurate			
Success Criterion	100% school compliance with assessment systems and review which creates ongoing best practice for The Valley School, combined with a minimum of 3 internal moderation events and 3 external moderation events.			

Curriculum Ofsted 2023

Leaders need to ensure that they train all staff in how to identify and address gaps in pupils' reading and writing knowledge so that all pupils have better opportunities to build on their learning.

SDP Project	Objective	Activities	Project Team	Resources and costs
Progress-Teaching and Learning	Quality of Teaching and Learning	<ul style="list-style-type: none"> -Fortnightly Poppins to assess, track and feedback to staff with strengths and development needs. This will provide information for staff, governors and the SLT to action and link towards CPD events and resources. Sept 2023 ongoing -Staff mentoring programme for those that need support. Sept 2023 -Targeted CPD through appraisal process. Nov 2023 -Line management meetings every two weeks in coaching style, reflecting on teaching styles where appropriate Sept 2023 Ongoing -Use at least one training session per term to review best practice and teaching styles that make a direct contribution to outstanding teaching. Nov 2023 - Pedagogy training every other Thursday to support ECT and others in need of support. Nov 2023 -Staff to visit other sites, network and share good practice and moderate work. Jan 2023 -Adaptations made by staff ensure full access to learning for students at all levels. 	TH (Lead) EB Literacy Lead DP JH	Time £500 training
Project description	Improve the proportion of outstanding teaching and learning			
Success Criterion	Students continue to make good or better progress as a result of quality first teaching.			

Curriculum Ofsted July 2023

The school offers a wide range of work experience opportunities and career advice. This helps pupils to make informed choices about their future education and careers.

SDP Project	Objective	Activities	Project Team	Resources and costs
Progress-Careers	Careers Development	<ul style="list-style-type: none"> -Track whole school careers provision using the Gatsby Benchmarks. Ensure we remain compliant in all areas. Half-termly from Oct 2023 -Continue to contact local organisations developing school partnerships Nov 2023 -Work with Connexions to ensure the right students are on the right courses. Nov 2023 -All KS4 students attend further education college taster sessions. Jan 2024 -All Year 10 students to receive work experience. July 2024 -All students Yr9-11 receive impartial careers interviews throughout the year. Nov 2023 ongoing -Careers information embedded throughout the curriculum and referred to in lessons where opportunities arise Sept 2023 -Embed aftercare and support for our school leavers July 2023 ongoing. -Canvas opinions of teachers about the relevance of the careers programme Dec 2023 -Canvas opinions of students about the relevance of the careers programme. Dec 2023 -Canvas opinions of parents about the relevance of the careers programme. Dec 2023 	CH (Lead) DP TH	£3,500 Connexions Time for college interviews £11,000 Trips to Herts Colleges and work placements. £400 Work placement H&S assessment course.
Project description	The Valley to meet all criteria of the Gatsby Benchmarks – therefore providing high quality, impartial careers advice and guidance and opportunities to attend work placements.			
Success Criterion	All students to have appropriate destinations after The Valley which they engage with and stick to.			

<p>Environment Ofsted 2023</p> <p>Leaders have created an environment where staff are motivated to provide the very best for pupils. As a result, pupils are keen learners, attend regularly, and consistently engage well with their learning.</p>				
SDP Project	Objective	Activities	Project Team	Resources and costs
Improving the environment	To provide the best possible environment for our students and staff, which is also best value for money and sustainable overtime.	<ul style="list-style-type: none"> -Staff to take ownership of their learning areas and make sure they are vibrant spaces that encourage learning. (Ongoing) -Ensure all classrooms promote an ethos for learning through incorporation of Zones of Regulations, working walls etc. Sept 2023 -Ensure Health and Safety considerations are implemented for the benefit of the community. Sept 2023 	MQ DP TH	£2000
Ensure learning environment is ASD friendly and supporting all students as learners	Facilitate learning by ensuring the environment compliments lessons rather than distracts students from them.	-Staff to work with Interventions Lead to ensure learning environments facilitate learning. Sept 2023 onwards	CH TH JH	£1000 resources
Facilitate implementation of the new build	To ensure school leadership facilitate the delivery of the new build so it is completed on schedule.	Liaise with the development team and provide any assistance/support required as expediently as possible. Aug 2023	DP MQ	SH, MQ and DP time.
Project description	To improve the internal environment alongside the outdoor space for maximum engagement.			
Success Criterion	A range of adjustments will have taken place or be planned for that continue to ensure we have an outstanding school for our students to be educated within.			

Behaviour-Attendance

Ofsted July 2023 Leaders have created an environment where staff are motivated to provide the very best for pupils. As a result, pupils are keen learners, attend regularly, and consistently engage well with their learning.

SDP Project	Objective	Activities	Project Team	Resources and costs
Behaviour-Attendance	During 2023-24, review current practice and policy related to attendance. Improve whole school attendance by 5% (90% to 95%) which would compare us favourably with other similar secondary provisions.	<ul style="list-style-type: none"> -Attendance to be one of Deputy Head's focus. Sept 2023 (TH) -Continually review curriculum to ensure it meets the needs of the students. Sept 2023 ongoing (TH) -Form Tutors to champion attendance and identify and intervene where patterns of poor attendance appear. Oct 2023 ongoing -Attendance to be a regular item on SLT Agendas Sept 2023 ongoing -Face-to face meetings organised with all persistent absentees to establish issues and ascertain solutions. Oct 2023 ongoing -Continue to embed an attendance process from first response calling by reception staff to reporting a child missing from education. Sept 2023 ongoing -Canvas opinions of teachers about the behaviours for learning Dec 2024 -Canvas opinions of students about the behaviours for learning Dec 2024 -Canvas opinions of parents about the behaviours for learning Dec 2024 Review patterns of suspensions to ensure systems and processes are fit for purpose. Dec 2024 	TH Lead JH DP	£8000 Rewards and Trips Time
Project description	To monitor, review and adjust practice and policy related to attendance to ensure our students attend consistently when compared to other LD settings. Through high quality leadership embed a whole school approach on championing attendance and reinforcing its importance.			
Success Criterion	Our students will have good attendance when compared to other LD schools and national statistics (95% plus)			

Behaviour-Pastoral Ofsted July 2023 Pupils' behaviour is exemplary. Pupils learn to understand and manage their emotions. During lessons, lunch breaks and around the school, pupils behave sensibly and are respectful towards adults and each other. Pupils accept and understand that people are different. They are safe and appreciate the way that adults understand their individual needs.				
SDP Project	Objective	Activities	Project Team	Resources and costs
Behaviour-Improvement in student engagement and therefore progress.	Improved student progress	<ul style="list-style-type: none"> - TH to take overall lead of student engagement as it directly relates to curriculum. Sept 2023 - Review the rewards structure and ensure that students value it and incentivises good engagement. Dec 2024 - Continue focussed Wednesday student centred Head of Year meetings that focusses on student engagement. Sept 2023 ongoing - Sharing of student data to measure impact of interventions. (CW) Dec 2024 - Regular training on therapeutic behaviour management. Oct 2023 ongoing - Create baseline to use for comparisons of students on entry, assessed each year and departure or end of key stage. April 2024 - Review and alter accordingly ILPs with risk assessments and anxiety maps to help avoid the need for RPI. Sept 2023 onwards - Provide leadership opportunities for students through Sports Leadership and similar. Sept 2023 ongoing 	TH (Lead) CW JH DP MW	On-going training for staff using Steps-£1500
Project description	Some students have witnessed violence and resort to difficult/dangerous behaviours as part of their behaviours. We aim to reduce this as behaviour and therefore the need for learning consequences for all students. Baselines are taken, monitored and evaluated over time.			
Success Criterion	Reduction of learning consequences compared to original baseline.			

Staff Development – Wellbeing Ofsted July 2023 This is a happy and welcoming school.				
SDP Project	Objective	Activities	Project Team	Resources and costs
Staff wellbeing	To follow up on perceived areas of inconsistency /weakness in relation to whole staff voice.	<ul style="list-style-type: none"> - Open door policy of headteacher and all SLT to enhance communication. Sept 2023 - Clearly defined working hours to encourage down time and work/life balance for staff. Sept 2023 - Line-management process to encourage open and honest dialogue. Sept 2023 -- Partnership working with partner school staff to increase support of single person departments. Dec 2023 - Regular reviewing of rewards structure and learning consequences to help support behaviour management. Dec 2023 -Appointment of student counsellor to provide extra support for staff and students day to day. Sept 2023 	DP TH IV	£20,000 Counsellor.
Project description	Actions related to staff feedback Sept Inset Day 2022			
Success Criterion	A range of improvements will have taken place by the end of the academic year, generated by staff discussion in September leading to 100% introduction of each element and then review.			

Staff Development - Finance				
SDP Project	Objective	Activities	Project Team	Resources and costs
Finance	The Valley to cost effectively and sustainably, provide high quality provision in the very best environment to support learning.	<ul style="list-style-type: none"> - Head to utilise the support of the Finance Manager to ensure The Valley is receiving best value for all purchases and transactions. Sept 2023 -Any opportunities to raise funds for the school are explored and utilised where possible. Sept 2023 ongoing 	SH DP	Time for meetings
Project description	High quality financial management of The Valley School			
Success Criterion	The Valley are able to provide high quality education for our students in a cost effective and sustainable way.			

Whole School Literacy Development Plan

KEY: AP 01/02/23 AP 01/05/23

SDP Project	Objective	Activities	Progress and Next Steps	Next Steps
Whole School Reading Culture	To promote reading for pleasure and increase access to appropriate texts	<ul style="list-style-type: none"> Audit staff confidence in reading delivery and build appropriate training into staff CPD calendar. (Jan 23) Audit students' reading experiences and enjoyment in January and again in April. In the short term absence of a library, create reading areas in classrooms and year areas where students can choose reading books for pleasure. (April 23) Update reading material, ensuring high engagement and appropriate reading age. (April 23) Ensure that reading areas across the school include diversity of themes, writers, issues and genres. (April 23) Regular opportunities for reading aloud to be built into the timetable: One English lesson per week for class read aloud text plus any opportunities during form time. (July 23) Whole school training provided in January Inset on reading aloud and promoting reading in specialist subjects. (April 23) 	<p>Results of staff audit identify good level of skill amongst some teaching staff and also a need for training:</p> <p>Jan training completed:</p> <p>To equip staff with strategies to:</p> <ul style="list-style-type: none"> Support students' reading comprehension and oral fluency through reading aloud to them Begin to teach reading skills outside of English Promote reading for pleasure <p>Student Survey Reading</p> <p>Results suggest that students are very receptive to a push on reading. The survey will be given out again in the summer term when we will hopefully see an even more positive response to reading for pleasure.</p> <p>Update Reading Material</p> <p>Several new books have been bought for each year group, including non-fiction texts such as The Guinness Book of records. Diversity and representation have been considered in the selection.</p> <ul style="list-style-type: none"> More able readers are starting to recommend books and request books Students have been engaging well with new books – non-fiction books such as Ripley's have been particularly popular Barrington Stokes books are proving popular with Year 8 and 9. More to be ordered (High Interest; Low Reading Age) 	<ul style="list-style-type: none"> Further training Phonics and Phonological awareness for those that need it Survey students again in July

		<ul style="list-style-type: none"> Promote reading through displays (BookFlix display in Entrance) (April 23) Promote reading through whole school activities such as celebrating World Book Day and National Poetry Day. (April 23) Introduce 'Drop Everything and Read' (April 23) Introduce regular competitions linked to books (July 23) Continue to celebrate reading success through distributing Lexia certificates in assembly. Review English curriculum to ensure that all students have appropriate access to cultural heritage and literary tradition. (Dec 23) 	<ul style="list-style-type: none"> Positive feedback from staff regarding student enjoyment of being read aloud to (CPD 6/2/23 – feedback) <p>Promote reading and books with World Book Day (2/3/23)</p> <ul style="list-style-type: none"> Vast majority of staff and students enjoyed dressing up as book characters and talking about their favourite books Whole School assembly took place to celebrate World Book Day 'Masked Reader' competition took place with a massive participation from students Photos taken throughout the day (shared area) Celebratory display was a 'corridor stopper' through the remainder of the Spring term. <p>April Inset (17/04/23):</p> <ul style="list-style-type: none"> Curriculum discussions took place with staff to identify potential gaps in English curriculum EB and AP currently reviewing Learning Journeys in KS3 to ensure that the English Curriculum is appropriately sequenced; meets statutory requirements; is engaging and diverse and prepares students for KS4 	
--	--	---	---	--

Reading Standards	To raise standards of reading through bespoke reading activities and interventions	<ul style="list-style-type: none"> • Audit reading books and reading schemes already in school. (Feb 23) • Distribute current stock between Years 7, 8 and 9 to allow for a coherent reading pathway. (Sept 23) • Continue to use chosen Baseline assessment when students arrive in Year 7 and annually to record progress. Build this into the school calendar. (July 23) • Build regular opportunities for students to read aloud to an adult into the Timetable.¹ (July 23) • Continue to promote and deliver Lexia and ensure that all staff are confident in how to track their students' progress using Lexia platform. (July 23) • Engage parents to encourage listening to their children read and reading to them.² (July 23) 	<p>February Training - staff to audit reading books currently stored in the school A decision can then be made regarding how to use the current stock and/or whether we need to purchase any further sets of readers.</p> <p>The School has now bought into Literacy Assessment On-line. All students in Years 7-10 will complete the assessments in: Phonics, Comprehension and Spelling by the end of this academic year.</p> <p>Feb training and audit completed:</p> <ul style="list-style-type: none"> • Various decodable readers in different year groups – limited full sets • Lack of colour coded readers <p>06/02/23 - Training took place to equip staff with strategies to:</p> <ul style="list-style-type: none"> • support and develop students' phonological awareness. (Lexia analysis highlights that there are still many students whose phonological awareness is preventing them from being able to use phonics strategies) <p>(16/04/23) March training completed: To train staff in how to use Lexia to assess reading progress and provide 1-1 intervention during weekly Lexia lessons</p>	<p>Once all students have been assessed using the Literacy Assessment On-line tool, increase stock to match the needs of students</p> <p>Next Steps: Train staff in supportive phonics activities such as 'Switch-it' and develop the resources as an activity to support students who still need further support with phonological skills and phonics (reading and spelling strategy) – align to Lexia levels</p>
-------------------	--	---	--	---

¹ SUGGESTION: During 2 x weekly Lexia lessons:

- Lexia in English – 4 students per lesson (2 with teacher and 2 with LP)
- Lexia in ICT – 2 students per lesson (with LP)
- During this time, students would read aloud from their appropriate reading book to the adult and/or complete Lexia interventions
 - Use 4th LP for this too

			<p>All Lexia resources now downloaded on shared area for easy access</p> <ul style="list-style-type: none"> • AP monitors Lexia weekly for student and staff activity and ensures student progress is celebrated through weekly 'shout-outs' in assembly to students who have completed a level and achieved a certificate • AP completing on-going 'drop-ins' to lessons to look at good practice in reading and literacy • AP currently assessing students 1-1 using Herts SPLD phonological awareness assessment • All Year 7 students have completed Reading Benchmark assessment • Two parent volunteers will be listening to students read every Tuesday afternoon 	<p>All students to have completed Literacy Assessment On-line</p> <p>All students to have a current reading book at all times which matches their level of phonics/ reading age and a book to take home which they can read FLUENTLY.</p> <p>AP to attend virtual Lexia training (12/05/23)</p> <p>AP to lead whole school Lexia and reading intervention training to staff on 12/06/23</p>
--	--	--	---	---

