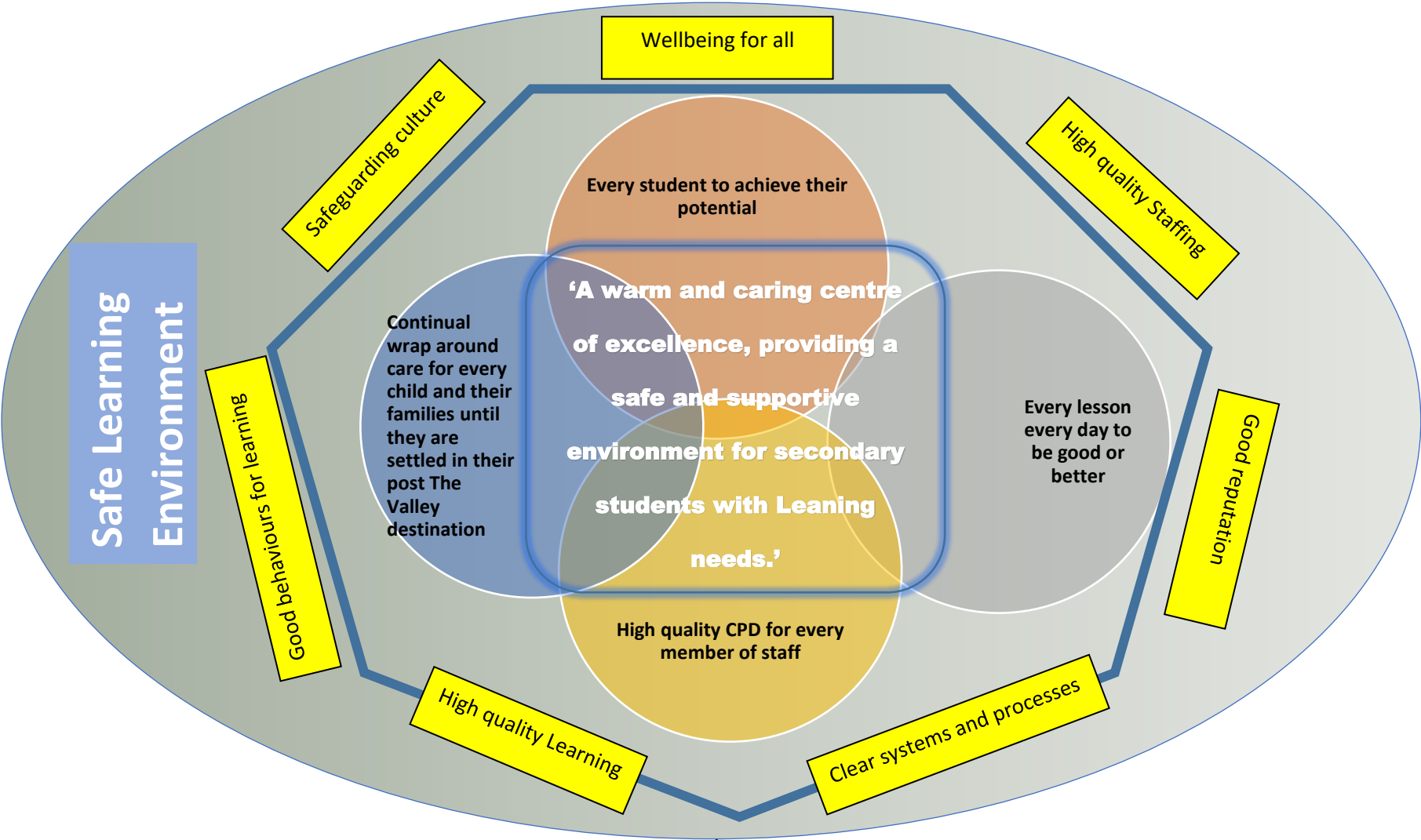


THE VALLEY DEVELOPMENT PLAN

Last Reviewed
Implemented Sept 2026

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

The Valley Vision



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 November 2024.

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 several 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.

Valley School Professional Development Plan 2025–26

1. Core Objectives

- Strengthen formative assessment practices across all subjects.
- Enhance numeracy teaching to match the strength of literacy.
- Support new and developing leaders through structured coaching.
- Deepen staff expertise in SEND and SEMH strategies.
- Maintain and expand career readiness and life skills education.
- Ensure that the Governors have the same depth of understanding of The Valley as the SLT
- Ensure that rigorous and robust systems for safeguarding continue to be embedded and ensure all statutory safeguarding requirements are met.
- Improve the proportion of outstanding teaching and learning
- Students continue to make good or better progress because of quality first teaching.
- 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
- All students to have appropriate destinations after The Valley which they engage with and stick to
- To improve the internal environment alongside the outdoor space for maximum engagement. This will include a new build for Interventions, new play equipment in the play area and a hard surfaced multi-use 200m track.
- Development of outdoor learning area so it is fit for purpose.
- Attendance to be 95% or above
- 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.
- Our students will have good attendance when compared to other LD schools and national statistics (95% plus)
- Staff wellbeing - To follow up on perceived areas of inconsistency /weakness in relation to whole staff voice.
- Finance- The Valley to cost effectively and sustainably, provide high quality provision in the very best environment to support learning.

Development Plan 2025-26

2. Key Development Areas & Actions

A. Teaching, Learning & Assessment

Focus Area	Actions	Timeline	Lead	Success Criteria
Formative Assessment	<ul style="list-style-type: none"> - CPD on effective formative assessment strategies - Peer observations and feedback cycles 	Autumn 2025	CW, SLT	Consistent use of formative assessment across departments
Numeracy Development	<ul style="list-style-type: none"> - Targeted numeracy CPD - Cross-curricular numeracy integration (e.g., enterprise, cookery) - Numeracy lead appointed 	In place Sept 2025	LH, EH	Improved numeracy outcomes; positive feedback from learning walks
Phonics & Reading	<ul style="list-style-type: none"> - Continued training in approved phonics scheme - Reading fluency workshops 	Termly	SP	Sustained improvement in reading fluency and comprehension
Outstanding Teaching & Learning	Coaching and mentoring for staff Lesson study and peer review CPD on high-impact strategies	Ongoing	C Wharton, supported by C Heller, D Pearce, J Hugo	Increased proportion of outstanding lessons; improved student outcomes
Student Progress	Embed quality first teaching Use data to inform planning and interventions	Ongoing	C Wharton, supported by C Heller, D Pearce, J Hugo	Students make good or better progress

B. Leadership & Management

Focus Area	Actions	Timeline	Lead	Success Criteria
Leadership Coaching	- Coaching programme for new and middle leaders - Leadership development workshops	Throughout 2025–26	DP / External Coach	Increased confidence and effectiveness of new leaders
Strategic Vision	- Termly vision-sharing sessions - Staff involvement in school improvement planning	Termly	DP/SLT	Staff alignment with school goals; improved morale and clarity
Governance Understanding	Joint training sessions with SLT Governor involvement in school self-evaluation	Termly	DP/SLT	Governors demonstrate deep understanding of school priorities

C. Personal Development & Wellbeing

Focus Area	Actions	Timeline	Lead	Success Criteria
SEMH & Trauma-Informed Practice	- CPD on trauma-informed approaches - Behaviour de-escalation training	Autumn 2025	CH/SO Supported by DP and JH	Staff confidence in managing SEMH needs; reduced incidents
Careers & Life Skills	- CPD on Gatsby Benchmarks - Sharing best practices in life skills delivery	Spring 2026	CH	Maintained 100% Gatsby compliance; strong post-16 transitions
Staff Wellbeing	- Workload review - Wellbeing initiatives (e.g., staff voice, flexible CPD)	Ongoing	LC/PH	Positive staff survey results; reduced absence

Development Plan 2025-26

Careers & Life Skills	CPD on Gatsby Benchmarks Sharing best practices in life skills delivery Expand work placement opportunities	Spring 2026	CH	100% Gatsby compliance; all students have appropriate post-Valley destinations
Attendance	Monitor and review attendance policy Embed whole-school attendance culture Compare with LD settings	Ongoing	JH, supported by Heads of Year and Form Tutors	Attendance at 95%+; aligned with national and LD benchmarks

Environment & Resources

Focus Area	Actions	Timeline	Lead	Success Criteria
Internal & External Environment	New build for Interventions New play equipment 200m hard-surfaced multi-use track Develop outdoor learning area	2025–26	D Pearce, supported by S Heritage	Improved student engagement: environment fit for purpose
Financial Management	Ensure cost-effective, sustainable provision Maintain high-quality learning environments	Ongoing	DP supported by SH	High-quality education delivered within budget

3. Monitoring & Evaluation

- Learning Walks: Focused on assessment, numeracy, and behaviour for learning.
- Staff Surveys: Conducted termly to assess CPD impact and wellbeing.
- Student Outcomes: Tracked through internal data and external validation (HIP, Ofsted).
- CPD Logs: Maintained for all staff with reflection and impact notes.