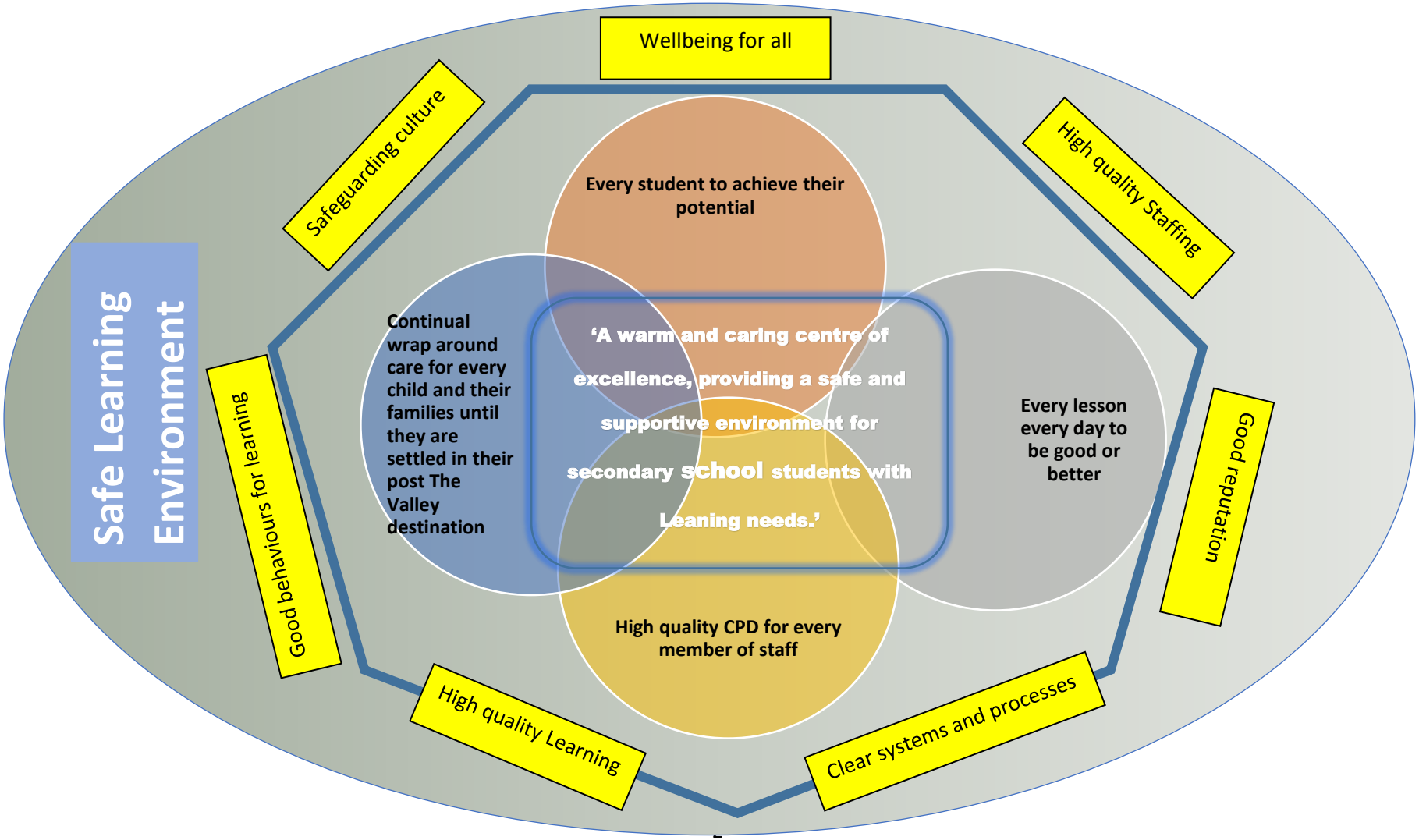
THE VALLEY DEVELOPMENT

September 2025

Updated January 2026

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

The Valley Vision



School Development Priorities 2025 and beyond

Safeguarding (Strong)

- Safeguarding remains fully compliant and consistently judged effective by internal and external audits

Inclusion (Exceptional)

- Leaders and staff have high expectations for all students, including disadvantaged students. The curriculum is fully inclusive, and poverty proofing has been recognised as best practice.

Curriculum & Teaching (Strong)

- The curriculum is broad, ambitious and well-sequenced. Teachers are subject experts and deliver high-quality lessons. Reading and phonics are prioritised and assessment informs teaching.

Achievement (Strong)

- Students achieve highly across the curriculum, producing work of high quality. National outcomes are above average and improving.

Attendance & Behaviour (Exceptional)

- Behaviour is exemplary with the highest expectations of students and staff. The school has a calm, purposeful atmosphere that inspires awe and wonder.

Personal Development & Well-being (Exceptional)

- The school offers an exciting programme full of awe and wonder. Students are confident, resilient and reflective, consistently meeting the highest expectations.

Leadership & Governance (Strong)

- Leadership is strong, visionary and ambitious. Governors know the school well and provide effective support and challenge.

The School Development Plan

The SDP sets out the strategies the school will adopt to secure and sustain school improvement to ensure exemplary 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.

Safeguarding (Strong)

Safeguarding is highly effective and embedded in the culture of the school. Staff maintain the attitude that 'it could happen here' and are well trained. Multi-agency work is strong and timely, and online safety is woven throughout the curriculum.

Objective	Key Actions	Completed by	Project Team	Resources and costs
Ensure safeguarding practice remains rigorous, proactive and consistently implemented.	• Continue to monitor CPOMS and safeguarding data termly. • Maintain training cycle for all staff. • Engage staff and parent voice on safety each term. • Regularly review safer recruitment and record-keeping procedures. • Benchmark evaluative commentary against Ofsted Inspection Toolkit (expected/strong) when updating SEF	Ongoing Sept 2025 Termly Termly Termly	JH, DP, JR, SO SC, DP IV, DP IV, DP DP	Therapy Resources £2000 Hardship £2000 £600 National Online Training annual subscription.
Success Criterion	Safeguarding remains fully compliant and consistently judged effective by internal and external audits.			

Inclusion (Exceptional)

Leaders and staff have high expectations for all students, including disadvantaged students. The curriculum is fully inclusive, and poverty proofing has been recognised as best practice.

Objective	Key Actions	Completed by	Project Team	Resources and costs
Maximise impact of pupil premium, SEND support and inclusion strategies.	• Monitor PP progress data termly. • Review and refine graduated approach. • Engage parents/carers in reviews. • Share best practice with county networks. • Monitor attendance weekly and act early on PA. • Review rewards system to ensure students feel valued. • Maintain therapeutic behaviour training for staff. • Continue work towards RRSA Gold with mapped milestones	Termly Termly Termly Termly Weekly April 2026 Sept 2026 Sept 2026	JH, SO, CH CH, CW IV, DP, TD DP. CW, JH JH, H.O.Y. CW, CH DP LH, LF	Teaching £50000 Targeted Sup £4950 Wider Strat £28000 Summer School £5000
Success Criterion	Disadvantaged students achieve in line with or above peers; parent/student engagement remains high.			

Curriculum & Teaching (Strong)

The curriculum is broad, ambitious and well-sequenced. Teachers are subject experts and deliver high-quality lessons. Reading and phonics are prioritised and assessment informs teaching.

Objective	Key Actions	Completed	Project Team	Resources/Cost
Ensure teaching remains consistently strong or better and the curriculum continues to evolve.	• Half-termly learning walks and Poppins • Embed reading culture with vertical reading groups. • Monitor impact of CPD on teaching quality • Refine curriculum maps and sequencing in subjects identified for development • Embed new Numeracy programme across the school, ensuring comprehensive support for non-specialists • Ensure all Phonics teaching is structured, accumulative and sequential. • Develop a consistency in assessment for learning, long and medium-term planning across the school. • Benchmark SEF commentary against Ofsted expected/strong criteria	Half-termly Jan 2026 Half-termly April 2026 April 2026 Jan 2026 April 2026 July 2026	CH, DP, JH, CW SP, LH, CW CH, SC, CW CW LH, EH SP, LH, JR, GH CW DP	£3000 Library costs £7000 Numeracy programme £4500 for Lexia £7,000 Phonics
Success Criterion	90%+ of lessons judged good or better; curriculum documentation fully sequenced and implemented.			

Achievement (Strong)

Students achieve highly across the curriculum, producing work of high quality. National outcomes are above average and improving.

Objective	Key Actions	Completed by	Project Team	Resources and costs
Sustain strong achievement and close remaining gaps. Success Criteria: Progress and attainment remain above national comparators, with gaps closing for disadvantaged pupils.	• Termly data drops and progress meetings. • Implement targeted interventions where progress dips. • Celebrate success through assemblies and rewards. • Continue to raise expectations for formal qualifications where appropriate • Track scaffold removal to support independence towards post-16 readiness	Termly Ongoing Half-termly Termly Half Termly	CW CH, CW, DP, JH SC CW, CH CH, SO	£8000 Rewards and £12,000 Training
Success Criterion	Progress and attainment remain above national comparators, with gaps closing for disadvantaged pupils.			

Attendance & Behaviour (Exceptional)

Behaviour is **exemplary** with the **highest expectations** of students and staff. The school has a **calm, purposeful atmosphere** that inspires **awe and wonder**.

Objective	Key Actions	Completed by	Project Team	Resources and costs
Sustain exemplary behaviour and continue to raise attendance.	• Continue form tutor mentoring and parental engagement. • Target cohort at 85–95% to reach 95%+; maintain weekly attendance summaries to tutors/HOY • Monitor attendance weekly and act early on PA. • Review rewards system to ensure. students feel valued. • Maintain therapeutic behaviour training for staff.	Half-Termly Weekly Weekly Termly Termly	JH, DP JH, JR CH, CW DP, CH	£160,000 Interventions team
Success Criterion	Attendance 95%+; behaviour incidents minimal and managed restoratively.			

Personal Development & Well-being (Exceptional)

The school offers an **exciting programme** full of **awe and wonder**. Students are confident, resilient and reflective, consistently meeting the **highest expectations**.

Objective	Key Actions	Completed by	Project Team	Resources and costs
Sustain excellence in personal development and well-being.	• Track participation in clubs, trips and cultural activities. • Continue to meet all Gatsby Benchmarks. • Expand student leadership opportunities (student ambassadors, sports leaders). • Promote student mental health initiatives and wellbeing curriculum.	Jan 2026 April 2026 April 2026 July 2026	CW, IV CH, CH-H CR, CJ, CW JR, CH, CW	£3000 LPs running clubs £2000 Careers programme £10,000 College £500 MH initiatives
Success Criterion	High levels of student participation in enrichment and positive student voice feedback.			

Leadership & Governance (Strong)

Leadership is strong, visionary and ambitious. Governors know the school well and provide effective support and challenge.

Objective	Key Actions	Completed by	Project Team	Resources and costs
Strengthen leadership capacity and maintain strategic oversight. .	• Termly governor monitoring visits. • Provide training for middle leaders to lead whole-school priorities. • Continue to prioritise staff workload and wellbeing. • Maintain accurate self-evaluation and improvement planning. • Support the new Chair of Governors in his leadership role through induction, mentoring, and regular strategy meetings. • Update SEF using Ofsted evaluative criteria (Inspection Toolkit) to benchmark judgements	Termly April 2026 Ongoing July 2026 July 2026	IV, DP DP, JH DP DP DP	GovernorHub £1000 Training £1000
Success Criterion	Governors are well informed and impact is visible; staff voice remains positive.			

Sustainability Leadership and Climate

Objectives	Key Actions	Completed by	Project Team	Resources and costs
• Embed sustainability and climate awareness into the culture, curriculum, and operations of the school. • Promote a whole-school ethos of environmental responsibility. • Ensure all staff and students understand the importance of climate action. • Align with national and local sustainability goals (e.g. DfE Sustainability and Climate Change Strategy).	• Develop a Sustainability Policy and integrate it into the School Development Plan. • Appoint Eco Champions among staff and students. • Audit current curriculum for sustainability links. • Develop cross-curricular projects (e.g. climate science in science, eco-literature in English). • Use accessible resources tailored to LD learners (visual aids, sensory activities, experiential learning). • Celebrate Earth Day, Clean Air Day, and other environmental events. – Assemblies held on recycling plastic, Saving our oceans and upcoming eco activities • Conduct an Energy & Waste Audit. • Implement recycling stations and composting. All year groups have plastic recycling boxes in kitchen area. All classes have paper recycling boxes. Plastic recycling boxes were delivered to school in July 2025. • Promote sustainable transport (walking, cycling, carpooling). • Create green spaces: sensory gardens, wildlife habitats, vegetable patches. Saplings ordered to be arriving in March 2026 and planted in outdoor learning lessons • - Include sustainability on School Council agenda. • - Run Eco Challenges (e.g. litter picks, energy-saving competitions). Tree Party – Dec 2025, Big Spring Clean Up in partnership with Stevenage Borough Council in March 2026 • Include sustainability in PSHE and life skills lessons. • Encourage student-led campaigns and presentations. RRSA students are heavily involved in promoting campaigns, but the	Oct 2025 Oct 2025 Mar 2026 Mar 2026 July 2026 July 2026 Oct 2025 July 2026 July 2026 July 2026 Oct 2025 July 2026 July 2026 July 2026	DP/CW/LF/LH LF/CW CW/LF Subject Leads Subject Leads LF/LH LF LF LF/LH/CW CJ CW CJ/LF/LH LF LH	£300 Transport costs and resources

	whole school community participates in activities – tree party, big spring clean-up. • Provide CPD on climate education and inclusive sustainability practices. Share best practices and resources in staff meetings. • Encourage staff to model sustainable behaviours. This is mentioned in assemblies about staff engaging in our sustainability. Staff encouraged them to make a pledge. • Partner with local environmental groups and the Stevenage Borough Council. Signed up to the Stevenage Green Network and Miss Flynn is in contact with Claire Murrell at SBC • Share sustainability tips and updates in newsletters and on the school website. • Engage families in home-based sustainability activities.	July 2026 July 2026 July 2026 April 2026 July 2026	SCr DP/LH/LF LF/CH DP/LH/LF LF	
Success Criterion	• The school will have embedded sustainability and climate awareness into the culture, curriculum, and operations of the school.			