



School Development Plan Priority Priority 2	Focus of Visit SDP actions
Visit time, date and Governor name: 20 th July 22 Vicki Richards	Staff name: Rebecca Norton
SDP actions to consider PSHE/Jigsaw addresses learning behaviours and expectations Positive learning behaviour to be promoted by values in all lessons Positive reinforcement used at all times Use of Danny Biscombe to support children and families struggling with behaviour, attitudes, anxiety etc. To meet the needs of individuals who require their own boundaries and behavior plans while keeping all children safe. Emotional audit in place RN weekly monitoring of behaviour books. Any concerns noted in staff meetings	
<p>Ofsted Behaviour and attitudes –Outstanding:</p> <ul style="list-style-type: none"> • Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. • Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils. • Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education. <p>Good</p> <ul style="list-style-type: none"> • The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupils' behaviour. Staff make sure that pupils follow appropriate routines. • Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread. • There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs. 	



- Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

Previous visit: Progress on agreed actions and Impact

First visit since Covid

Observations and Discussions

We discussed how we track behaviour and shared the evidence from the SDP evaluations. Walk around school to see how it is covered in all classes – behaviour books, plans, positive me boards always list, certificates, house points etc.

Discussed support given through Danny Biscombe and the impact of it. How the impact is limited unless parents are involved. Discussed individual success stories in school this year.

CCTV – the impact of it on behaviour. Children have now forgotten it is there. It has been used to 'unpick' incidents and improve support given.

Discussed the ethos in school following the walk around, calm and all children engaged and on task.

Changes for September – new staff training on the INSET to that all new staff and current LTAs are very aware of the policies in place and the expectations of behaviour in school.

Further Action Required:

New staffing – consistent approach following induction

Impact of Governance:

Ensuring policies match practice and there is a consistent approach across school with modifications for different ages.

Date and time of next visit:

Autumn

Governor signature:

Date:

V Richards

Staff signature:

X. Natta