

School Development Plan 2017-2018

Assessment and Outcomes

Diminishing the Difference



Overall Aim

To diminish the difference and accelerate progress for all groups of learners to ensure an improvement in attainment and progress for all year groups in English and maths, particularly in KS2 so that at least 75% of pupils reach the expected standard in R,W and M combined.

Strategic Aim	Key Tasks and costs	Accountabilities and timescales						Desired Impact	Evidence
		T1	T2	T3	T4	T5	T6		
AO1. To ensure quality first teaching in all classes for all groups of children.	a) Clearly link CPD to Performance Management. b) Lesson observation criteria updated based on shared understanding of QFT. c) Written statement detailing what QFT looks like at GM included in updated Teaching and Learning Policy. d) All monitoring carried out following the QFT criteria and regular feedback. e) Sharing of good practice between staff through phase moderation, peer observations and school portfolio.		DHT					Teachers equipped to fulfil PM targets and are consistently meeting Teaching Standards. QFT is evident for all children across the school. Outcomes in attainment and progress improve both within lessons and over a sustained period of time. Teachers are clear about expectations regarding QFT and act on feedback given including the sharing of good practice. Children feel positive about learning	Data Pupil progress meetings Health checks Learning walks Lesson obs Portfolio Pupil conferencing
		DHT/ Core SLT							
			DHT						
		SLT	→						
	Staff	→							

								experiences in their classroom. Monitoring shows evidence of challenge	
AO2. To optimise impact of TA support in the classroom.	a) Monthly PDMs to reinforce CPD on QFT. b) Performance in classroom and impact on learning linked to performance management.	SLT	→					TAs have visible impact on learning of pupils. Pupils able to articulate how they are supported by TAs	Lesson Obs Pupil conferencing
				HT DHT SV	→				
AO3. Diminish the difference in outcomes in all areas for boys and girls.	a) Underachieving (in progress and attainment) boys identified and barriers to learning noted by class teachers. b) Identify common barriers in order to plan effective support e.g. availability of different text types c) Identify pupils who fall into multiple underachieving groups e.g. WB, WE, MA, PP, SEN d) Monitor impact of any support through pupil progress meetings and ongoing monitoring.	HT						Difference in outcomes of boys and girls is eradicated. School community more aware of impact of language and hidden curriculum and incidents of gender stereotyping are challenged. Curriculum reflects gender equality.	Pupil progress data Learning walks GM Curriculum
			SLT						
		HT							
		HT DHT SV	→						

	<p>e) Raise awareness of hidden curriculum regarding gender in whole school community.</p> <p>f) Curriculum reviewed to ensure gender equality.</p>	HT							
<p>AO4. Diminish the difference in attainment and progress between pupils from different ethnic backgrounds particularly WE / WB / BA pupils.</p>	<p>a) New to country WE pupils supported by 3 x weekly intervention group with EMA teacher to focus on basic language and number skills.</p> <p>b) Poor attendance continues to be acted on rapidly.</p> <p>c) After school homework club run for targeted families to attend together.</p> <p>d) EAL cookery club to develop language and social skills.</p> <p>e) BCA support used strategically in classes where poor outcomes were noted in 2017 data, particularly Years 1 and 2 and EYFS.</p> <p>f) Carry out pupil studies on high achieving BA compared to under achieving WB.</p>	MS						<p>WE pupils are engaged and enthusiastic about their learning and are able to access curriculum at the appropriate level.</p> <p>Termly assessments show improvements on baseline.</p> <p>Attendance of WE pupils improves and more in line with national.</p> <p>Targeted pupils and their parents attend home learning club.</p> <p>Outcomes and progress for WE pupils across the school shows improvements from 2017 data.</p> <p>Pupil studies provide relevant information</p>	<p>Language in Common data.</p> <p>Pupil progress data</p> <p>Pupil conferencing</p> <p>Lesson obs</p> <p>Attendance data</p> <p>Attendance meeting minutes</p>
ZL									
HT									
BCA									
MS									
RK									
BCA									
DL									
BCA									
RK									
RK									

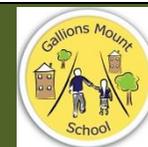
								which can be used to target interventions.	
AO5 Ensure improvement in Phonic outcomes for all pupils in KS1.	<p>a) All pupils who did not achieve standard in Year 1 baselined on entry to ensure gaps in phonic knowledge are identified and planned for.</p> <p>b) Any barriers to learning for Year 2 PP pupils identified and appropriate interventions sourced.</p> <p>c) Ensure clear and consistent monitoring and tracking system for phonics is in place and being used.</p> <p>d) Phonics taught at 9:15 in all KS1 classes and quality is monitored.</p>	<p>KK RP</p>	<p>KK RP DHT</p>					<p>Year 2 pupils reach required phonic standard including PP pupils.</p> <p>Year 1 phonics data shows improvement on 2017 data and returns to being in line with or above national.</p> <p>Application of phonic knowledge evident in pupils writing.</p>	<p>Lesson obs</p> <p>Tracking data Book monitoring</p>
AO6 Ensure that MA pupils throughout the school are challenged in maths.	<p>a) Identify MA pupils in maths in KS2 based on their KS1 attainment.</p> <p>b) Review tracking data for these pupils – are they on track?</p> <p>c) Research possible interventions to ensure that MA pupils reach potential in</p>	<p>AHTs</p> <p>HT</p> <p>SLT</p>						<p>MA pupils make expected progress and continue to achieve above age related expectations.</p> <p>SATS results are in line with national data at greater depth.</p>	<p>Tracking data</p> <p>Lesson obs</p> <p>Pupil conferencing</p> <p>Attendance at interventions</p>

	all year groups.								
AO7 To continue to develop staff confidence in the use of the CM system for assessment and tracking progress.	<p>a) Set aside regular PDM time to allow for updating of CM and moderating with parallel class teacher and phase.</p> <p>b) Induct new staff in the use of the CM system for assessment.</p> <p>c) Signpost staff to appropriate online learning modules within CM as part of Performance Management</p> <p>d) Customise the maths curriculum on CM to reflect the Inspire Maths programme objectives and teaching sequence.</p>	HT						<p>Classroom monitor markbooks are working documents that are always up to date with data available for school leaders.</p> <p>All staff using CM effectively to support planning.</p> <p>Maths data accurately reflects the curriculum taught.</p>	<p>CM usage check</p> <p>CM marksheets</p> <p>Planning monitoring</p>
		DHT							
		SLT							
		AHTs →							
AO8 To use CM to effectively analyse data for groups of children.	<p>a) SLT to complete online training modules B1, B2.</p> <p>b) Class teachers to complete online training module B3.</p> <p>c) Staff to attend pupil progress meetings with relevant data.</p>		SLT					<p>SLT using attainment and progress data to evaluate impact of QFT and interventions and adapt action plans accordingly.</p> <p>Class teachers confident to analyse data and spot trends.</p>	<p>Pupil progress notes</p> <p>Adapted action plans</p> <p>Reports to gobs</p>
			Staff						
			Staff		Staff		Staff		

<p>AO9. To use in school and cross cluster moderation.</p>	<p>a)Half termly moderation within school – whole school and phase. b)Termly moderation with other schools.</p>		<p>Staff</p>					<p>TA are found to be secure both in and out of school. Teachers have increased confidence in their own professional judgement.</p>	<p>Moderation feedback Staff conferencing.</p>
			<p>Staff</p>						

Inclusion

Meeting the Needs



Overall Aim

Ensure that support is tailored and responsive to the needs of the children so that **all** learners are able to make expected, or greater, progress.

Strategic Aim	Key Tasks and costs	Accountabilities and timescales						Desired Impact	Evidence
		T1	T2	T3	T4	T5	T6		
I1. Ensure all pupils are accessing appropriate provision.	a) Use pupil progress and end of year data to map provision for vulnerable learners and ensure regular monitoring.	SV DHT		SV DHT		SV DHT		Improved provision for all pupils. Interventions show progress and children moved on / intervention changed. Improved outcomes for MA pupils. Support staff skilled and able to deliver interventions effectively. Teachers able to support and plan for all learners. All staff 'Approach' trained. Pupils able to articulate their journey through	MEPs Lesson obs Pupil progress data Learning walks Staff feedback Case study
	b) Identify more able pupils and plan appropriate intervention.	MF	→						
	c) Match staff CPD needs to needs of children.	SV	→						
	d) Set up and run afternoon sessions for EAL pupils who are NTC (3 x weekly)	MS	→						
	e) Ensure that MEPs provide an accurate picture of pupils' additional needs through the use of the 'assess, plan, do, review' cycle.	SV Staff Pupil	→						

								GM.	
I2. Behaviour of individual pupils does not have a detrimental impact on the learning of others.	<p>a) Early identification of pupils and their triggers included on individual behaviour log.</p> <p>b) All staff to complete IBLs to enable use as a working document.</p> <p>c) IBL used as evidence base for any external referrals.</p> <p>d) Staff complete colour coded behaviour timetables.</p> <p>e) Pod used effectively to minimise disruption for all pupils.</p> <p>f) Approach training for all staff (focus on de-escalation)</p>	SV →						<p>Fixed term exclusion data improves.</p> <p>School have strong evidence base to make successful referrals to FAP or KPLC if appropriate.</p> <p>Pupils able to articulate their journey through GM.</p>	<p>Behaviour tracking</p> <p>IBLs</p> <p>IBPs</p> <p>Exclusion data</p> <p>Pupil survey responses</p> <p>Case study</p>
		Staff →							
		SV →							
		Staff →							
		JG →							
							Wate rside		

Leadership

Everyone a Leader



Overall Aim

To develop all members of the school community as leaders.

Strategic Aim	Key Tasks and costs	Accountabilities and timescales						Desired Impact	Evidence	
		T1	T2	T3	T4	T5	T6			
L1. To develop the role of middle leaders.	a) CPD linked to leadership PM targets. b) Subject leaders to meet with link governors to look at their area of the curriculum and share vision and action plan. c) Subject leaders to provide written report to governors at the end of the year. d) Use of The Key CPD toolkit to provide middle leaders with coaching and mentoring support. e) Subject leaders manage own curriculum budget linked to action plans.	SLT						Staff	Subject leaders will have ownership of their part in the whole school curriculum and lead their subject with confidence, impacting positively on pupils learning.	PM targets met Leadership reports to Gobs Gov monitoring Budget files
		Staff								
		Staff	→							
		Staff	→							
L2. To	a)Train SLT in PM	HT							PM procedures	Performance

<p>develop the role of Senior Leaders</p>	<p>procedures. b) Budget training for core SLT. c) OFSTED training for SLT d) Continue to work with RBG advisors. e) HT and DHT to understand new DfE data analysis package – CPD opp ‘Analyse School Performance’.</p>	<p>JT RGB HT/D HT</p>	<p>EFS</p>				<p>consistent and SLT confident to hold staff to account and help set appropriate targets based on ‘Teaching Standards’. Core SLT have greater understanding of school finances and how it impacts across the school community. All SLT understand the process and expectations of OFSTED inspections and ‘good’ rating is maintained. All staff up to date with current best practice. HT/DHT able to use ASP report to set targets and ensure governors up to date.</p>	<p>management. SLT minutes. Budget plan followed. OFSTED report. SIP feedback. Advisor note of visit. Minutes of Gov meetings.</p>
<p>L3. For the governing body to further develop their</p>	<p>a) Additional governors’ strategic planning meeting at the start of the Autumn term to confirm and agree roles and responsibilities. b) FGB to use RBG ‘Services</p>	<p>Govs Govs</p>					<p>Governors speak confidently about the strengths and weaknesses of the school and how they are being addressed.</p>	<p>Minutes of committee meetings and FGBs. Parent survey. Course</p>

<p>knowledge of the school in order to confidently carry out their duties as a critical friend to the school.</p>	<p>to Schools' to ensure training needs are met in relation to their link areas. c) Governors to attend all planned meetings. d) Governors develop their role within the wider school community through a termly newsletter to parents and attendance at school events where possible.</p>	<p>Govs</p>						<p>Governors can articulate their impact on standards within the school. Parent survey data shows that more parents are aware of governors and their role than in 2016.</p>	<p>attendance.</p>
<p>L4. To ensure the provision of a broad and balanced curriculum.</p>	<p>a)Curriculum Leads to attend CPD b) Ongoing evaluation of curriculum. c) Curriculum finalised and presented as one document to staff. d) Subject leaders consider 'health', where appropriate, within action plans.</p>	<p>Staff</p>	<p>SP JS</p>	<p>AHTs</p>				<p>Final working document in place for December 2017. Children receiving a consistent message about the importance of a healthy lifestyle.</p>	<p>Curriculum document. Action Plans.</p>
<p>L5. To embed Inspire Maths scheme from Y1-6</p>	<p>a) Ongoing CPD for all staff. b) Use new half termly Inspire assessments alongside termly NfER. c) Ongoing monitoring of teaching and learning using scheme and support as</p>	<p>AHTs</p> <p>Staff</p> <p>SLT</p>						<p>Confident delivery of new scheme by all adults in the classroom. Children articulate enjoyment of teaching and learning in maths. Improvement in data.</p>	<p>Lesson obs Learning walks Pupil progress data Pupil conferencing</p>

	needed. d) Evaluation of impact termly – Pupil Progress meetings.		HT/D HT/S V		HT/D HT/S V		HT/D HT/S V		
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Parents and Community

Partnership is Power



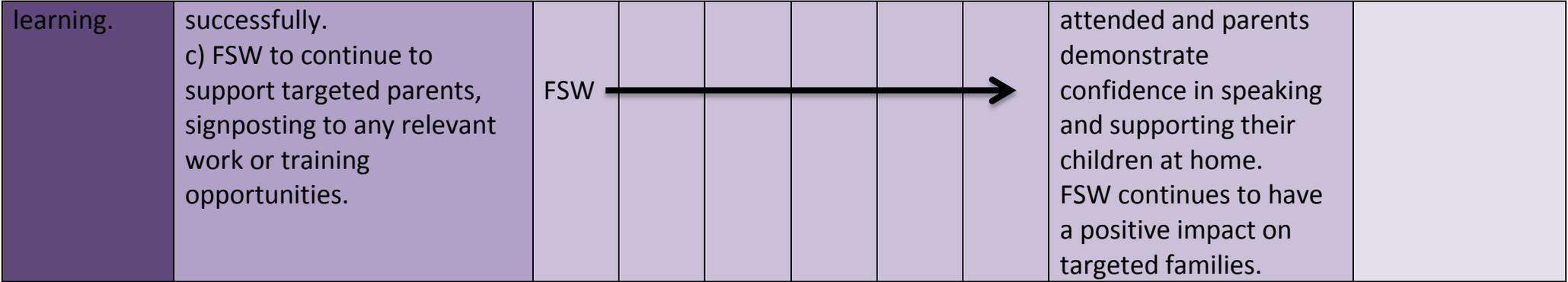
Overall Aim

To develop sustainable links with parents and the wider local community to further enhance learning opportunities for pupils.

Strategic Aim	Key Tasks and costs	Accountabilities and timescales						Desired Impact	Evidence	
		T1	T2	T3	T4	T5	T6			
PC1. To further develop learning links between home and school.	a) Update home learning policy. b) E-Safety workshop for parents focussing on appropriate use of social media and tablet restrictions. c) Continue termly 'festival of learning' – an opportunity for parents to join their children in class for one hour to develop home school partnership as well as performances/demos from any clubs that have been running e.g. dance, choir etc d) Inspire Maths parent workshop and information session.		HT ZL Staff			Staff		Staff	Parents understand expectations for home learning. Pupils improve their skills and enjoyment of spelling, x tables and reading. Parents attend e safety workshops and feel more confident to and understand the need to protect their children online. 'Festival of learning' is well attended by parents and children enjoy sharing their learning. Parents have a	Sign in sheets for events to show attendance at events. Parent survey data. Parent and pupil feedback from FoL. Parent feedback from Inspire EAL library logs. Homework club register. Improved levels and progress for Yr 2/6

	<p>e) Provision of CGP books to Years 2 and 6 to support learning for SATs.</p> <p>f) Continue to provide appropriate bi-lingual texts through the weekly EAL library lending service.</p> <p>g) Set up home learning club for EAL parents and pupils to attend together.</p>	<p>DB/J D</p> <p>BCAs</p>		<p>KK/R P</p>			<p>developing understanding of the new maths curriculum. Parents understand the expected end of year outcomes for Year 2 and Year 6.</p> <p>EAL library is used regularly by parents and pupils.</p> <p>Targeted pupils and their parents attend home learning club.</p>	
<p>PC2. To liaise with the wider community to impact on learning.</p>	<p>a) Identify key professionals and skilled workers within the parent community who could impact of teaching and learning.</p> <p>b) Approach key professionals to discuss how they could support learning within school.</p> <p>c) Match professionals to aspects of the curriculum.</p> <p>d) Re-launch the PTA (FOG) with clear committee structure. Events manned by parents and not school staff.</p>			<p>HT</p> <p>AHTs</p>		<p>AHTs</p>	<p>Every class has at least one visit from a professional/skilled worker, linked to their curriculum.</p> <p>Children are able to articulate the impact of the visit.</p> <p>Friends of Gallions (FOG) has increased membership and is able to run events as usual without the need for teaching staff support.</p> <p>Sheltered spaces are</p>	<p>Curriculum plans.</p> <p>Pupil surveys.</p> <p>FOG membership register.</p> <p>Pupil conferencing.</p>

	<p>e) Use saved FOG funds to provide sheltered space in KS1 and 2 playgrounds for pupils to enjoy quieter activities during breaks.</p> <p>f) Invite stakeholders to be part of 'Futures Week'.</p> <p>g) Continue to make use of local places of worship to support teaching and learning in RE.</p> <p>h) Invite leaders of local places of worship to host assemblies etc during times of celebration.</p> <p>i) To use local secondary schools and universities to extend pupils learning and experiences.</p>	HT			HT TC			<p>erected in the playgrounds to enable pupils to engage on quiet activities such as reading and drawing over lunchtime. They are well used.</p> <p>Pupils learn about a wide variety of careers. Children are able to articulate how trips to local places of worship and visitors from local places of worship, support and enhance their learning in RE. Children demonstrate greater aspirations.</p>	
<p>PC3. To continue the provision of support and guidance to allow parents to continue their own</p>	<p>a) Continue to run 'Parent Gym' at Gallions Mount with a view to it including parents from other local schools.</p> <p>b) ESOL classes to target NTC EAL parents to enable inclusion in the school community and support their child's learning more</p>		FSW					<p>Parent gym is well attended and parents can articulate the impact.</p> <p>Parents feel confident to recognise and to meet all of the needs of their children.</p> <p>ESOL classes regularly</p>	<p>Parent gym evaluations.</p> <p>ESOL class evaluations.</p> <p>Parent surveys.</p> <p>Pupil surveys.</p> <p>Entry and exit data from FSW.</p>
			BCA						



Health Fit for Life

Overall Aim: To understand and develop a positive attitude towards adopting a healthy body, mind and lifestyle.

Strategic Aim	Key Tasks and costs	Accountabilities and timescales						Desired Impact	Evidence	
		T1	T2	T3	T4	T5	T6			
H1. Obesity rates in line with Greenwich	a) Implement The Daily Mile for all year groups. b) Review policies for food in school – pack lunches, school fete contributions, parties, birthday treats. c) Staff, Parent and pupil workshops on healthy eating. d) Use PP funding to subsidise after school sports clubs. e) Set up ‘Change for Life’ club. f) Training for MDSs in physical activities to play with children.	Staff	→						Children are able to articulate the impact on their physical wellbeing. Parents and children make healthier choices. More disadvantaged children are able to access after school sport clubs. Parents engage in physical activities with their children. Children more active during lunch break.	Pupil surveys. Packed lunches. Food for parties. Books are brought in instead of sweets for birthdays. Attendance register at clubs. Learning walks in playground.
		RP	→							
				TBC						
			RP/L A							
			JG/D HT		JD					
H2. To know the impact of current mental health	a) Analyse entry and exit data for Place 2 Be, Drawing and Talking and CAMHs outreach. b) Analyse trends within	HT/D	→						Leaders feel confident that provision is meeting needs and supporting mental health.	Data
		HT/S V	→							
		HT/D	→							

EYFS

Best Beginnings



Overall Aim

To build on the Planning In The Moment model to meet the needs of all our learners and to ensure Year 1 readiness.

Strategic Aim	Key Tasks and costs	Accountabilities and timescales						Desired Impact	Evidence	
		T1	T2	T3	T4	T5	T6			
E1. To ensure PITM evolves in FS1	a) Induct parents/carers in PITM b) Train new staff c) Ongoing monitoring of PITM	EH SS SLT	→						FS1 children are fully engaged in their learning and adults can move them forward much quicker	Learning Journeys Pupil Progress data Observations Learning Walks
E2. To adapt PITM in FS2 to meet the needs of the new cohort with particular focus on Reading and Writing	a) Induct parents in PITM in FS2. b) Introduce 'super words and sentences' once phonic knowledge increases, to support development of writing skills. c) Plan weekly core texts to model reading strategies and use as stimuli for writing in context. d) Provide opportunities to share text with adults and ensure a language rich environment, with a range of	SS JW SS JW FS2 team FS2 team	→						FS2 children are fully engaged in their own initiated learning, with adults modelling, reinforcing and extending them. (PITM) Teachers to continue to develop key literacy and numeracy skills to be taught whole class and followed up through play activities, in which children have opportunities to increase their	Learning Journeys Ages and Stages data Observations Learning Walks Pupil conferencing EYFS data

	<p>fiction and non-fiction books available in all learning areas.</p> <p>e) Plan for key numeracy skills to be taught whole class and reinforced through play activities.</p> <p>f) Introduce 'Provocations/Interest tables' to promote curiosity and extend thinking</p> <p>g) Ongoing monitoring of PITM.</p>	<p>FS2 Team</p>						<p>confidence in these skills.</p> <p>EYFS data shows Reading and Writing in line with all areas of the profile</p>	
<p>E3. Diminish the difference in outcomes between girls and boys with specific attention to CLL and PSE</p>	<p>a) From baseline assessments identify current picture of underachieving boys or girls.</p> <p>b) Audit the book provision, so to engage boys in the reading process.</p> <p>c) Ensure core texts are engaging for both boys and girls</p> <p>d) Identify boys who are underperforming in phonics assessment –put in intervention</p>	<p>EYFS team</p>						<p>Difference in outcomes of boys and girls is eradicated.</p> <p>EYFS team more aware of impact of language and hidden curriculum and incidents of gender stereotyping are challenged.</p> <p>Curriculum reflects gender equality.</p>	<p>Lesson obs</p> <p>Health checks</p> <p>Pupil progress data</p> <p>EYFS Data</p>

	<p>e) Identify which areas the child is not accessing and review provision.</p> <p>f) Ensure all staff promote independence for all children</p> <p>g) Monitor impact of any support through pupil progress meetings and ongoing monitoring.</p>	<p>EYFS Team</p> <p>EYFS Team</p>							
<p>E4. Diminish the difference in outcomes Summer born children.</p>	<p>a) Identify Summer born children and barriers to learning noted.</p> <p>b) Identify common barriers in order to plan effective individual or group interventions.</p> <p>c) Identify pupils who fall into multiple underachieving groups e.g. WB, WE, PP, boys, SEND</p> <p>d) Monitor impact of any interventions through pupil progress meetings and ongoing monitoring.</p>	<p>SS JW</p> <p>EYFS team</p> <p>DHT SS JW</p>	<p>HT DHT SV</p>		<p>HT DHT SV</p>		<p>HT DHT SV</p>	<p>Outcomes of summer born children improve and are more in line with Spring and Autumn born children.</p>	<p>Lesson obs</p> <p>Health checks</p> <p>Pupil progress data</p> <p>EYFS Data</p>

<p>E5. Diminish the difference in outcomes for EAL pupils, particularly White Europeans in Literacy and Maths</p>	<p>a) WE pupils supported by BCA/TA on arrival for short, high impact emersion in English schooling. b) Establish regular visits from WE parents to come in and share a cultural dish/dance or song. c) Poor attendance acted on rapidly. d)Use BCA to support literacy/maths learning in whole class setting e)Identify EAL children who are underachieving in phonics assessment and support through small group intervention. f) Identify EAL children who are not accessing the maths teaching and implement daily small/1:1 maths interventions g)Support EAL children with</p>	<p>KA NB SS JW ZB KA EYFS Lead NB EYFS Lead JW KA NB FS2</p>	<p>→</p>				<p>→</p>	<p>Outcomes and attendance of WE pupils improves and more in line with non EAL. WE children build more confidence in spoken English and can apply this to their Reading, Writing, Maths and PSE. Data shows EAL children in line with non EAL in Literacy and Maths</p>	<p>Pupil progress data Pupil conferencing Lesson obs Attendance data Attendance meeting minutes</p>

	<p>building language for PSE.</p> <p>e) Identify pupils who fall into multiple underachieving groups e.g. WB, WE, MA, PP, SEN</p> <p>f) Monitor impact of any interventions through pupil progress meetings and ongoing monitoring.</p>	<p>Team</p> <p>DHT SS JW</p> <p>HT DHT SV</p>						
E6. Develop children's PSE and health and self-care skills.	<p>a) All staff to ensure that they are modelling interactions to support children in making relationships.</p> <p>b) Encourage full independence in health and self-care.</p> <p>c) Discussions on healthy eating to form part of daily dialogue.</p>	<p>FS2 Team</p> <p>FS2 Team</p> <p>FS2 Team</p> <p>FS2 Team</p>	→	→	→	→	→	<p>All children achieve PSE and Health and Self-Care strands of ELG.</p> <p>Pupil progress data Lesson Obs EYFS data</p>
E7. Develop staff's understanding of what exceeding looks like in UW, EA and Listening	<p>a) Dedicate Phase meetings to unpick the descriptors</p> <p>b) Identify children who are already exceeding from baseline data.</p> <p>c) Develop question cards that all staff can use to extend children in UW ad EA</p>	<p>EYFS Lead</p> <p>FS2 team</p> <p>EYFS Lead</p>	→	→	→	→	<p>More children achieve exceeding in UW and EA in line with national</p> <p>Observations Learning Journal EYFS data</p>	

	Introduce a new thinking card and model active thinking.								
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