School Development Plan

2016-2017

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		
O1. To ensure quality first teaching in all classes for all groups of children.	a) Purchase CPD toolkit from 'The Key'. b) PDMs to establish a shared understanding of what quality first teaching looks like. c) Written statement detailing what QFT looks like at GM. 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.	TF SLT	DHT Staff	Staff				Active learning is evident for all children across the school with high levels of engagement. Outcomes in attainment and progress improvement 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 experiences in their	Data Pupil progress meetings Health checks Learning walks Lesson obs Portfolio Pupil conferencing

Objective	Actions							Success Criteria	Evidence
								classroom.	
O2. To optimise impact of TA support in the classroom.	a)Fortnightly PDMs to reinforce CPD on QFT. b) Performance in classroom and impact on learning linked to appraisal.	SLT →————————————————→ HT DHT→——→ SV						TAs have visible impact on learning of pupils. Pupils able to articulate how they are supported by TAs	Lesson Obs Pupil conferencing
O3. Diminish the difference in outcomes for PP pupils.	a) PP pupils identified and barriers to learning noted by class teachers. b) Identify common barriers in order to plan effective individual or group interventions. c)Identify pupils who fall into multiple underachieving groups e.g. WB, WE, MA, boys, SEND d) Monitor impact of any interventions through pupil progress meetings and ongoing monitoring.		DHT Staff SLT SLT		DHT →————————————————→			Teachers are acutely aware of their PP pupils. PP attainment and progress is in line with their non PP peers both in school and nationally. Pupils able to articulate how interventions have supported and improved their learning. Impact of interventions is clear and strategically monitored and adapted.	Lesson obs Health checks Pupil progress data Case studies Wave 2 intervention log
O4. Diminish the difference in outcomes and progress for EAL	a)New to country WE pupils supported by BCA on arrival for short, high impact emersion in English schooling. b) Poor attendance acted on	BCA →————————————————→ ZL						Attendance of WE pupils improves and more in line with national. WE pupils are engaged and enthusiastic about	Pupil progress data Pupil conferencing Lesson obs Attendance

pupils, particularly pupils.	rapidly. c) After school homework club run for targeted families to attend together. d) EAL cookery club to develop language and social skills. e) BCA support used strategically in classes where poor outcomes were noted in 2016 data, particularly Years 2 and 3 and EYFS.	HT ⟶ BCA ⟶ MS BCA ⟶ DL						their learning. Targeted pupils and their parents attend home learning club. Outcomes and progress for WE pupils across the school shows improvements from 2016 data.	data Attendance meeting minutes
O5. Diminish the difference in outcomes between boys and girls throughout the school.	a) Underachieving 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 SLT HT HT DHT ⟶ SV						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

	e)Raise awareness of hidden curriculum regarding gender in whole school community. f) Curriculum reviewed to ensure gender equality.	HT Sub Lead		AHTs⟶					

Assessment
Embedding the systems

Overall Aim

To ensure that we have a robust assessment system to monitor and track attainment and progress.

Strategic Aim	Key Tasks and costs	Accountabilities and timescales						Desired Impact	Evidence
		T1	T2	T3	T4	T5	T6		
A1. To develop staff confidence in the use of the CM system for assessment.	a)Recap PDM of basic training. b)PDMs following online learning modules on CM (staff to access most appropriate course for them)		DHT HT	Staff				Teachers using CM regularly to input ongoing assessments. Teachers are able to track pupils and use CM to inform planning.	Monitoring of CM use. Pupil progress data Staff feedback
A2. To use CM to effectively analyse data for groups of children.	a)HT and DHT to complete course B1 and 2 from training centre on CM. b) HT and DHT to analyse data ready for pupil progress meetings.	DHT HT	HT DHT ⟶					HT and DHT confident in using CM to analyse data. HT and DHT have clear overall picture of the school.	Use of analysed data to track groups of pupils.
A3. To use summative assessments (NfER) in KS2 (Term 1 & 5), to support TA within CM.	a)Order NfER suite 2 for years 3, 4, 5. b) Compare test and TA data to ensure consistency and accuracy.	DHT	Staff				Staff	Tests support TA and are comparable to CM outcomes. Pupils develop confidence in formal testing.	Data Pupil conferencing.

| A4. To use in school and cross cluster moderation. | a)Half termly moderation within school – whole school and phase. b)Termly moderation with other cluster schools. | | Staff ⟶ Staff ⟶ | | | | | | TA are found to be secure both in and out of school. Teachers have increased confidence in their own professional judgement. | Moderation feedback Staff conferencing. |

Inclusion
Developing Expertise

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 pupils with high level of need are accessing appropriate provision.	a) Audit high need pupils to determine extent and levels of difficulties faced. b) Audit knowledge and skills of Inclusion support staff. c) Identify any CPD needs of inclusion support staff. d) Plan use of support looking at times of particular difficulties and expertise of staff. e) Ensure that MEPs provide an accurate picture of pupils' additional needs. f) Produce case study for pupil with additional needs	SV	SV SV Inc team Staff	SV SV Pupil				Improved provision for pupils with high needs. Staff confidence in supporting pupils increased. MEPs are used by class teachers as a working document. Pupils able to articulate their journey through GM.	MEPs Lesson obs Pupil progress data Learning walks Staff feedback Case study
I2. Behaviour of individual	a) Early identification of pupils and their triggers included on individual	SV ➡						Fixed term exclusion data improves. School have strong	Behaviour tracking IBLs

pupils does not have a detrimental impact on the learning of others.	behaviour log. b) Appropriate staff to have access to IBLs to enable use as a working document. c) IBL used as evidence base for any external referrals. d) All identified pupils to have individual behaviour plans that are monitored weekly and adapted accordingly. e) Adult identified as emergency pastoral/behaviour support. f) Produce case study for pupil with EBD needs	HT ⟶ SV ⟶ LM ⟶			SV Pupil						evidence base to make successful referrals to FAP or KPLC if appropriate. Pupils able to articulate their journey through GM.	IBPs Exclusion data Pupil survey responses Case study
I3. To improve outcomes for MA pupils.	a) Identify current MA pupils in each class in reading, writing and maths. b) KS2 use JS tracker to identify prior high attaining pupils who are off track and identify barriers. c) Plan strategic interventions to maintain progress or accelerate progress. E.g. book group, debating club, challenge		Staff Staff		HT DHT						Attainment and progress of MA pupils across the school improves on outcomes for 2016. Interventions are clearly monitored and impact is evident. Staff are aware of MA pupils and planning shows clear challenge.	Curriculum plans. Pupil survey. Attendance at enrichment opps. Pupil progress data/meetings.

maths. d) Monitor and track impact of interventions. e) More able pupils given wider enrichment opportunities e.g. trips to U of G, local secondary schools, cultural institutions		SLT MF ⟶

Leadership
Everyone's responsibility

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) Restructure of staff roles and responsibilities. b) Subject leaders meet with AHTs to look at their area of the curriculum and identify skills progression and objectives to ensure coverage and continuity. c) Subject leads to create action plan of key priorities in line with the SDP and curriculum. d) Use of The Key CPD toolkit to provide middle leaders with coaching and mentoring support.	SLT Staff	Staff SLT ⟶					Subject leaders will have ownership of their part in the whole school curriculum and lead their subject with confidence, impacting positively on pupils learning.	Pupil conferencing Health checks Curriculum document Appraisal
L2. To further develop the role of pupil voice.	a) Rename school council as pupil leadership team and discuss how this may change the role. b) Involve PLT in	KK	KK					PLT able to articulate their role. QFT criteria produced. All pupils feel that there is an opportunity to	Eco-schools achieved. QFT criteria. Class council minutes.

	development of QFT criteria(O1c). c) PLT representatives to have fortnightly class discussions to find out views from their peers and suggestions for school development. d) Develop partnership work between PLT and eco-warriors and how they can impact on the local community e.g. litter, parking etc	PLT Staff	DHT KK MD						share their thoughts and ideas about how to improve all aspects of the school environment. PLT and eco-warriors work together towards eco-schools award.	PLT minutes.
L3. For the governing body to further develop their knowledge of the school in order to confidently carry out their duties as a critical friend to the	a) Additional governors' strategic planning meeting at the start of the Autumn term to confirm and agree roles and responsibilities. b) FGB to audit their own training needs to ensure they have an up to date understanding of the educational system in which they are working and hold responsibility for and book training accordingly. c) Governors to attend all	Govs Govs Govs					→		Governors speak confidently about the strengths and weaknesses of the school and how they are being addressed. Governors can articulate their impact on standards within the school. Parent survey data shows that more parents are aware of governors and their role	Minutes of committee meetings and FGBs. Parent survey. Course attendance.

Objective	Actions	Timeline						Success criteria	Evidence
school.	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.	Govs ⟶						than in 2016.	
L4. To ensure the provision of a broad and balanced curriculum.	a)Subject leads to meet with AHTs (L1b) b) Ongoing evaluation of curriculum. c) Curriculum finalised and presented as one document to staff.	Staff			Staff ⟶	AHTs ⟶		Final working document in place for September 2017.	Curriculum document
L5. To embed Inspire Maths scheme from Y1-5	a) External CPD opportunity for curriculum leads. b) PDMs for staff. c) Ongoing monitoring of teaching and learning using scheme and support as needed. d) Evaluation of impact of first year.	AHTs AHTs ⟶ SLT ⟶	AHTs				SLT	Confident delivery of new scheme by all adults in the classroom. Children articulate enjoyment of teaching and learning in maths. Improvement in data.	Lesson obs Learning walks Pupil progress data Pupil conferencing

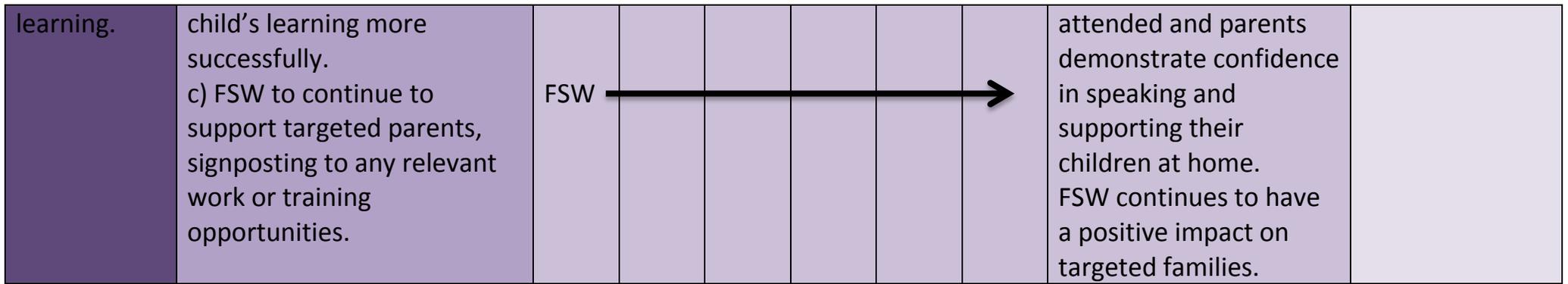# Parents and Community
Knowledge is power

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) Ensure that all pupils have an LgfL login in order to access espresso at home. b) Run parent and child espresso sessions as part of parent's evenings. c) Provide parent workshop on useful apps to support learning at home. d) Provide e safety workshop alongside a tablet restriction setting workshop as part of e-safety week. e) Introduce termly 'festival of learning' – an opportunity for parents to join their children in class for one hour to look at topic learning from the term as well as performances/demos from any clubs that have been		HT HT/ ZL GA All staff		ZL			Parents feel more confident to support their children at home in a range of ways. 80% parents use or allow their children to use 'espresso' at home. 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 developing understanding of the	Sign in sheets for events to show attendance at events. Parent survey data. Parent and pupil feedback from FoL. EAL library logs. Homework club register.

									Outcomes	Evidence
	running e.g. dance, choir etc f) Inspire Maths parent workshop and information session. g) Offer purchase of CGP study books to support home learning. h) Continue to provide appropriate bi-lingual texts through the weekly EAL library lending service. i) Set up home learning club for EAL parents and pupils to attend together (O4c).	AHTs DHT BCA →				→			new maths curriculum. Parents understand the expected end of year outcomes for their children. EAL library is used regularly by parents and pupils. Targeted pupils and their parents attend home learning club.	
		BCA MS →			→					
PC2. To encourage different members of the community to become more active in the life of the school	a) Identify key professionals and skilled workers within the parent community who could impact of teaching and learning. b) Approach key professionals to discuss how they could support learning within school. c) Match professionals to aspects of the curriculum. d) Re-launch the PTA (FOG) in order to continue with FOG events manned by			HT AHTs TC		AHTs		Every class has at least one visit from a professional/skilled worker, linked to their curriculum. Children are able to articulate the impact of the visit. Friends of Gallions (FOG) has increased membership and is able to run events as usual without the need for teaching staff support.	Curriculum plans. Pupil surveys. FOG membership register. International evening feedback. Pupil conferencing.

	parents and not school staff. e) Use saved FOG funds to provide sheltered space in KS1 and 2 playgrounds for pupils to enjoy quieter activities during breaks. f) Involve parents in the planning and organisation of International Evening through the setting up of a working party. g) Continue to make use of local places of worship to support teaching and learning in RE. h) Invite leaders of local places of worship to host assemblies etc during times of celebration.	MS → MS →			HT TC	MS SPI	→	Sheltered spaces are erected in the playgrounds to enable pupils to engage on quiet activities such as reading and drawing over lunchtime. They are well used. International evening is well attended and well organised. 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.	
PC3. To extend the provision of support and guidance to allow parents to continue their own	a) Set up 'Parent Gym' at Gallions Mount with a view to it being run 'in-house' longer term by FSW. b) ESOL classes to continue to encourage EAL parents to develop their skills and confidence in English and therefore support their		FSW → BCA →					Parent gym is well attended and parents can articulate the impact. Parents feel confident to recognise and to meet all of the needs of their children. ESOL classes regularly	Parent gym evaluations. ESOL class evaluations. Parent surveys. Pupil surveys. Entry and exit data from FSW.

| learning. | child's learning more successfully.
c) FSW to continue to support targeted parents, signposting to any relevant work or training opportunities. | FSW —————————————————————→ | | | | | | attended and parents demonstrate confidence in speaking and supporting their children at home. FSW continues to have a positive impact on targeted families. | |

EYFS
Aiming high

Overall Aim

To embed Planning In The Moment in FS1 whilst balancing PITM with teacher planned learning in FS2 to ensure children are Yr 1 ready

Strategic Aim	Key Tasks and costs	Accountabilities and timescales						Desired Impact	Evidence
		T1	T2	T3	T4	T5	T6		
E1. To embed PITM in FS1	a)Induct parents/carers in new way of working b)Train new staff c) Ongoing monitoring of PITM	HFG HFG 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 develop a balance between PITM and teacher planned learning in FS2	a)Induct parents in new way of working in FS2. b) Order equipment to promote child initiated learning. 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 e)Plan for key numeracy skills to be taught whole class and reinforced through	SC JW SC FS2 team ⟶ FS2 team ⟶ FS2 team ⟶						FS2 children are fully engaged in their own initiated learning, with adults reinforcing and extending them. (PITM) Teachers planning to develop key literacy and numeracy skills to be taught whole class and followed up through play activities.	Learning Journeys Ages and Stages data Observations Learning Walks Pupil conferencing

	play activities. f) Ongoing monitoring of new system.	SLT	→→→						
E3. Diminish the difference in outcomes between girls and boys	a)From baseline assessments identify current picture underachieving boys or girls. b) Identify which areas the child is not accessing and review provision. 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.	EYFS team EYFS team HT HT DHT SV	→→→					Difference in outcomes of boys and girls is eradicated. EYFS team more aware of impact of language and hidden curriculum and incidents of gender stereotyping are challenged. Curriculum reflects gender equality.	Lesson obs Health checks Pupil progress data
E4. Diminish the difference in outcomes for PP and non PP children	a) Identify PP children and barriers to learning noted b) Identify common barriers in order to plan effective individual or group interventions. c)Identify pupils who fall into multiple underachieving	DHT Staff EYFS team HT							Lesson obs Health checks Pupil progress data

	groups e.g. WB, WE, MA, boys, SEND d) Monitor impact of any interventions through pupil progress meetings and ongoing monitoring.	HT DHT SV								
E5. Diminish the difference in outcomes for EAL pupils, particularly White European.	a)New to country WE pupils supported by BCA on arrival for short, high impact emersion in English schooling. b) Poor attendance acted on rapidly.	KA ZL					→ →		Outcomes and attendance of WE pupils improves and more in line with non EAL.	Pupil progress data Pupil conferencing Lesson obs Attendance data Attendance meeting minutes
E6. Develop children's physical skills specifically moving and handling	a)PE lesson in halls teaching specific skills and making use of the equipment and space. b) Tripod pencil grip taught and behaviours for writing modelled. c) Use of pencils encouraged where appropriate.	FS2 Team FS2 Team FS2 Team					→ → →		All children achieve this strand of ELG.	Pupil progress data Lesson Obs
E7. Develop	a)Organise local trips in the	FS2						→	Children achieve both	

children's Knowledge and understanding of the world with specific reference to 'People and Communities' and 'The World'	immediate environment and further afield. b)FS2 take part in whole school assemblies celebrating different religions.	team FS2 team						strands of this ELG.	Pupil progress data Lesson Obs