



School Development Plan

2017/2018

Green Meadow Primary
School



An Academy,
achieving more,
learning together.



SCHOOL DEVELOPMENT PLAN

The purpose of the School Development Plan is to enable us to enhance the overall quality of education and pastoral provision at Green Meadow School and to maintain, where possible, every aspect of the school's environment.

The School Development Plan is the central planning mechanism of the school improvement strategy threading the various elements of CPD, Performance Management and self-evaluation.

Priorities for development take account of all available resources (human, site and financial).

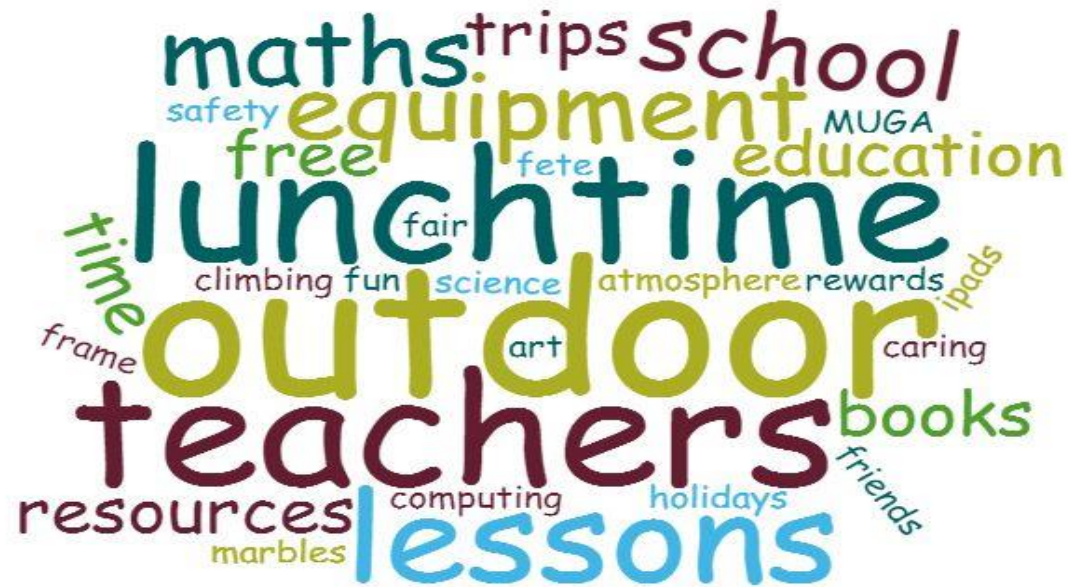
The planning involved staff, parents, pupils and governors.

The plan includes action plans that identify targets for development, the staff responsible, success criteria and a relevant time scale is attached.

CONTENTS

	Page
Pupil View	2-3
Mission Statement / Aims of the School	4
Longer Term Objectives 2017-2020 / Financial Implications	4
SDP Overview	6
Action plans	7-28
Professional Development Plan	29

Pupil view of 2016/2017 – What Year 5 pupils think is great about Green Meadow Primary School



Pupil view of 2016/2017 – What Year 5 pupils think needs developing at Green Meadow Primary School



Mission Statement for the Pupils of Green Meadow Primary School

At Green Meadow we provide a nurturing learning environment that develops children's self confidence and empowers them to reach their personal and educational potential.

“There is a strong sense of community in the school. Pupils’ well being and safety are at the heart of the school work. Pupils’ are encouraged to show respect and consideration for others, and are expected to behave well. The school is a harmonious and calm place. The learning environment is stimulating and well resources. The curriculum is broad and balanced and is well planned to engage pupils’ interest and enthusiasm.”
Ofsted 2017

Each child who attends our school is a unique person: he or she has skills to be developed, curiosity to be encouraged, difficulties to overcome and potential to be fulfilled.

In achieving our aims, our staff will seek to offer the best provision in the most interesting and challenging ways.

Aims of the School

Pupil aims:

1. To help us make healthy choices for ourselves.
2. For us all to learn in a safe, caring and exciting place
3. To help us enjoy school and work to our best ability
4. To help us develop good relationships and show good behaviour in our community.
5. To help us learn basic skills that will help us in the rest of our lives.

Staff aims:

1. To help our children make healthy choices for themselves.
2. For us all to learn in a safe, caring and exciting place
3. To help our children enjoy school and work to their full potential
4. To help children develop positive relationships and show good behaviour in our community.
5. To help our children learn basic skills which will support them in their future lives.

LONGER TERM OBJECTIVES 2017-2020

- For Green Meadow School to be judged as Good for all Ofsted Criteria at the next Ofsted Visit (within 2 years from July 2017).
- For the Governors to explore Multi-Academy Trusts opportunities and decide if / when the school joins a Multi-Academy Trust to further develop capacity and Continued Professional Development.
- To ensure that Pupil Premium funding closes the gap for vulnerable groups and together with the Sports Funding ensures that every child is supported to achieve success academically, personally, socially and physically.
- To ensure that the Performance Management systems for teachers and support staff are effective and robust to improve outcomes for pupils. Audit and amend practice to ensure that the process impacts positively on our school improvement strategy.
- To ensure that the agreed strategy for assessment without levels enables pupils to achieve end of year and Key Stage age related expectations.
- To continue to review and improve teaching and learning strategies across the school. This will be done via coaching or mentoring, self-evaluation, monitoring and evaluation procedures including sampling, lesson observation, planning review and learning walks.
- To continue to develop senior, middle and year group leaders to enable them to robustly evaluate and impact upon standards of attainment and progress.
- To continue reviewing policy and practice at Green Meadow Primary School and further develop school outcomes as appropriate. 2017 will have a particular focus on Teaching and Learning initiatives and Growth Mindset (openness to change and to developing practice) for staff development.
- To maintain and develop further opportunities for school partnerships with local primary and secondary schools via the Consortium and Education Central support (SSLA group of 6 local schools) ensuring that the school benefits from any initiatives developed through the local school interventions.
- To further embed the Curriculum Expectations for Y1-6 and the Early Years Curriculum ensuring a smooth transition from Early Years into the Primary Curriculum and successful outcomes for pupils at the end of each year. This will involve CPD for teachers and appropriate human and physical resource allocation.
- To continue to develop the whole school self evaluation process to encompass changing OFSTED criteria and the outcomes from subsequent subject reviews which influence our learning strategies.
- To continue to robustly review the staffing structure and possibly re-structure if financial budgets make this necessary.
- To ensure that staff CPD and school resources are reviewed and updated so that the curriculum can be implemented for 21st Century learners with a focus on appropriate computing and technology.

FINANCIAL IMPLICATIONS

The 2017-2018 SDP will see the continuation of the management of the fund holding process in school.

Teaching and Learning Leads with staff in their phase take overall responsibility for the purchasing of resources and the development of curriculum subjects. Requisitions will continue to be written by staff from September 2017. This work will be supported by all leaders across school. Bids from the various sub committees were taken to the Finance Committee who drafted the budget allocations as described below and the whole Governing Body agreed this plan. These figures took into account the expenditure as recommended by the sub committees.



Green Meadow Primary School Post Ofsted Development Plan 2017-18 Overview

<p>Effectiveness of Leadership & Management</p> <ul style="list-style-type: none"> • Accurate self-evaluation leads to rigorous and robust improvement planning that secures an increase in pupil attainment. • Leaders use performance management effectively to improve pupil learning and outcomes. • School provision secures improvement for disadvantaged pupils' progress and attainment, diminishing gaps. • To ensure that leaders at all levels hold others to account for improvement. 	<p>Quality of teaching, learning and assessment</p> <ul style="list-style-type: none"> • To raise the quality of teaching to consistently good. <ol style="list-style-type: none"> a) To raise expectations for all pupils, particularly the high attainers. b) To ensure teachers' planning enables all pupils to progress. • To plan extended writing opportunities for all pupils. • To plan activities to enable pupils to use their mathematical knowledge for reasoning and problem solving.
<p>Personal development, behaviour and welfare</p> <ul style="list-style-type: none"> • To enhance the quality of pupils' presentation of the learning. • To develop children as resilient and independent learners through appropriate support and challenge. • To embrace the vision and values of the school in partnership with the community. • To further develop safeguarding record keeping through the introduction of CPOMs. 	<p>Outcomes for children and learners</p> <ul style="list-style-type: none"> • To raise pupils' attainment in reading, writing and maths across all year groups but particularly at the end of KS1 and KS2. • To improve pupils' progress in writing and mathematics. • To raise the achievement of high attainers in writing. • To raise the attainment of disadvantaged pupils consistently across the whole school diminishing gaps.

SDP Overview: To improve the quality of teaching, learning and assessment 2017/2018

Target	Success Criteria/Impact on pupil performance	Activity Plan	Milestones	Staff Responsible	Time Scale
To raise the quality of teaching to consistently good.	Teachers plan and deliver appropriately pitched and differentiated learning for their year group in all lessons.	<ul style="list-style-type: none"> • Teachers use the National Curriculum to inform all layers of planning, ensuring that the pitch of intended learning (Basic on STPs) allows pupils to achieve age related expectations. • SLT attached to each phase attends year group PPA to support AFL, identifying learning outcomes and starting points. • Learning tasks are planned to allow pupils to achieve age related expectations. • Teachers design or adapt learning resources so that they are appropriately pitched to allow for depth in learning. • Teachers direct teaching assistants effectively using all resources to differentiate (scaffold) learning throughout the lesson. • Members of SLT evaluate planned learning opportunities and assessment points on MTPs / STPs and feedback any actions to year group teachers prior to each block of learning. 	<p>MTP and STP proformas completed with non-negotiables.</p> <p>SLT at PPA sessions / planning</p> <p>Resources used and adapted</p> <p>MTP / STP in place</p>	<p>Class teachers</p> <p>SLT member responsible for each phase</p> <p>Teachers and Teaching Assistants</p> <p>Teachers SLT</p>	<p>Sept 17</p> <p>On-going</p> <p>October 17 and then on-going</p> <p>October 17</p>
To raise the quality of teaching to consistently good.	All teachers demonstrate robust AfL strategies and adapt delivery and subsequent planning appropriately.	<ul style="list-style-type: none"> • Class teachers supported with planning for clear, measurable short term outcomes on a weekly basis by member of SLT attached to their phase. Differentiation clearly planned. • Class teachers receive weekly coaching or mentoring in English and Maths from the member of SLT attached to their phase to support their professional development with a clear focus on AfL to ensure that: <ol style="list-style-type: none"> 1. Learning objectives state the intended learning, describe the characteristics of effective learning, are measurable and are assessed accurately through daily reflection of who has and hasn't achieved the LO. 2. There is effective use of learning time and organisation of classroom discussions, questions and 	<p>Differentiated LO and learning sequences evident.</p> <p>Individual teacher need highlighted and targeted next steps in place.</p>	<p>SLT member responsible for each phase</p> <p>Class Teachers</p> <p>SLT</p>	<p>October 2017</p> <p>Ongoing</p> <p>Ongoing</p>

		<p>tasks that challenge children and elicit evidence of learning which is assessed against the LO.</p> <ol style="list-style-type: none"> 3. Teachers use developmental, high impact, quality written feedback in core subjects which informs learners of what they have done well and what they need to do to improve to move learning forward in accordance with school's feedback policy. 4. There is evidence of ongoing self and peer assessment to support learning. 5. A range of appropriate strategies for AfL are used to impact on learning throughout every lesson. 6. Teachers adapt planning and delivery according to the needs of the pupils using these AFL strategies. 7. Teachers refer to and adhere to the Teaching and Learning Policy <ul style="list-style-type: none"> • Quality First Teaching to be developed further by teachers with phase support and CPD from Pupil & School Support. • Member of SLT provides weekly feedback and discusses strengths and next step development with class teachers. • Class Teachers use AfL to assess children's current knowledge, skills and understanding and plan and deliver interventions to close the gap between current attainment and end of year expectations. • Teachers to identify any additional support they may require through coaching or mentoring and agree an action plan to support professional development. • Class teachers to act on next steps within agreed timescale. • Teachers share good practice within school through team teaching and peer review and externally through SSLA T&L and moderation opportunities. • Teachers engage in moderation of pupil outcomes against age related expectations at PPA meetings, whole school assessment opportunities and pupil progress meetings. <p>Findings inform subsequent planning and delivery.</p>	<p>Teaching consistently good for Expert Teachers by the end of block 1 – whole school; majority (53%) of teaching good.</p> <p>Teaching consistently good for Accomplished Teachers + by the end of block 2 – whole school; the large majority (66%) of teaching is good.</p> <p>Teaching consistently good for Teachers by the end of block 4 – most teaching (93%) is good.</p>	<p>Class Teachers</p> <p>SLT / Teachers</p> <p>Teachers</p>	
--	--	--	--	---	--

		<ul style="list-style-type: none"> • Teacher judgements about attainment and progress (formative and summative) informs subsequent planning and is evident at pupil progress meetings, moderation and during PPA. • Monitoring and Evaluation activities undertaken each term and feedback informs subsequent cycle of plan, do, review, assess. SLT / Teaching and Learning Leads regularly review outcomes to ensure planning and delivery is impacting on standards especially prior high attainers (PAG groups). 			
To ensure teachers' planning enables all pupils to progress.	Teachers have a good understanding of English and Maths year group expectations and learning is pitched to ensure pupil progress.	<ul style="list-style-type: none"> • Class teachers demonstrate in planning and feedback high expectations aligned to end of year expectations and the National Curriculum aims and purpose. • Teachers use the National Curriculum to ensure correct pitch of learning for each year group differentiating planning into Basic, Advancing and Deep learning opportunities. • Teachers liaise with other year groups to ensure progression within a year group and across phases. • Teachers engage positively with CPD, being prepared to change their thinking about planning, delivery and assessment through support and challenge. • Teachers and Teaching Assistants resource learning sessions appropriately and encourage pupil use of appropriate resources to support learning. • Teachers adapt planning and therefore delivery using formative assessment (AFL strategies). • Monitoring and Evaluation activities undertaken regularly (weekly) and feedback informs subsequent cycle of plan, do, review, assess. • Moderation undertaken for each end of Key Stage within the year group, phase, whole school, local schools and other good schools. 	<p>Pupils make at least 1 step in progress at the end of each term.</p> <p>Pupil outcomes for % of pupils working at age related expectations to have improved in reading, writing and maths (see % on target sheet for end of block 2, 4 & 6)</p>	Teachers Teaching Assistants SLT, CMG	Weekly
To plan extended writing opportunities for all pupils.	Presentation of writing is consistent across the curriculum and demonstrates	<ul style="list-style-type: none"> • Support from English Consultant to ensure the teaching sequence of writing is embedded and in line with the raised expectations of the National Curriculum • Teachers plan a year group curriculum which allows for writing skills (GP&S) to be applied in a variety of ways. 	<p>CPD plan in place</p> <p>Writing opportunities</p>	External Support / SLT Teachers	Weekly

	<p>teachers' high expectations.</p> <p>Pupils apply compositional and technical skills to extended writing.</p> <p>Effective writing opportunities impact positively on pupil outcomes.</p>	<ul style="list-style-type: none"> • Teachers plan correctly pitched writing outcomes for each year and provide opportunities for pupils to write extended pieces of writing. • Plans create meaningful links across the curriculum to allow for application and learning at greater depth. • English learning includes links with other subjects / current events or topics that are meaningful to the children. • Teachers create opportunities for pupils to write at length building upon their interest and skills. • Teachers focus on high expectations of presentation at all times. Pupils use joined handwriting consistently. • Teachers demonstrate awareness of developing boys' writing using positive male role models. • Teachers / T&L leads to share good practice within the phase, demonstrate expectations and moderate standards. • Cross curricular books included in all SLT / CMG monitoring and evaluation procedures (focus of content and presentation). • Writing outcomes moderated across a year group, phase and key stage internally and externally within SSLA schools. 	<p>evident in book sampling</p> <p>Pupil outcomes for % of pupils working at age related expectations to have improved in writing (see % on target sheet for end of block 2, 4 & 6)</p>	<p>SLT / CMG</p>	<p>Half termly</p>
<p>To plan activities to enable pupils to use their mathematical knowledge for reasoning and problem solving.</p>	<p>Teaching and Learning in Maths is based on developing children's fluency, reasoning and problem solving.</p>	<ul style="list-style-type: none"> • CPD opportunities to focus on the development of fluency, reasoning and problem solving across all Key Stages. • Teachers to ensure MTP is in place, is followed and informs STP. Teachers plan for challenge for all. • Teachers plan for the development of reasoning across a series of lessons; describing, explaining, convincing, justifying, proving and evidencing. • Teachers supported by external consultant and SLT with planning, delivery and on-going AfL procedures. • Teachers plan to enable pupils to apply their mathematical knowledge into problem solving learning opportunities. • Maths outcomes moderated across a year group, phase and key stage internally and externally within SSLA schools. • Focus Monitoring and Evaluation Procedures on the development of children's skills and understanding, their fluency, reasoning and problem solving (carry out planning 	<p>CPD plan in place</p> <p>Reasoning and problem solving opportunities evident in book sampling.</p> <p>High quality planning, delivery and assessment of reasoning and problem solving impacts on pupil outcomes (see % on target sheet</p>	<p>External Consultant SLT Teachers</p>	<p>Half Termly</p>

		reviews, lesson observations, sampling, a review of data outcomes and pupil conferencing 3 times throughout the year).	for end of block 2, 4 & 6)		
--	--	--	----------------------------	--	--

SDP Overview: Improving outcomes for children and learners 2017/2018

Target	Success Criteria/Impact on pupil performance	Activity Plan	Milestones	Staff Responsible	Time Scale
To raise pupils' attainment in reading, writing and maths across all year groups but particularly at the end of KS1 and KS2.	Pupil outcomes for % of pupils working at age related expectations to have improved in reading, writing and maths (see % on target sheet for end of block 2, 4 & 6)	<ul style="list-style-type: none"> • Teachers engage with pupils about their interests prior to medium / short term planning and plan the core subject curriculum which is engaging to all learners. • Teachers plan and deliver appropriately pitched and differentiated learning for their year group in all lessons. • Class teachers receive coaching or mentoring to ensure that: <ol style="list-style-type: none"> 8. Learning objectives state the intended learning, describe the characteristics of effective learning, are measurable and are assessed accurately through daily reflection of who has and hasn't achieved the LO. 9. Planning identifies clear differentiation for Basic, Advancing and Deep learning on STPs. 10. Quality First Teaching is developed further by teachers with phase support. Teachers engage with CPD opportunities. 11. There is effective use of learning time and organisation of classroom discussions, questions and tasks that challenge children and elicit evidence of learning which is assessed against the LO. Teachers use resource, including teaching assistants effectively to impact upon pupil outcomes. 12. A range of appropriate strategies for AfL are used to impact on learning throughout every lesson. 13. Class Teachers use AfL to assess children's current knowledge, skills and understanding and plan and deliver timely and measurable interventions to close the gap between current attainment and end of year expectations. 14. Teachers use developmental, high impact, quality written feedback in core subjects which informs learners of what they have done well and what they need to do to improve to move learning forward in accordance with school's feedback policy. 	Differentiated planning (BAD) LO and learning sequences evident.	SLT member responsible for each phase	October 2017
	Pupil outcomes for % of more able pupils working at greater depth to have improved in reading, writing and maths (see % on target sheet)		Individual teacher need highlighted and targeted next steps in place.	Class Teachers	Ongoing
			Teaching consistently good for most teachers by the end of the year.	SLT Class Teachers	Ongoing
			Pupil outcomes for % of pupils working at age related expectations to have improved in reading, writing and maths (see % on target sheet for		

		<p>15. There is evidence of ongoing self and peer assessment to support learning.</p> <p>16. Teachers deliver daily catch up sessions using the principle of ‘nobody getting left behind’.</p> <p>17. Member of SLT provides weekly feedback and discusses strengths and next step development with class teachers.</p> <p>18. Teacher judgements about current attainment and progress (formative and summative) informs subsequent planning and is evidenced at pupil progress meetings, moderation, Phase meetings and during PPA.</p> <p>19. Teachers share good practice within school through team teaching and peer review and externally through SSLA, T&L and moderation opportunities.</p> <p>20. Teachers engage in moderation of pupil outcomes against age related expectations at PPA meetings, whole school assessment opportunities and pupil progress meetings. Findings inform subsequent planning and delivery.</p>	end of block 2, 4 & 6)	SLT / Teachers Teachers	
To improve pupils’ progress in writing and mathematics.	Teachers have a good understanding of writing and maths year group expectations and learning is pitched to ensure pupil progress.	<ul style="list-style-type: none"> • Class teachers demonstrate in planning and feedback high expectations aligned to end of year expectations and the National Curriculum aims and purpose. • Teachers use the National Curriculum to ensure correct pitch of learning for each year group differentiating planning appropriately. • Teachers liaise with other year groups to ensure progression within a year group and across phases. • Teachers engage positively with CPD, being prepared to change their thinking and practice about planning, delivery and assessment through support and challenge. • Teachers and Teaching Assistants resource learning sessions appropriately and encourage pupil use of appropriate resources to support learning. • Teachers adapt planning and therefore delivery using formative assessment (AFL strategies). 	<p>Pupils make at least 1 step in progress at the end of each term.</p> <p>Pupil outcomes for % of pupils working at age related expectations to have improved in reading, writing and maths (see % on target sheet for end of block 2, 4 & 6)</p>	Teachers Teaching Assistants SLT, CMG	Weekly

		<ul style="list-style-type: none"> • Qualitative language to be shared regularly at briefing as an update of the number of pupils currently on track and used to share regularly groups which need further support. • Monitoring and Evaluation activities undertaken regularly (weekly) and feedback informs subsequent cycle of plan, do, review, assess. • Moderation undertaken for each year group within the year group, phase, whole school, local schools and other good schools. 			
To raise the achievement of high attainers in writing.	A sequence of learning is planned and delivered so that skills, understanding and knowledge is fully consolidated and deepened.	<ul style="list-style-type: none"> • Teachers use the National Curriculum to inform all layers of planning, ensuring that the pitch of intended learning (Basic to Advancing to Deep) allows pupils to achieve greater depth. • Teachers engage with CPD opportunities to develop their own subject knowledge and Quality First Teaching strategies. • Teacher use summative prior attainment group information (PAG group) to identify pupils who can deepen learning. • Teachers plan for the teaching and learning of learning objectives in depth allowing skills, understanding and knowledge to be applied and deepened. • Teachers demonstrate good use of AFL techniques during quality first teaching in particular: Clear and measurable Learning Objectives and Developmental (Closing the Gap) feedback so that they know pupil starting points and impact on moving learning on. • Teachers demonstrate high expectations of high attainers in planning, delivery and feedback. • Teachers use developmental, high impact, quality written feedback in core subjects which informs learners of what they have done well and what they need to do to improve to move learning forward in accordance with school's feedback policy. • Teacher judgements about current attainment and progress of high attainers (formative and summative) informs 	Pupil outcomes for % of more able pupils working at greater depth to have improved in writing (see milestone % on target sheet for term 1, 2 & 3)	Teachers	Half termly Weekly Daily On-going

		<p>subsequent planning and is evidenced at pupil progress meetings, moderation, Phase meetings and during PPA.</p> <ul style="list-style-type: none"> Monitoring and Evaluation activities undertaken each term and feedback informs subsequent cycle of plan, do, review, assess. SLT / Teaching and Learning Leads regularly review outcomes to ensure planning and delivery is impacting on standards especially prior high attainers. 			
<p>To raise the attainment of disadvantaged pupils consistently across the whole school diminishing gaps.</p>	<p>Pupil Premium Review undertaken and findings impact upon improved provision and pupil outcomes.</p> <p>Pupil outcomes for % of disadvantaged pupils working at age related expectations and greater depth to have improved in reading, writing and maths (see % on target sheet).</p>	<ul style="list-style-type: none"> Leaders to engage with an external Pupil Premium Review and plan improvements from this action. Pupils' barriers to learning identified and progress and attainment tracked at the end of an intervention and at data collection times. Interventions evaluated for impact. Whole school evaluation sheet completed and next steps highlighted. Teachers engage positively with Growth Mindset Training and reflect on practice to facilitate a change in provision for disadvantaged pupils. Staff engage positively and demonstrate different thinking. Gap tasks to be carried out and regular discussions to take place re successes, challenges and impact. Pastoral Team to regularly review support offered to pupils and the impact of it on their personal and academic outcomes. Staff to review the behaviour policy to develop a more positive behaviour plan and response with a restorative approach. Quality First Teaching to be developed further with support from external consultants and leaders within school. Teachers use the National Curriculum to ensure the correct pitch for each year group and monitor through pupil progress meetings and moderation. Teachers teach learning objectives to enable pupils to achieve end of year expectations and adapt provision accordingly. Teachers demonstrate good use of AFL techniques in particular: Clear and measurable Learning Objectives; Developmental (Closing the Gap) feedback; Self and peer assessment and use this to adapt planning and provision. Staff use teaching strategies to support Pupil Premium (focus and type of support to be regularly reviewed for impact). 	<p>Pupils make at least 1 step in progress at the end of each term.</p> <p>Disadvantaged pupil outcomes for % of pupils working at age related expectations / Greater Depth to have improved in reading, writing and maths (see % on target sheet for end of block 2, 4 & 6)</p>	<p>SLT</p> <p>Teachers</p> <p>Pastoral Team</p> <p>Teachers</p>	<p>October 2017</p> <p>On-going</p> <p>Monthly</p> <p>Autumn term 17</p> <p>On-going</p> <p>Weekly</p>

		<ul style="list-style-type: none"> • Teachers set targets with pupils to support achievement and regularly review progress towards these targets. • Timely and measurable interventions are planned, delivered and then evaluated for success on pupil outcomes. • Data analysed for attainment and progress & evaluates the impact of provision on previous underachievement. • Data analysis informs subsequent provision for individuals, groups and classes in school and is then evaluated for impact. 		SLT	Half Termly Half Termly
--	--	---	--	-----	--------------------------------------

Overview: Effectiveness of Leadership and Management 2017/2018

Target	Success Criteria/Impact on pupil performance	Activity Plan	Milestones – measured through monitoring and evaluation procedures.	Staff Responsible	Time Scale
Accurate self-evaluation leads to rigorous and robust improvement planning that secures an increase in pupil attainment.	<p>SDP and all phase and intervention plans are focused on key priorities.</p> <p>Performance management leads to improved outcomes for pupils.</p> <p>Data analysis is used to identify priorities and inform strategic action plans.</p> <p>Leadership coaching or mentoring impacts positively on pupil progress and an increase in the percentage of pupils working at ARE and at GD in all year groups.</p> <p>Teachers / Staff have good subject knowledge that facilitates effective</p>	<ul style="list-style-type: none"> • Clear SDP written post Ofsted with key actions included in the overview and plan. • Challenging pupil outcome targets written for teacher performance management and progress against these outcomes reviewed termly. Performance management meetings held at the beginning and end of the process with regular termly review dates in place. • Staff audit through monitoring and evaluation procedures identifies focus of development for each teacher which coach or mentor supports on a weekly basis through PPA sessions and team teaching in class. • SLT study SATs analysis, including RAISEONLINE and on-going internal summative data (twice in the Autumn Term and at least once per term during the spring and summer term) and identify what is working well and what next steps need to be put in place. • SLT base strategic action plans (phase, subject, and interventions) on information gathered from data sources working with all leaders within the school. • SLT to lead and carry out regular Monitoring and Evaluation Procedures, identifying strengths, weaknesses, priorities for improvement, actions and evaluation. These will include: <ol style="list-style-type: none"> 1. Planning review (weekly – fortnightly – half termly) 2. Learning walks (weekly – fortnightly) 3. Termly lesson observations in both English and Maths. 	<p>Improvement plans written and then reviewed at least half termly alongside pupil outcomes to view for impact.</p> <p>Termly performance management review meetings held linked to pupil outcome.</p> <p>Weekly coaching or mentoring sessions held with identified areas of development for each member of staff.</p> <p>Pupil outcomes for % of pupils working at age related expectations to have improved in reading, writing and maths (see % on target sheet for end of block 2, 4 & 6)</p>	<p>SLT</p> <p>T&L leads</p> <p>SLT T&L leads</p> <p>Teachers</p>	<p>Oct 17 and then every 6 weeks for impact (see timetable)</p> <p>October 17 and then on-going</p> <p>Weekly M&E procedures</p>

	planning, delivery and assessment of English, Maths and Science.	<p>4. Book sampling (fortnightly - half termly)</p> <p>5. Data reviews (as required but at least once a term) including a pupil progress meeting with an SLT member.</p> <p>6. Pupil conferencing (once a term).</p> <p>Evaluation summary sheets to be completed at each monitoring and evaluation process and reviewed weekly for next step developments.</p> <ul style="list-style-type: none"> • SLT support Middle Leaders to carry out monitoring and evaluation procedures including book sampling on a fortnightly basis for the core subjects, focusing on pitch of lessons, pupil progress in each lesson, sequences of learning and written feedback. • Teachers implement actions agreed from sampling, learning walks, lesson observations with immediate effect. • Ongoing strategic plans for Maths, English and Science written, discussed with SLT and actioned and adapted as necessary following Monitoring and Evaluation Procedures. 	Evaluation sheets reviewed at each M&E action.	SLT CMG	
Leaders use performance management effectively to improve pupil learning and outcomes.	Performance management leads to good quality teaching and learning, improved outcomes for pupils and improved staff development outcomes.	<ul style="list-style-type: none"> • Challenging pupil outcome targets written for teacher performance management and progress against these outcomes reviewed termly. • Performance management meetings held at the beginning and end of the process with regular termly review dates in place. • SLT to ensure that CPD is linked to the SDP and is effectively planned, undertaken and reviewed. • Staff audit through monitoring and evaluation procedures identifies focus of development for each teacher which coach or mentor supports on a weekly basis through PPA sessions and team teaching in class. • Staff develop a questioning approach through coaching and CPD - Staff ask questions, use 	<p>Termly performance management review meetings held linked to pupil outcome.</p> <p>Weekly coaching or mentoring sessions held with identified areas of development for each member of staff.</p> <p>Pupil outcomes for % of pupils working at age related</p>	SLT Teachers T&L leads Teachers	<p>Oct 17</p> <p>Oct 17 July 18</p> <p>On-going CPD</p> <p>Weekly Coaching or mentoring</p> <p>On-going</p>

		<p>initiative, challenge themselves and others and learn by mistakes as part of decision making processes which aim to get the best outcomes for the children.</p> <ul style="list-style-type: none"> • Teachers agree pupil strengths and next steps prior to weekly planning meetings and finalise these in PPA. • Teachers demonstrate Quality First Teaching in lessons and good use of AFL techniques in particular: Clear and measurable Learning Objectives; Developmental (Closing the Gap) feedback; Self and peer assessment. • AFL / Marking informs subsequent provision for individuals, groups and classes in school and is then evaluated for impact. • Formative and Summative feedback analysed for attainment and progress to identify the impact of provision on pupil progress and attainment. • Pupil progress meetings undertaken at least half termly with the SLT member for the phase. Teachers evidence their judgements about current attainment and progress using test outcomes and on-going assessment / feedback to evidence. • Adults work together with clear understandings, vision, goals and defined roles and responsibilities shared within teams. • SLT to provide additional opportunities for staff are able to play to their strengths whilst developing their skills and experience. 	<p>expectations to have improved in reading, writing and maths (see % on target sheet for end of block 2, 4 & 6)</p>		
<p>School provision secures improvement for disadvantaged pupils' progress and attainment, diminishing gaps.</p>	<p>Pupil Premium Review undertaken and findings impact upon improved provision and pupil outcomes.</p>	<ul style="list-style-type: none"> • Leaders to engage with an external Pupil Premium Review and plan improvements from this action. • Pupils' barriers to learning identified and progress and attainment tracked at the end of an intervention and at data collection times. Interventions evaluated for impact. Whole school evaluation sheet completed and next steps highlighted. 	<p>Pupils make at least 1 step in progress at the end of each term.</p> <p>Disadvantaged pupil outcomes for % of</p>	<p>SLT Teachers</p>	<p>October 2017 On-going</p>

	<p>Pupil outcomes for % of disadvantaged pupils working at age related expectations and greater depth to have improved in reading, writing and maths (see % on target sheet).</p>	<ul style="list-style-type: none"> • Teachers engage positively with Growth Mindset Training and reflect on practice to facilitate a change in provision for disadvantaged pupils. Staff engage positively and demonstrate different thinking. Gap tasks to be carried out and regular discussions to take place re successes, challenges and impact. • Pastoral Support Team to regularly review support offered to pupils and the impact of it on their personal and academic outcomes. • Staff to review the behaviour policy to develop a more robust and positive behaviour support and response with a restorative approach. • Quality First Teaching to be developed further with support from Pupil and School Support. • Teachers use the National Curriculum to ensure the correct pitch for each year group and monitor through pupil progress meetings and moderation. • Teachers teach learning objectives to enable pupils to achieve end of year expectations and adapt provision accordingly. • Teachers demonstrate good use of AFL techniques in particular: Clear and measurable Learning Objectives; Developmental (Closing the Gap) feedback; Self and peer assessment and use this to adapt planning and provision. • Staff use different teaching strategies to support pupils in receipt of Pupil Premium (focus and type of support to be regularly reviewed for impact). • Teachers set targets with pupils to support achievement and regularly review progress towards these targets. • Timely and measurable interventions are planned, delivered and then evaluated for success on pupil outcomes. 	<p>pupils working at age related expectations / Greater Depth to have improved in reading, writing and maths (see % on target sheet for end of block 2, 4 & 6)</p>	<p>Pastoral Team</p> <p>Teachers</p> <p>SLT</p>	<p>Monthly</p> <p>Autumn term 17</p> <p>On-going</p> <p>Weekly Half Termly</p> <p>Half Termly</p>
--	---	--	--	---	---

		<ul style="list-style-type: none"> • Data analysed for attainment and progress to identify the impact of provision on previously identified underachievement. • Data analysis informs subsequent provision for individuals, groups and classes in school and is then evaluated for impact. 			
To ensure that leaders at all levels hold others to account for improvement.	<p>Leadership coaching or mentoring impacts positively on pupil progress and an increase in the percentage of pupils working at ARE and at GD in all year groups.</p> <p>Teachers / Staff have good subject knowledge that facilitates effective planning, delivery and assessment of English, Maths and Science.</p>	<p>SLT undertake and support Middle Leaders to carry out monitoring and evaluation procedures including:</p> <ol style="list-style-type: none"> 1. Planning review (weekly – fortnightly – half termly) 2. Learning walks (weekly – fortnightly) 3. Termly lesson observations in both English and Maths. 4. Book sampling (fortnightly - half termly) 5. Data reviews (as required but at least once a term) including a pupil progress meeting with an SLT member. 6. Pupil conferencing (once a term). <ul style="list-style-type: none"> • Evaluation summary sheets to be completed at each monitoring and evaluation process and reviewed weekly for next step developments. • Teachers implement actions agreed from sampling, learning walks, lesson observations with immediate effect. • Staff audit through monitoring and evaluation procedures identifies focus of development for each teacher which coach or mentor supports on a weekly basis through PPA sessions and team teaching in class. • SLT / T&L leads attend Leadership training opportunities on accountability and holding difficult conversations. 	<p>Weekly coaching or mentoring sessions held with identified areas of development for each member of staff.</p> <p>Pupil outcomes for % of pupils working at age related expectations to have improved in reading, writing and maths (see % on target sheet for end of block 2, 4 & 6)</p>	<p>SLT</p> <p>T&L leads</p> <p>Teachers</p>	

SDP Overview: Personal development, behaviour and welfare 2017/2018

Target	Success Criteria/Impact on pupil performance	Activity Plan	Milestones	Staff Responsible	Time Scale
To enhance the quality of pupils' presentation of the learning.	Pupil work presented well in all curriculum books.	<ul style="list-style-type: none"> Teachers share high expectations of presentation with pupils on a daily basis. Teachers refer to the Presentation policy for clear expectations. Teachers teach letter formation and joins to pupils. Pupils demonstrate pride in their work by using correct letter formation / joins and by following the presentation policy. T& L leads and SLT focus on presentation during book sampling, learning walks and lesson observations. Feedback given to teachers and children and presentation improved. Feedback acted upon on a regular basis. 	<p>Daily expectations</p> <p>Weekly learning walks</p> <p>Monthly book samples</p>	<p>Teachers</p> <p>T&L Leads SLT</p>	On-going
To develop children as resilient and independent learners through appropriate support and challenge.	<p>Effective provision for all children with a particular focus to include SEND, behaviour and pastoral need, EAL, Summer Births, LAC, Post LAC and Medical Needs.</p> <p>Staff and pupils have strategies to support well-being and emotional intelligence of all stakeholders.</p> <p>A growth mindset developed for staff and pupils to enable them</p>	<ul style="list-style-type: none"> Teachers in liaison with SENCO use learning journeys, continuums & individual assessments to evidence incremental, smaller steps in learning for pupils with SEND. Progress will be evidenced through e PEP/ pastoral support plans/progression framework/Boxall profile/re-integration scales. Staff embed graduated responses for SEND, behaviour support, pastoral support, EAL support into daily practice for all staff. Teachers embed the use of Learning Journeys to measure incremental progress in specific areas for pupils with SEND and use assessments as part of ASSESS, PLAN, DO & REVIEW cycle. Pastoral team hold regular meetings to review the impact and effectiveness of pastoral support in removing barriers to learning for all groups of vulnerable pupils. Pastoral Support Team to regularly review support offered to pupils and impact of support. SLT ensure that staff skills audit is undertaken and CPD effectively developed. 	<ul style="list-style-type: none"> All groups of pupils have the opportunity to engage with good provision / learning. Independent, resilient pupils develop a love of learning and achievement demonstrated in pupil questionnaire feedback and pupil outcomes. <p>Termly attendance / Lateness figures monitored and improved as much as possible.</p>	<p>Teachers</p> <p>SENCO</p> <p>SLT</p> <p>Attendance officer</p> <p>Pastoral Team</p>	<p>On-going</p> <p>Each term / on-going</p>

	to be confident learners.	<ul style="list-style-type: none"> Pupils and staff challenge themselves to find opportunities to become problem seekers and solvers; interested in what they are learning. 			
In partnership with the community to jointly embrace the vision and values of the school.	<p>Governor and Parental engagement in the children's learning celebrated.</p> <p>Parents support the school's vision and are fully involved in the day to day life of the school.</p> <p>Links with the wider community developed including other educational settings, religious communities, local businesses, libraries and charities.</p>	<ul style="list-style-type: none"> School visits/ trips continue to religious places of worship and other educational settings. Parental assemblies, celebratory events and congratulations to be reorganised and relaunched. Parental newsletters to continue to share learning, celebrating successes and 'shout outs'. Parental workshops that develop home school liaison and a shared understanding of expectations to be set up and run successfully. Governor meetings and governor attendance at school events developed to ensure good provision. Parents complete school questionnaires and provide feedback to school. Parents attend school events and become more engaged in children's learning. Parents fill in reading books, home learning journals and end of year report form. SSLA links continue between staff and pupils enhancing provision and moderation of standards. School to seek business opportunities within the local community. Guest speakers from businesses and charities invited into school for assemblies and other events. 	<p>Termly attendance figures at events.</p> <p>Monthly newsletters.</p> <p>Termly Governor Meetings.</p> <p>Weekly home learning completion.</p> <p>Attendance at SSLA termly activities.</p>	<p>SLT</p> <p>Teachers</p> <p>School Community</p> <p>Teachers</p>	Ongoing
To further develop safeguarding record keeping through the introduction of CPOMS.	There is effective communication about factors which may affect children's learning	<ul style="list-style-type: none"> CPOMS training undertaken and system set up so that it can be used effectively. Staff record pupil information accurately on CPOMS and alert DSLs appropriately. Staff use CPOMS to monitor records for factors which may affect well-being. 	System set up then used and evaluated for effectiveness.	All staff SLT	<p>September 2017</p> <p>On-going</p>

	<p>Information about pupils recorded appropriately and monitored for factors which may affect pupil's well-being.</p>	<ul style="list-style-type: none"> • DSLs to follow Safeguarding policy with given information. • The use of CPOMS reviewed by SLT to evaluate effectiveness. • Pastoral Support Team to regularly review support offered to pupils and impact of support. 		<p>Pastoral Team</p>	<p>Termly Fortnightly / monthly</p>
--	---	---	--	----------------------	---

Green Meadow Pupil Outcome Targets for the academic year 2017/ 2018

Pupil outcomes are improved for percentage of pupils working at Age Related Expectations in each year group:

Achieving Age Related Expectations - Combined for Reading, Writing and Maths	2018
Good level of development in EYFS	*75%
Year 1	75%
Year 2	75%
Year 3	75%
Year 4	65%
Year 5	63%
Year 6	66%

Achieving Age Related Expectations in Reading	2018
EYFS	
Current Year 1	80%
Current Year 2	85%
Current Year 3	85%
Current Year 4	70%
Current Year 5	85%
Current Year 6	86%

Achieving Age Related Expectations in Writing	2018
EYFS	
Current Year 1	80%
Current Year 2	85%
Current Year 3	85%
Current Year 4	68%
Current Year 5	83%
Current Year 6	84%

Achieving Age Related Expectations in Maths	2018
EYFS	
Current Year 1	85%
Current Year 2	85%
Current Year 3	85%
Current Year 4	65%
Current Year 5	80%
Current Year 6	80%

Pupil outcomes are improved for percentage of more able pupils working at greater depth in each year group:

Working at Greater Depth - Reading	2018
Current Year 1	25%
Current Year 2	35%
Current Year 3	30%
Current Year 4	13%
Current Year 5	23%
Current Year 6	26%

Working at Greater Depth - Writing	2018
Current Year 1	18%
Current Year 2	33%
Current Year 3	17%
Current Year 4	12%
Current Year 5	19%
Current Year 6	21%

Working at Greater Depth - Maths	2018
Current Year 1	25%
Current Year 2	30%
Current Year 3	25%
Current Year 4	12%
Current Year 5	22%
Current Year 6	24%

The number of disadvantaged pupils achieving Age Related Expectations increases:

Reading - % of disadvantaged pupils achieving Age Related Expectations	2018
Current Year 1	71%
Current Year 2	83%
Current Year 3	67%
Current Year 4	50%
Current Year 5	70%
Current Year 6	57%

Writing - % of disadvantaged pupils achieving Age Related Expectations	2018
Current Year 1	71%
Current Year 2	80%
Current Year 3	69%
Current Year 4	50%
Current Year 5	70%
Current Year 6	62%

Maths - % of disadvantaged pupils achieving Age Related Expectations	2018
Current Year 1	71%
Current Year 2	86%
Current Year 3	64%
Current Year 4	56%
Current Year 5	76%
Current Year 6	70%

Green Meadow Primary School Monitoring and Evaluation Timeline for the year 2017 2018

On-going	October	November	December
<ul style="list-style-type: none"> • Weekly Planning Review • Learning Walks (Fortnightly) • Sampling during PPA 	<ul style="list-style-type: none"> • PM meetings • Mid Term Assessment • Pupil Progress meetings • Maths / English Book Sampling • English Lesson Observation • MTPs for Term 1b 	<ul style="list-style-type: none"> • ASP (ROL) SAT review • Maths / English Book Sampling (follow up+) • Maths Lesson observation • PIRA / PUMA tests • ILP Reviews 	<ul style="list-style-type: none"> • Maths / English Book Sampling (follow up+) • End of Term Assessment • Pupil Progress meetings • PIRA / PUMA test Analysis • MTP Term 2a
January	February	March	April (2 weeks)
<ul style="list-style-type: none"> • Y6 Practice SAT • PM mid-year review • Maths / English Book Sampling (follow up+) • Lesson Observation • Topic Letters • ILP reviews 	<ul style="list-style-type: none"> • Early Feb - Mid Term Assessment • Pupil Progress meetings • Y6 / Y2 Practice SAT • Maths / English Book Sampling (follow up+) • MTP Term 2b 	<ul style="list-style-type: none"> • Y6 Practice SAT • Maths / English Book Sampling (follow up+) • End of Term Assessment • Pupil Progress meetings • ILP Reviews • MTP Term 3a 	<ul style="list-style-type: none"> • SDP MID YEAR Review • Topic Letters
May	June	July	
<ul style="list-style-type: none"> • Y6 / Y2 testing / moderation • Mid Term Assessment • Pupil Progress meetings • MTP Term 3b 	<ul style="list-style-type: none"> • Y1 Phonics testing • EYFSP moderation • Maths / English / Science Book Sampling (follow up+) • Lesson Observation 	<ul style="list-style-type: none"> • SDP END of YEAR Review • EYFS / Y1 phonics / Y2 / Y6 SAT analysis • PIRA / PUMA tests • End of Term Assessment • Pupil Progress meetings • PM meetings 	<ul style="list-style-type: none"> • Non-Core Assessments • Non-Core Planning Review • Non-Core Sampling • LTP for 18 19 / MTP Term 1a • PE Observations (Sport Premium Spending)

PROFESSIONAL DEVELOPMENT PLAN 2017-2018

Staff development needs will be resourced as identified via:

- SDP priorities arising out of individual / phase / whole school audits and external review feedback. For 2017 this will focus mainly on feedback from robust monitoring and evaluation procedures.
- Performance Management targets set for the coming year.
- On-going Coaching or Mentoring feedback.

Main targets identify those areas which form the basis of our year group, phase and ultimately whole school work.

Support for staff within those issues indicated above will be made within the context of:

- INSET provision (internal / external courses) including weekly INSET meetings which are Whole School or Phase meetings depending on agenda.
- External providers working in our school to support continued professional development.
- Coaching or Mentoring sessions as well as support from Year / Middle / Senior Leaders.
- Discussion / observation during visits: learning from good practice in other schools.
- Joined up thinking with regard to the principle that CPD should link individual and whole school objectives fluently with the SDP and Performance Management targets. The idea is to have one coherent set of targets not several, unrelated objectives.

Main Teaching & Learning Aspects

- To raise the quality of teaching to consistently good by raising expectations for all pupils, particularly the high attainers and to ensure that teachers' planning enables all pupils to progress.
- To plan extended writing opportunities for all pupils.
- To plan activities to enable pupils to use their mathematical knowledge for reasoning and problem solving.
- To raise pupils' attainment in reading, writing and maths across all year groups but particularly at the end of KS1 and KS2.
- To improve pupils' progress in writing and mathematics.
- To raise the achievement of high attainers in writing
- To raise the attainment of disadvantaged pupils consistently across the whole school diminishing gaps.

