



Grovelands SDP 2019-20

September 2019

1. Effectiveness of Leadership and management (1)

Objective	Actions
To ensure that funding is available to meet the school's strategic priorities and that the school spends within its means	Adjust the 3 year budget plan to a 'most likely' scenario, listing alongside the assumptions made in creating the model and highlighting the level of risk behind these assumptions Complete a full site survey and create a risk profile, considering what is already covered by the Strictly 4S buy back and what contingency may be needed in the future. Present FMRs with written report at every Resources meeting and 2 FGB meetings, showing how we are spending against our proposed budget and detailing where spending differs from and why
To diversify our income in order to sustain a resilient budget, achieving value for money on all spend.	Create and use a benefits proforma when making funding requests to committees, listing intended outcomes/ success criteria. Ensure the work plan is adjusted to make time to evaluate and reflect on whether intended outcomes were met and value for money achieved. Identify and apply for funding streams or bids that are relevant to our strategic priorities: <ul style="list-style-type: none">• School playing field• Front of school - fencing/ planting/ signage• Curriculum resources for key areas - e.g. Science/ Music Advertise school facilities for appropriate additional lets or clubs Investigate FEET funded places for 2 year olds
To ensure that Grovelands' school culture and values are known, understood and followed by all stakeholders	Use INSET time, parent forums and pupil surveys to consult and collaborate with all stakeholders in order to select the values that we collectively feel are the most important values to Grovelands Create posters to display the selected values around the school Timetable assemblies to focus on these values over the school year Have a central display and include an activity table for children to complete half termly Ensure the values have a high profile on the school website, in parent tours and in parent welcome meetings Create a Values action plan, considering further opportunities to embed these values in school life Review impact of values approach with all stakeholders
To develop a low threat, high challenge culture in which staff receive frequent, high quality feedback in order to improve collective efficacy	Remove high stakes formal observations with Ofsted grading and trial termly 'Review Mornings' in each year group, placing the focus on pupil learning and moving the emphasis towards high-quality coaching conversations in order to foster effective self-reflection Use staff surveys in advance of review mornings to ascertain which aspects of teaching and learning they would like support with Create and communicate a clear and transparent timetable of other review opportunities (e.g. learning walks/ book looks with teachers), building in both 'follow up' and 'follow through' for agreed next steps or actions Remove emphasis on marking from SLT book looks and instead focus on progress Create a log for agreed 'follow up' and 'follow through' next steps or actions

1. Effectiveness of Leadership and management (2)

Objective	Actions
To facilitate excellent opportunities for the development of all staff	<p>Through appraisal meetings, identify personal development goals for every staff member and consider appropriate training opportunities, either external or internal, to support the staff member in achieving their goal</p> <p>Log and track all external courses to ensure equity is achieved and empower staff members to select their own CPD if appropriate and affordable</p> <p>Facilitate at least half termly opportunities for all staff to visit and learn from each other, using the 'Talk for Teaching' approach outlined by Paul Garvey, in order to place a continual focus on having ongoing professional conversations about teaching and learning and pedagogy</p> <p>Create a timetable for staff meetings and INSET for each term that focus on school priorities</p> <p>Use external consultants to provide CPD in maths and literacy and link with secondary subject experts to provide CPD in Art and DT</p> <p>Introduce a CPD library for staff in the staff room and nominate a 'Research Champion' to summarise and disseminate useful pedagogical strategies</p> <p>Include a standing item in staff meetings to focus on teaching and learning or behaviour</p> <p>Create a 'staff proposition' which makes a commitment to providing a professional development entitlement to all staff at Grovelands</p>
To clearly identify strengths and weaknesses of the school through effective self-evaluation	<p>Create a SEF using all management information and available data available and update termly</p> <p>Identify an appropriate NLE to act as a school SIP in order to ensure rigour in self-evaluation and to support school development. Focus the NLE's visits on whole school priorities - PPG and Curriculum</p>
To ensure that staff feel happy, motivated and valued	<p>Regularly praise staff for what they are doing well. Create standing item on SLT agenda to discuss staff members that have gone above and beyond for targeted praise. Create a log to record this.</p> <p>Remove unnecessary tasks that have little impact on learning in order to reduce teacher workload.</p> <p>Review marking and feedback policy in order to ensure that teachers use time effectively to mark work only where it is meaningful, motivating and manageable.</p>
To ensure that the school site is fit for purpose and appropriate to meet school strategic priorities	<p>Following planning approval, arrange for the completion of the MUGA</p> <p>Commission a design for the front of house and complete improvements</p> <p>Investigate the most cost effective solution to the poor quality school playing field and ensure we meet our timeline for completion for the next school year. Include a fully costed maintenance plan.</p> <p>Use the school council to consider the best use of the space next to the playground where the trim trail is currently. Put together a plan to action in the Summer holidays before the next academic year.</p>
To ensure that communication to all stakeholders is timely and effective	<p>Create a communication plan for key events and dates</p> <p>Display all key dates for the year on the school website, newsletter and app as soon as they are known</p> <p>Share key dates with all staff ahead of the year and update with new dates as soon as they are known</p> <p>Hold a parent forum based on 'communication' to engage with parents on how this can be improved</p> <p>Consider format of school reports and consult with all stakeholders regarding how this can be simplified to contain the information that parents and carers would find most meaningful</p> <p>Share the Curriculum Pathway with parents through the School Website</p> <p>Use a school Twitter account to regularly celebrate what is going well - e.g. Pupil work and achievements/ trips and visits/ special learning days/ new initiatives/ site improvements</p>
To ensure that Grovelands fully complies with all safeguarding legislation so that pupils are safe from harm	<p>Complete safeguarding audit to ensure full compliance with all regulations and legislation</p> <p>Follow Surrey's recommended Safeguarding training pathway for all staff, ensuring that procedures for reporting concerns are clear</p> <p>Ensure there is always an action recorded for every cause for concern logged in CPOMS and track this through weekly DST meetings</p> <p>Include a safeguarding induction for all new staff, with a set up and demo of CPOMS</p> <p>Update the safeguarding policy in line with the updates to Keeping Children Safe in Education 2019</p> <p>Complete all actions on the checklist for the Surrey Young Carers Angel Award</p> <p>Hold termly meetings with the safeguarding link governor</p>

2. Quality of Education (1)

Objective

Actions

To ensure that pupils at Grovelands achieve their full potential, including disadvantaged, SEND and More Able pupils

Complete action plans in all subjects and for each group of vulnerable pupils (e.g. SEND/ EAL/ More Able/ PPG)
Ensure that where possible and appropriate, these plans are informed by evidence-based, proven approaches, such as those outlined by the EEF and Sutton Trust
Regularly review the action plans, using evidence such as pupil attainment data to reflect on which approaches, initiatives or interventions are working well and which are not having the intended impact or leading to the intended outcomes
Invest in proven, targeted intervention for disadvantaged pupils and regularly review the impact of all interventions
Focus on quality first teaching strategies alongside a well-thought through curriculum model to ensure excellent opportunities for all
Focus on improving the attendance of vulnerable pupils

To ensure that pupils at Grovelands have a love of learning

Complete the curriculum pathway to ensure that a broad, balanced and progressive curriculum is in place. Ensure that all subjects are taught in all year groups.
Embed and review the 'Growth Mindset' approach and develop a collective culture in which challenge is celebrated and learners develop their resilience to setbacks
Give staff termly release days in year teams to ensure that the curriculum is engaging and relevant, as well as correctly pitched and progressive across year groups - as mapped out in the Curriculum Pathway
Frequently celebrate pupil achievement through a wide range of approaches, including new approaches such as sending postcards home when children go above and beyond. Detail this in a Behaviour action plan and the Behaviour Policy.

To ensure that our curriculum intent is clearly articulated and understood by all stakeholders

Hold a parent forum on 'Curriculum', sharing the intent, the pathway and agreed curriculum actions for this year. Invite governors.
Add the curriculum intent to the school website, the curriculum policy and the curriculum pathway
Complete an assembly on the Grovelands curriculum and outline the intent in a child-friendly way
Review the understanding of the curriculum intent by surveying parents and staff and by talking with pupils

To ensure that our curriculum implementation is in line with our stated intent

Give staff termly release days in order to focus on the wider curriculum, as detailed in the curriculum pathway. Review how this time is used to effectively uplevel and improve the wider curriculum.
Conduct 'deep dives' into agreed subjects twice annually, including with subject experts, in order to review how our curriculum matches with our stated intent.
Talk to pupils about our curriculum and review how well they feel it meets our stated intent.
Engage in frequent professional discussions with teachers about the implementation of our curriculum, considering what is working well and what the barriers are - including resources - to achieving our stated intent
Release subject leaders on rotation

To ensure that the impact of our curriculum on pupil learning in all subjects is clear

Ensure that the curriculum pathway details the intended knowledge and skills that children will have learned within each subject focus for every subject and year group, as well as the assessment opportunity - e.g. what will the children know or be able to do and how will we know that they know it or can do it?
Review the assessment policy and detail how foundation subjects will be assessed in a way that is meaningful and manageable. Ensure an appropriate and well-thought through balance of summative and formative assessment is in place.
Review the impact of the curriculum with staff in termly staff meetings
Work towards relevant external quality marks to evidence impact of curriculum focus on a particular subject - e.g. science/ DT/ PE

To ensure that all pupils have frequent opportunities to develop their metacognitive skills across all subjects

Create an action plan for developing and embedding metacognition in all subjects and across all year groups
Deliver assembly to children to launch metacognition and ensure understanding
Provide all staff with regular opportunities to collaboratively plan learning that includes metacognitive strategies and review their success/ refine the strategies used
Use a trial group to study metacognition in more detail. Plan opportunities for additional CPD, led by an expert, and complete action research using these strategies. Feedback what works with the wider group and encourage wider use of these strategies.
Create a pupil voice mechanism to review the pupils' metacognition and complete at the start and end of the year
Implement a shared language for discussing metacognition - e.g. Solo Taxonomy

2. Quality of Education (2)

Objective

Actions

To improve reading outcomes for disadvantaged pupils by increasing home reading opportunities

Complete the Recommended Reading lists for every year group and share with parents and children
Purchase sets of recommended reading books for the school library
Target PPG pupils for 50 Reads and plan additional reading opportunities for KS2 pupils that read less frequently
Review the use of the school library and consider how to increase pupil usage
Consider how to implement use of audiobooks for disadvantaged pupils

To improve reading outcomes of all pupils by trialling the implementation of whole class reading

Include focus on whole class reading in Literacy Action plan
Use consultants to model whole class reading to trial group
Trial group to research the approach using lesson study, reviewing the effectiveness of the approach and collectively considering the best means of implementing

To improve writing outcomes of all pupils by improving and refining the editing process

Include focus on editing in Literacy Action plan
Implement a clear, whole school approach to drafting and redrafting work
Create a whole school display celebrating the process of writing and not just the end result

To improve maths outcomes for all pupils by ensuring that pupils experience a balance of concrete, pictorial and abstract teaching methods

Audit maths resources and purchase appropriate resources for every classroom and for a centralised bank of resources for all to use when needed. Consider storage within classrooms and for whole school resources.
Consider how to embed practical approaches to teaching arithmetic using base 10 resources and place value counters, with reference to the school's calculation policy. Detail in the maths action plan.
Use lesson study approach to refine use of bar modelling in problem solving with a trial group. Present findings to wider group and consider how the approach can be embedded across the school.

To ensure the wider curriculum is well resourced in order to enable creative, engaging teaching

Create document to allow teachers to quickly indicate to subject leaders which resources are required when implementing curriculum
Give all subject leaders their budgets
Consider better centralised storage solutions for ease of access to resources

To improve quick recall of times tables for KS2 pupils by implementing whole school approaches to deliberate tables practice

Investigate possible whole school approaches and their effectiveness - e.g.

- Use of Times Table Rockstars
- Use of timed testing/ daily practise
- Use of the counting stick in the teaching of tables
- Use of games as starters

Implement a whole school approach to tables practise and review the impact termly with pupils and teachers

To quickly identify and implement support needed by pupils with an additional need

Review the current arrangements for SEND admin and ensure that the SENCO has time available to visit classrooms, observe children and teaching practice in order to give appropriate feedback and implement appropriate intervention/ seek appropriate professional advice

To raise the attainment and wellbeing of pupils with dyslexia or dyslexic traits

Include a strategic focus on dyslexia in the SEND action plan
Consider the requirements of meeting the BDA Dyslexia Friendly Quality Mark and agree the training and resources that will be needed to achieve it.
Upskill staff in identifying children with dyslexia with increased focus on Cognition and Learning

3. Behaviour and Attitudes

Objective

Actions

To ensure that expectations of behaviour are clear and understood by all stakeholders

Use MLT meeting time to review behavioural expectations and simplify list of behaviours resulting in a sanction
Update the Behaviour Policy in line with the changes made and communicate these changes clearly to all stakeholders
Review the impact of the changes made with pupils and parents

To ensure that a wide range of effective incentives for good behaviour are in place and consistently used

Create a Behaviour action plan, detailing how the House Point system will be used more effectively to incentivise effective learning behaviours and following the school's values
Introduce a new postcard that can be sent home when children go above and beyond
Introduce a Governor award for outstanding achievement termly
Ensure a frequent SLT presence in shared areas, modelling praise for good behaviours and awarding children for demonstrating school values and making good choices

To ensure that sanctions for inappropriate behaviours are appropriate, clear and consistently used

Use MLT meeting time to review behavioural expectations and simplify list of behaviours resulting in a sanction
Frequently review CPOMS behaviour logs and track patterns of inappropriate behaviour in order to put in place whole school solutions
Ensure a frequent SLT presence in shared areas, modelling setting high expectations to staff, pupils and parents.

To ensure that all learners develop a growth mindset and are resilient to setbacks

Build developing and embedding Growth Mindset into the Metacognition action plan
Engage in frequent discussions with staff around developing Growth Mindset in classrooms
Consider resources to support Growth Mindset - e.g. books
Investigate using 'A Week of Inspirational Maths' to develop Growth Mindset in the context of a subject
Use pupil voice to ascertain how confident pupils are in explaining the concept of Growth Mindset and also whether they feel they have a Growth mindset twice annually
Collectively praise effort not result (praise growth mindset)

To ensure that attendance targets are met

Create an attendance action plan informed by evidence-based approaches
Regularly review attendance with the Education Welfare Officer

4. Personal Development

Objective

To ensure that all pupils have access to a range of opportunities to develop their cultural capital

Actions

Review how effectively our current curriculum extends beyond the academic by creating a map of the opportunities that we currently provide for all pupils to develop their talents or interests

Create a clear 'Extended Provision' action plan which details how these opportunities will be extended and review this termly

Introduce a monthly assembly to celebrate achievements outside of school

Continue to run 'enrichment workshops' with other local schools, giving a wide range of pupils

Create the Grovelands Values with the children, staff and parents

Create posters to display the values and rota a weekly assembly on these values

Model a culture in which these values are frequently referred to in decision making and expectation setting

Review the impact of the values with all stakeholders using pupil voice and surveys

Create a Mental Health working party and implement strategies shared in Mental Health First Aid training:

- Daily exercise - e.g. dance aerobics
- Small morning group for vulnerable pupils
- Embed understanding of emotional reactions/ understanding of the brain using 'hand' approach

Implement Real PE scheme, ensuring that through the PE curriculum, pupils develop their understanding of how to remain physically healthy

Provide a wide range of extra-curricular opportunities for exercise, detailed in the 'Extended Provision' action plan

Consider other opportunities for developing pupils understanding of how to remain healthy, both physically and mentally, through the PSHE, DT and Science curriculums

Complete termly assemblies on Modern British Values (MBV)

Complete termly lessons on MBV in KS2

Create whole school display on MBV

Review understanding of MBV in pupil voice exercise

Review current PSHE curriculum and assess how effectively it meets the Equalities Act 2010 and new guidance on SRE. Consider introducing 'No Outsiders' scheme and lessons to supplement PSHE scheme.

To ensure that all learners understand and follow the Grovelands values

To ensure that all pupils develop their understanding of how to remain physically and mentally healthy

To ensure that pupils are prepared for life in modern Britain

To ensure the school is fully compliant with new guidance on RSE

5. Governance

Objective

To ensure that governors have concise, relevant and appropriate information in a timely fashion for all meetings in order to make effective decisions

To communicate the strategy clearly with all stakeholders

To ensure pupils, parents and staff know the role of the governor and understand how they support the school to improve

Actions

Create dashboards to report to FGB, T&L and Resources committees

Focus HT report on the agreed strategy and the progress towards outcomes and milestones through the SDP

Hold link governor visits based on the school's strategic priorities - e.g. PPG/ More Able/ Curriculum

Ensure that all papers for meetings are sent out no later than a week before any meeting

Run a parent forum to share and take feedback on the strategy and SDP

Run a staff meeting to share the strategy with teachers and an additional meeting to share the strategy with TAs and admin staff. Display the strategy in the staff room

Upload the strategy to the school website and link to this through the school newsletter. Hold physical copies in the school office

Invite governors to all parent forums, important events, INSET days and any other special occasions

Give out termly 'Governor Awards' in whole school assemblies and rotate the governor giving the award

Introduce a regular slot on the school newsletter for governor news

BDA	British Dyslexia Association	INSET	In-Service Training day	ROI	Return on Investment
CPD	Continuous Personal Development	ISP	Individual Support Plan	RWM (Combined)	Attainment in Reading, Writing and Maths
CPOMS	Child Protection Online Monitoring and Safeguarding system	KS1	Key Stage 1	SATS	Statutory Assessment Tests
DST	Designated Safeguarding Team	KS2	Key Stage 2	SDP	School Development Plan
DT	Design & Technology	LA	Local (Education) Authority	SEF	School Evaluation Form
EAL	English as an Additional Language	MBV	Modern British Values	SEN / SEND	Special Educational Needs / Disabilities
EEF	Education Endowment Fund	Metacognition	Thinking about one's thinking. It refers to the processes used to plan, monitor, and assess one's understanding and performance	SENCO	SEN Co-ordinator
FEET	Funded early education for two year olds	MLT	Middle Leadership Team	SIP	School Improvement Partner
FGB	Full Governing Board	MUGA	Multi-Use Games Area	SLT	Senior Leadership Team
FMR	Financial Management Report	NLE	National Leader of Education	SOLO Taxonomy	Structure of the Observed Learning Outcome. A means of classifying learning outcomes in terms of their complexity
GDPR	General Data Protection Regulation 2016	TA	Teaching Assistant	Strictly 4S	Education Services Provider (formerly Babcock 4S)
Growth Mindset	When students understand that their abilities can be developed	Pedagogy	The method and practice of teaching	TOR	Terms of Reference
		PPG	Pupil Premium Grant	T&L	Teaching & Learning Committee