



Pan London Quality Mark Verifiers Recording Template

Date of visit:	School / Organisation: CHEAM PARK FARM NURSERY AND INFANT SCHOOL	Verifier: MRS HILARY ADLI
02/07/2013	LA area: SUTTON	LA area: MERTON
	PD lead: HEATHER YOUNG	

Leadership of Professional Development			
	Developing	Enhancing	Embedded
Self Evaluation			X
Verifier's Judgement			X

High Quality Professional Development			
	Developing	Enhancing	Embedded
Self Evaluation			X
Verifier's Judgement			X

Evaluating Impact of Professional Development			
	Developing	Enhancing	Embedded
Self Evaluation			X
Verifier's Judgement			X

Collaborations and Partnerships Supporting Professional Development			
	Developing	Enhancing	Embedded
Self Evaluation			X
Verifier's Judgement			X

Sources of evidence	SDP 2013 Summary of school priorities 2013 School SEF CPD summary Professional discussions with Headteacher, PD lead, Link Governor for PD and a variety of school staff, both teaching and support Copies of performance management documentation with PD needs identified Case Studies for individual students Summary of PD provision in all four aspects Application forms for PD activities
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OVERALL ASSESSMENT		
BRONZE	SILVER	GOLD
		X

Verifier's summary (To be provided to the school / organisation in award letter):

	Key Strengths	..as evidenced by.. (examples, data, quotes, impact)
LEADERSHIP of PD	<p>Strong vision for PD as a tool for school improvement from Head teacher and PD leader. All staff buy in to this</p> <p>PD supports current school improvement priorities</p> <p>Passionate, creative and organised approach to PD by PD leader</p> <p>PD is a high SIP priority</p> <p>A whole school 'vibrant learning community' is fostered</p> <p>PD offer extended to Parents/ carers In sessions led by variety of staff</p> <p>Capacity of staff at all levels is built / expertise shared</p> <p>Regular presentations to Governors re the impact of PD activities</p> <p>Whole school workforce involvement in school priority PD</p> <p>Targeted PD provided linked strongly to PM objectives and whole school priorities</p>	<p>Highly organised approach adopted by PD Leader / personal interest in every member of staff</p> <p>SDP and PM documentation clearly show that PD is a priority and that processes are linked.</p> <p>Staff spoke passionately about PD sessions they have engaged with and led for others and the opportunities they are provided with to develop.</p> <p>All staff share the vision for the school. Students are at the heart of every process</p> <p>Whole school workforce approach to vision planning (PD day devoted to this - admin staff, cleaners, parents, dinner supervisors all invited) Staff spoke about how they feel involved in driving the school forward. "Everyones' ideas are valued and we all feel like part of the team"</p> <p>Staff want to work at the school and feel that they are invested in- low turn over of staff</p> <p>School/individual needs are balanced and the PD offer responds to staff needs as they arise throughout the year</p> <p>SiMs now widely used by PD Leader and across the school</p> <p>Clear guidelines are provided to staff regarding the application for and agreement of PD activities</p>
HIGH QUALITY PD	<p>Wide range of PD opportunities for all staff both in school, other schools and across the LA</p> <p>Access to accredited courses, staff supported by the school</p> <p>The school / PD leader works with a variety of partners/ shares expertise</p> <p>Very strong internal provision</p> <p>Staff targeted for relevant PD through performance management</p> <p>Targeted use of action research projects linked to school priorities</p> <p>All staff interviewed felt invested in and happy in their role</p> <p>GB PD well established</p>	<p>Many staff have been 'home grown' Eg Parent helper - dinner supervisor - Lead support groups- TA</p> <p>Parent helper - midday supervisor - NVQ2 - NVQ3 - TA - ELSA training - leading literacy and numeracy groups</p> <p>NQT - year leader - DHT applications</p> <p>A real sense of the school community working together supported by the Head teacher and PD leader who staff say have ' an open door policy' and take their needs seriously</p> <p>"Lesson Study" process is undertaken annually and is embedded in planning.</p> <p>Themes link with SDP priorities (ICT EAL and achievement of boys) - staff spoke enthusiastically about what they had learnt through the process.</p> <p>"Case Studies" are completed by every member of teaching staff providing the annual ' story' of a child - staff spoke about the benefits of this approach to them.</p> <p>Link Governor spoke about parental involvement and the opportunities for the GB</p>

		<p>to get involved in PD in school - extensive PD offer to new Governors Staff report that " if we feel we need training on something, we would definitely get it" Middle leader PD offered Masters degrees supported by the school wholeheartedly (two staff) High quality PD in place for all specific groups of staff (NQTs, middle leaders, SLT)</p>
<p>EVALUATING IMPACT of PD</p>	<p>Staff asked to consider the impact on cyp prior to PD activity and reflect following PD on two occasions PD leader keeps extensive records of the impact of PD and evaluations Evaluations lead to specific targeting of staff for relevant PD PD activity is linked to SDP/ school priorities Results across the school have improved as a result of targeted, personalised PD</p>	<p>Extensive records of PD undertaken, evaluations and the impact were seen Phonic screening PD undertaken by Literacy Coordinator then disseminated to whole staff. Programme subsequently implemented into EYFS (68% of students passed in 2012 and 84% 2013 showing evidence of impact) Achievement of boys (narrowing the gap between boys and girls) is a SDP priority - PD days and in house PD have focused on this - data clearly shows that the gap has been narrowed - action research projects completed by two members of staff fed in to this ensuring that new strategies were used across the school to engage boys in writing in particular with success. Parent evaluations and questionnaires are used to get feedback in provision Staff spoke in particular about how the targeted PD opportunities boosted their confidence in the classroom and how this had an impact on the cyp taught.</p>
<p>COLLABORATIONS AND PARTNERSHIPS in PD</p>	<p>Headteacher represents Sutton schools at the Sutton and Merton Workforce Development Group Strong school involvement in local network group and 'Green' cluster group Diverse number of partners used to enhance the PD offer</p>	<p>SWLSEP - NASBAN - National College - Private companies - LA ITT supported with students annually Involvement in ' Green ' cluster groups where staff both benefit from PD and have the opportunity to share their own outstanding practise. Staff attendance at all "Network Groups" in LA Teaching Schools strategic partner Member of the Sutton Teaching Schools' Alliance Parent/ Carers PD is offered in literacy and numeracy and is very well attended Training offered on VLE, which was also well attended. Evidence of lots of outreach work within the LA and Green Cluster An outstanding school where all staff are encouraged to share their outstanding practise both in school and within the locality. Collaboration with local high schools to provide PD in dance, music and PE EYFS team work</p>

Recommendations for continuing improvement

- Formalise the role of coaching and mentoring within the school
- Explicit PD element in all meetings
- Consider implementing PD for future leaders to develop skills needed prior to applications (including work shadowing)
- Further develop the use of SIMs.net to log PD / impact
- Consider the value of short term secondments for experienced staff within the cluster to enable long serving members of staff who are reluctant to move on to gain valuable experience
- PD leader to continue to trial methods of collating PD needs/ impact to ensure best value approach
- Continue to further develop links with GB regarding the PD offer