



**KEW RIVERSIDE PRIMARY SCHOOL**

**Kew Riverside Primary School**

**School Development Plan**

**2016 – 2017**

**Summary**

## **INTRODUCTION TO THE SCHOOL DEVELOPMENT PLAN (SDP 2016-17)**

This School Development Plan (SDP) represents both whole school priorities and subject/area action plans. Whole school priorities are currently seen by all to be the central focus for our continued drive to bring about further improvement in the quality of provision for our pupils and the levels of attainment and rates of progress they reach.

Three priorities are highlighted for all stakeholders to focus on for maximum impact on standards. Together with these whole school priorities are a number of further action plans for subjects and areas which are developed by and the responsibility of, subject and area leaders.

Each teacher also has their own agreed improvement activities that relate to the outcomes of appraisal. These plans focus directly on the progress made by pupils in their own class and a member of staff's own personal, professional development as well as a whole school focus. We have also linked a member of support staff with each action plan.

Our school plans for improvement are agreed on the basis of a careful self-review of pupil outcomes, our understanding of what works well at Kew Riverside, the needs of our pupils and the outcomes of previous improvement strategies. We may also need to include, from time to time, any development issues that are identified as a result of Ofsted inspections, our own monitoring programme or other forms of school review.

### **For 2016 – 17, our whole school priorities are:**

**Priority 1 - To improve the attainment and progress in writing across the school (with a focus on spelling skills).**

**Priority 2 – To use Pupil Asset to record assessments across the curriculum and ‘plan from the gaps’.**

**Priority 3 - To challenge low-level disruptive behaviour across the school.**

## Subject Action Plans and Leads

Lead Teacher	Action Plan Included v/x	Current RAG Rating (See p.39 for an explanation)
• English (incl Library) – Laura Martin (ASHT)	✓	
• Maths – Rachel Roberts	✓	
• Phonics – Emily Spencer	✓	
• Science (incorp. Forest Schools) – Olivia Brown	✓	
• PE – Neal Sagar	✓	
• Computing – Chris Cahill	✓	
• Foreign Languages – TBA	✓	
• PSHE/SMSC – notably Pupil Voice, British Values – Sarah Waight	✓	
• RE – Ana Manthapoulou	✓	
• ART/DT – Maria Harnett	✓	
• Music – Holly Bull	✓	
• History & Geography – Darren Norman (HT)	✓	

## Area Action Plans and Leads

Lead Teacher	Action Plan Included v/x	Current RAG Rating
CPD – Darren Norman (HT)	✓	
Inclusion – Nell Webb (ASHT)	✓	
PPG – Nell Webb (ASHT/PPG Champion)	✓	
EYFS – Emily Spencer	✓	
Safeguarding & Child Protection – Darren Norman (HT)	✓	

## **Priority No. 1 – To improve the attainment and progress in writing across the school (with a focus on spelling skills).**

**ISSUE – In 2015-16, Year 2 and Year 6 results showed a drop in writing (as seen across national data). Leadership have identified the need to focus on writing and within this, spelling, across the school.**

To ensure each class has appropriate writing coverage and opportunities for extended writing

To evaluate the teaching and learning of spellings

### **Assessment**

To embed an assessment system for English in order to monitor progress and attainment

### **Community Involvement**

To inform and engage parents with the teaching of reading and writing

To showcase excellent examples of children's learning

### **Leadership Capacity**

To establish a school library

To implement a reading scheme for KS2

To develop guided reading systems across the school

## **Priority No. 2 – To use Pupil Asset to record assessments across the curriculum and 'plan from the gaps'.**

**ISSUE – In April 2015-16 Kew Riverside moved to a new Assessment system. During last year, the staff worked to convert existing 'legacy levels' into a more descriptive measure of how much the children had achieved and in agreement between teachers and Leadership, established a baseline of whether the school is in terms of attainment and progress, from which to move forward. The system is intended to: *'Give reliable information to parents about how their child, and their child's school, is performing, help drive improvement for pupils and teachers and make sure the school is keeping up with external best practice and innovation.'***

To set and track aspirational targets across the whole school and to ensure they are impacting on achievement.

To continuously judge the effectiveness of KRPS model compared to other schools that use or do not use it in and out of LA.

To source effective summative assessment packages for: Maths, English and Science.

To continue to work with other local schools reviewing and moderating judgements and practice.

To constantly apply and review relevant Assessment and Marking/Feedback Policies and how these link to subject policies, Teaching and Learning, SEND, etc.

To ensure teachers are successfully using Assessment for Learning within their daily teaching.

Develop a method of feedback to all stakeholders including school reporting.

**Priority No. 3 – To challenge low-level disruptive behaviour across the school and to record, track and analyse this more efficiently in order to make improvements.**

**ISSUE** – To embed the new Behaviour and Anti-Bullying Policy whilst reviewing all behaviour systems within the school to ensure the highest standards are maintained. As a staff we want to ensure low level disruption is addressed more quickly and that serious incidents are escalated and parents informed in order to entrench the zero tolerance approach to violent and anti-social action.

To ensure staff feel empowered to act to reduce incidents of disruptive behaviour at KRPS

To communicate with stakeholders what the expected standard of behaviour is at KRPS and what happens when behaviour falls below the expected standard.

To track behaviour patterns and analyse these with help from outside agencies where necessary.

To ensure low attendance and poor punctuality is followed up and stakeholders held to account.

**Annual Action Plan 2016-2017 - Maths**

**ISSUE:** The new curriculum has a greater focus on arithmetic and reasoning. Mastery of the subject has been identified as raising achievement in maths and is being embedded within many schools as it has been linked to raising children’s mathematic performance (as identified in east and south-east Asian schools such as Singapore and Japan).

To continue to ensure that teachers are planning units of work with appropriate pitch, pace, support and challenge for all and they develop children’s independence

Involve the community in maths and raise the profile of maths within the school.

To update assessment practices in light of the revised National Curriculum 2014.

To continue to develop strong Leadership and Management

## **Annual Action Plan 2016-2017 - Science**

**ISSUE:** To improve the quality of teaching and learning in KS1 Science

### **Assessment**

*To implement an assessment system for Science to monitor progress.*

Raising attainment across the school, focusing on KS1.

*To ensure the effective implementation of the New Curriculum throughout the Key Stages.*

To raise the understanding and subject knowledge of new Science Leader so she can in turn support wider staff in the planning, teaching and assessment of science.

To work with teachers, parents and the wider community to raise the profile of science in our school.

## **Annual Action Plan 2016-2017 - Humanities**

**ISSUE:** How will we assess the attainment and progress of pupils at KRPS? How can we embed the teaching of values through History and Geography and support the children's understanding of British Values?

To use the school's new assessment system for Humanities to monitor progress.

To ensure we are using our local community and using its resources in the teaching of humanities.

To support colleagues using the National Curriculum by sourcing resources and CPD opportunities.

## **Annual Action Plan 2016-17 - Music**

**ISSUE:** Ensure Music is accessible to all and that there are opportunities to represent the school through instrument or vocal performances.

Ensure each music lessons involve making music

Make music accessible to all children in every lesson

Build passion and connection with music

Celebrate best work

Grow orchestra and choir

Support those who pursue extracurricular music

## **Annual Action Plan 2016-2017 – Computing**

**ISSUE:** To ensure KRPS provide the opportunities and experiences to develop children’s knowledge and understanding of current and future technologies in a safe and responsible way.

To improve E-Safety across the school

To introduce new technologies into school

To increase leadership capacity in Computing

To increase engagement with parents

To review software

To review hardware

To effectively use assessment tools in Computing

To ensure teachers are using the new Scheme of Work ‘Switched onto Computing’

## **Annual Action Plan 2016-2017 – PSHE, SMSC and Pupil Voice**

**ISSUE:** To ensure the continuation of Pupil Voice as an essential characteristic of KRPS and develop this further across the community.

To monitor the effectiveness of Pupil Voice

To monitor the effectiveness of new Behaviour Policy and Behaviour Tracking

To set up playground monitors (link with JLT / House captains)

To illustrate how important anti-bullying is at KRPS

To improve the understanding of e-safety for the whole community

Develop Pupil Voice throughout the school

Monitor the effectiveness of current PSHE curriculum and SMSC threads

Monitor effectiveness of Heads Award moving into Year 4

## **Annual Action Plan 2016-2017 – Phonics**

**ISSUE: To continue to improve phonics standards year on year and above LA and National.**

To raise standards in Writing:

To increase the number of children passing the Phonics Screening Check.

To increase the number of children who are secure in phase 5 at the end of year 1.

To ensure quality of phonics teaching is consistently good across classes/intervention groups.

To embed an assessment system to monitor and track progress.

To continue to build subject knowledge.

## **Annual Action Plan 2016-2017 – Art and DT**

**ISSUE: Ensure children are learning about and from Art and DT.**

### **Assessment**

To implement an assessment system for Art and D&T to monitor progress.

Monitor Art and DT across the school.

### **Community Involvement**

To ensure we are using our local community and using its resources in the teaching of Art and D&T.

### **Leadership Capacity**

To support colleagues as they embed the new 2014 curriculum by supplying resources and CPD opportunities.

## **Annual Action Plan 2016-2017 – Foreign Languages**

**ISSUE:** To generally raise the profile of French across the school using ICT and other innovation and celebrate our language diversity throughout the school.

Use Pupil Asset for MFL Assessments

Develop sound-spelling links across KS2

Develop fluency in oracy and writing

Develop use of ICT in MFL learning

Raise profile of language learning and diversity throughout the school

## **Annual Action Plan 2016-2017 – RE**

**ISSUE:** To ensure children are learning about different religions and from different religions and that this knowledge and understanding form the basis of their judgements and helps them to appreciate the positive values from all.

To implement an assessment system for RE to monitor progress.

To ensure we are using our local community and its resources in the teaching of RE.

To ensure staff are effectively delivering assemblies which align with religious festivals and dates on a consistent basis.

## **Annual Action Plan 2016-2017 – PE**

**ISSUE:** To improve the participation of KRPS children in local sporting competitions.

Increase the uptake of sport in the school by providing a range of inclusive activities

To raise the profile of sport and promote healthy lifestyle options for life and develop projects that involve all children across the school and celebrate physical education.

Improve availability of competition within the school or locality

To begin to assess in physical education using Pupil Asset.

### **Annual Action Plan 2016-2017 – CPD**

**ISSUE: To identify, plan, personalise, sustain, collaborate and evaluate training and development opportunities for the school community in order to further their children’s achievements.**

Review past and existing CPD opportunities/procedures

Establish ‘Learning Partnerships’ in school

Review and monitor Performance Management Procedures and Policies

Improve the quantity and quality of internal training and Mentors attend external training.

Induction of new staff

### **Annual Action Plan 2016-2017 – Safeguarding and Child Protection**

**ISSUE: To ensure all staff, governors, parents, children and community are informed as to KRPS Safeguarding policies and procedures and that changes to legislation/guidance inform professional judgements and practice.**

To review current policy and all practices

- Child protection
- DBS
- Security
- Health & Safety

### **Annual Action Plan 2016-2017 – EYFS**

**ISSUE: To develop the outdoor learning environment still further with particular focus on stimulating boys writing standards.**

To enhance the variety of outdoor learning opportunities.

To embed new assessment systems to assess and monitor progress and attainment in the EYFS.

To raise attainment in Writing

2016 – Writing – 76.7%

To extend subject knowledge of the EYFS

To reduce low level disruption

### **Annual Action Plan 2016-2017 – INCLUSION**

ISSUE: All children have the support they need to achieve the best they can.

Develop new assessment model to monitor all groups of children and ensure that progress is in line with peers and that the attainment gap is narrowed.

Develop leadership and management capacity

Strengthen community engagement

Behaviour

### **Annual Action Plan 2016-2017 – Pupil Premium Grant (PPG)**

ISSUE: To ensure that PPG children achieve and progress at rates close or equal to their non-PPG peers.

To analyse end of year data to know what focus areas are for 2016-17.

To raise attainment of PPG children in maths in Key Stages 1 and 2

To raise attainment of PPG children in writing in Key Stages 1 and 2

To close gap further between the progress of PPG and NPPG children in writing in Key Stage 2

To raise attainment of PPG children in reading in Key Stage 1

To track the progress and attainment of PPG children and communicate clearly to staff

To improve the emotional well being and resilience of vulnerable children

## **Annual Action Plan 2016-17 - Assessment for Learning (linked with general assessment priority)**

ISSUE – To maintain consistency of approach across the school in the execution of Assessment Policy, Feedback, Marking and Presentation policy and to raise the standard of teaching across the school.

That all lessons have a SMART objective.

- Specific
- Measurable
- Achievable in the time
- Relevant
- Transferable

Learning Activities and tasks should be consistently well-matched to the needs of ALL pupils

PUPIL ASSET information should be used to plan lessons and create targets for children.

Marking and feedback must provide next step targets and move children towards achieving these.

Support staff must be directed to support children through planning and lesson interventions

That all teaching staff understand and can use Pupil Asset effectively to:

Support children

Plan

Assess

Report