

**Key priority 1: To Promote the school, leading to a rise in the numbers on roll.**

**Lead member of staff:** Darren Norman

**Link governor/committee:** E&C

**Link to SEF:** Priority 1

**Success criteria/milestones**

- 1a - The number of children on the school roll rise to above 195
- 1b – School events are promoted and celebrated through a variety of social media platforms to reach the widest audience possible
- 1c – Leadership attend PTA meetings monthly, taking a lead role in initiating, planning and delivery of school events
- 1d - There is an increase in the number of PTA and whole school events and an increase in participation and fundraising
- 1e - There are an appropriate number of volunteer adults working in every class and across the school in one-to-one reading, trips and curriculum events
- 1f - The majority of parents agree that they are informed about school life
- 1g – Agreed protocols are in place for updating class pages and events on the school's website
- 1h – The learning environment of the school, including displays, is of high quality
- 1i – The school environment celebrates and promotes achievement, excellence, creativity and diversity
- 1j – Whole school events utilise the community, local area, OAK and PATHs and encapsulate the vision and values of the school

**Resources** – New social media, advertising campaigns, staff availability (time); School camera; Promotional expenses

Action	Lead	Timescale	Monitoring	Evaluation
1a – Increase personalised school tours, advertising and proactivity with admissions to raise the number of children on the school roll	Lisa Harris	End October 2019	LH places/waiting lists Leadership / E&C Evaluations at desk	Numbers on roll Feedback from tours Requests from promotions
1b – PTA and staff group regularly meet and work together to research the most effective communication for school events and news	Darren Norman/Nell Webb	Autumn 1 2019	Leadership / Staff / E&C / Class Reps PTA	Minutes / <i>Classlist</i> analysis Communication surveys
1c – PTA and leadership regularly meet and work together to plan new events	Darren Norman/Nell Webb	Monthly Review Spr 2020	Leadership / Staff / E&C / Class Reps PTA / Community	Minutes, parent surveys Communication surveys
1e - PTA and staff group regularly meet and work together to raise the quality and interaction with whole-school events	Darren Norman/Nell Webb	Monthly Review Spr 2020	Leadership / Staff / E&C / Class Reps PTA Community	Minutes, parent surveys Communication surveys
1e – Through promotion of areas needing support and school campaigning, increase the numbers of adult volunteers working in the school	Darren Norman/Nell Webb	End October 2019	Leadership / Staff / LH NW induction / DBS checks	Newsletters, audits Staff feedback School results

1f – Parents are surveyed to ensure communication is effective	Darren Norman/Nell Webb	Spring 2020	Leadership / E&C Class Reps/PTA	Communication Survey Website / Minutes
1g – The website is developed further to improve class pages and relevant support for parents at home	Darren Norman	End autumn 2019	Website Team / Teachers Leadership / E&C	Website / Minutes Communication Survey
1h – Staff ensure displays are of high quality and that their classrooms and immediate areas are clean and tidy.	Darren Norman / Leadership	Ongoing / Termly	Staff / Teachers Leadership / Learning Walk - SIP	Learning Walk/random checks Feedback from parents / surveys
1i – Staff regularly share good quality work to display around the school. High quality photographs are taken and displayed.	Darren Norman / Leadership	Ongoing / Termly	Staff / Leadership Art & Design Lead / Learning Walk - SIP	Learning Walk Feedback from parents / surveys
1j – Events are planned celebrating the outdoors, PATHs, our community and local area.	Darren Norman / Leadership	Ongoing / Termly	Staff / Leadership PTA minutes / E&C	Surveys / visitor feedback Feedback after events

## Key priority 2: : To reduce variability in the quality of teaching, learning and assessment through effective leadership

**Lead member of staff:** Darren Norman

**Link governor/committee:** C&A

**Link to SEF:** Priority 2

### Success criteria/milestones

- 2a – The attainment of all groups is in line or exceeds the same groups nationally
- 2b - The content of new reporting formats is concise and clear as reported by stakeholders
- 2c - Governors feel informed about the school's strengths and areas of development and understand what action the school is taking
- 2d – Monitoring demonstrates the quality of teaching throughout the school is at least consistently GOOD
- 2e - The majority of parents agree or strongly agree that they understand their child's attainment and progress and the targets set
- 2f – Teachers engage in professional dialogue, regularly showcasing and reflecting to improve the quality of teaching and learning across the school
- 2g – Pupils are clear on their next steps in learning through targets outlined in their books and effective verbal or written feedback
- 2h – Staff new to Kew Riverside will be able to meet the expectations of their job description and the standards adopted for their role
- 2i – PPMs will confirm staff are knowledgeable and accurate when assessing against national curriculum objectives and recording using the tracking system
- 2j – Feedback and marking in children's books will show evidence of teachers' impact
- 2k – As seen in books and lessons, staff plan for high quality outcomes
- 2l – Teachers pedagogical understanding is strengthened through in-school CPD
- 2m – Staff have a strong understanding of the needs of their class, what is the focus and how interventions can support attainment and progress

**Resources:** Time to release Leadership to attend PPMs;

Action	Lead	Timescale	Monitoring	Evaluation
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2a – Quality first teaching and rigorous monitoring highlights individuals or groups in need of interventions to support those at risk of underachievement	Nell Webb	Autumn PPMs then Termly	Leadership through termly PPMs, Book Scrutiny, Drop-ins, pupil consultations, SIP visits, Gov link visits	Leadership Team & Teachers / PPM minutes / termly data / low-stakes testing
2b – Leadership collaborate to populate and agree termly reporting to the school community, including Governors.	Leadership	End of each Term	Leadership, Governors. HT Reports / Link Govs	Leadership Team & Teachers Quality of Education Report
2c – Accurate, clear and concise reporting is shared with Governors at least 1 week in advance of meetings	Darren Norman	Ongoing	Leadership, Governors.	Leadership Team & Teachers Quality of Education Report
2d – Rigorous monitoring provides a 360° view of teaching and learning in the school.	Leadership	At least termly	Leadership, Link governors, Governors	Leadership Team & Teachers Quality of Education Report
2e – Reporting to parents and children is clear and regular reporting ensures parents fully understand how well their child is doing at school.	Leadership	Termly	Leadership, Governors. Class Reps	Leadership Team & Teachers Surveys School Reports
2f – Staff , Leadership and LSP meetings include regular professional dialogue and reflection to improve standards of teaching and learning across the school	Leadership	Weekly	Leadership, Governors. Appraisers	Leadership Team & Teachers / Appraisal Notes, PPMs notes
2g – Targets and feedback are clearly shared and updated with parents and children	Leadership	Termly	Leadership, staff	Leadership Team & Teachers / Surveys
2h – New staff have clear induction and leadership support	Leadership	September 2019 / ongoing	Leadership	Leadership Team & Teachers / Staff surveys Quality of Education Report
2i – Staff will have training and leadership support in assessment and using the tracking system	Leadership	Autumn 1 / ongoing	Leadership	Leadership Team & Teachers / Staff surveys
2j – Work scrutiny will examine the quality of learning in books	Leadership	Termly	Leadership	Leadership Team & Teachers / Staff surveys Quality of Education Report
2k – Leadership will monitor Knowledge Organisers and planning to examine outcomes	Darren Norman/Nell Webb	Half-termly	Leadership	Leadership Team & Teachers Staff surveys
2l – Staff meetings and Key Stage showcasing will support staff's pedagogical knowledge	Leadership	Weekly	Leadership, teachers	Leadership Team & Teachers Staff surveys
2m – Effective handovers, ongoing leadership support and PPMs support teachers' understanding of their class' needs	Darren Norman	July 2019 / Autumn 2019 / ongoing	Leadership, Governors, Teachers	Leadership Team & Teachers Staff surveys, PPM notes

## Key priority 3: To implement a 'broad and rich' curriculum that reflects the vision and values of the school

**Lead member of staff:** Darren Norman

**Link governor/committee:** C&A

**Link to SEF:** Priority 3

### Success criteria/milestones

- 3a – Teachers agree or strongly agree that 'Knowledge Organisers' support teaching and learning and focuses assessment
- 3b – Roles and responsibilities are distributed and specified to ensure staff engage with the school's vision
- 3c – Timetables and responsibilities are clear to ensure parents and children can engage with the school's vision
- 3d - The school garden, pond and cabins are timetabled for each class, each week
- 3e – Teachers ensure planning reflects the vision and values of the school by completing the half-termly forecaster
- 3f - Rich experiences ensure learning has purpose and relevance.
- 3g – Children's standards in speaking and listening improve as outcomes focus on new vocabulary and audience.
- 3h – The learning and retention of key vocabulary improves children's understanding and is applied across the curriculum
- 3i – The implementation of OAK is favoured strongly by the school community
- 3j – (PATHs) Children will be equipped with a range of tools to manage their own emotional wellbeing as well as support others and supports children's developing resilience, independence and social responsibility
- 3k - Middle leader release-time is used to enhance leadership's whole school monitoring of the curriculum through a strong focus on their subject/area
- 3l – Middle leaders receive specialist support/CPD through working with peers across the LA
- 3m – Middle leaders have a clear understanding of how their subject/area fits into the school's vision
- 3n – There are greater opportunities for children to experience new sports, activities and clubs.
- 3o – Head's Award standards are relevant to support children's resilience, independence and social responsibility

**Resources:** Time (Staff Meetings – 4-6); OAK funds (ring-fenced from 2018-19); Release time on a rota covered by Leadership;

Action	Lead	Timescale	Monitoring	Evaluation
3a – Knowledge Organisers are used to plan and help support children's assessment in topic work.	Leadership	Half-termly	Leadership, C&A	<i>Planning checks – half termly Results, observations, books</i>
3b – Leadership designate key roles to implement OAK, POND, CABINS etc.	Leadership	Sep 19 / ongoing	Leadership, C&A	Rotas, surveys
3c – Leadership designing rota systems and responsibilities and promote to the community	Leadership	Sep 19 / ongoing	Leadership, C&A	Rotas, surveys
3d – Timetables have time allocated for specific areas, such as POND, OAK etc.	Leadership	Sep 19 / ongoing	Leadership, C&A	Rotas, surveys
3e – Half term forecast tables are completed to show how vision and values are reflected on	Leadership	Half Termly	Leadership, C&A	<i>Planning checks – half termly Results, observations, books</i>

3f - Knowledge organisers include elements of outdoor learning, community links and the local area	Leadership	Half-termly	Leadership, C&A	<i>Planning checks – half termly Results, observations, books</i>
3g – Speaking and Listening is explicitly taught across the curriculum	Roxanne M-P	Ongoing	Leadership, C&A	<i>Planning checks – half termly Results, observations</i>
3h – Key vocabulary is explicitly taught across the curriculum	Leadership/ Roxanne M-P	Ongoing	Leadership, C&A	<i>Planning checks – half termly Results, observations, books</i>
3i – Outdoor Learning is included where timetables and to enhance planning across the curriculum	Leadership	Sep 19 to Aug 20	Leadership, C&A	<i>Planning checks – half termly Results, observations, books Timetables, surveys</i>
3j – (PATHs) Staff work with Barnardo's coaches and PSHE lead to deliver the programme and work with other schools on the pilot	Maisie Scobie	Ongoing	Leadership, C&A, Barnardo's	<i>Planning checks – observations Feedback from PATHs, questionnaires</i>
3l – Subject leaders receive specialist support/CPD through working with peers across the LA	Leadership	Sep 19 to Aug 20	Leadership, C&A, Middle Leaders	<i>CPD records and evaluations Showcasing in staff meetings Results, observations, books</i>
3m – Subject leaders have a clear understanding of how their subject/area fits into the school's vision	Leadership	Autumn 2019	Leadership, C&A, Middle Leaders	<i>CPD records and evaluations Showcasing in staff meetings Results, observations, books – subject folders (rationale)</i>
3n – There are greater opportunities for children to experience new sports, activities and clubs.	Leadership/ Hive/Lisa Harris	Sep 19 to Aug 20	Leadership, C&A, LH , PE lead	<i>Clubs list, numbers, feedback, events attended</i>
3o – Head's Award standards are relevant to support children's resilience, independence and social responsibility	Darren Norman	Sep 19 to Aug 20	HT, Leadership, C&A, Y4-6 teachers	<i>Criteria, feedback, numbers applying, numbers at ceremony</i>

#### **Evaluations taken from:**

Review of the current SDP/Action Plans – identifying progress on all the key issues for action and the impact on standards of teaching and learning. Also monitored through Line Management Meetings

- ◆ School Self Evaluation Form (SEF)
- ◆ Review of curriculum monitoring feedback - subject leads, book looks
- ◆ Review of resources
- ◆ Classroom observation information through Appraisal
- ◆ Questionnaire responses from all staff, governors, pupils and parents/carers

- ◆ Analysis of Tracking
- ◆ Analysis of ASP 2019/20
- ◆ Analysis of Ofsted Data Dashboard
- ◆ Analysis of the Early Years Foundation Stage Data/Learning Journals
- ◆ Targets set for Key Stage 1 and 2
- ◆ Teachers' Appraisal Objectives
- ◆ Support staff Appraisal Objectives
- ◆ Outcomes from Pupil Progress Meetings
- ◆ Outcomes from SEN / Inclusion Reviews
- ◆ Financial Planning Review