

### Self-Evaluation Form - Summary

<b>School context</b>	<ul style="list-style-type: none"> <li>We are a one-form entry, average-sized primary school, with a total number on roll as at June 2019 at 182 (28 below capacity).</li> <li>51% of the children have English as an additional language. Over 30 different languages spoken</li> <li>The percentage of pupils with Special Educational Needs is 18% and with a statement or EHC plan is 3%</li> <li>The percentage of pupils eligible for Pupil Premium has risen to 19.5%</li> </ul>	
<b>Overall effectiveness</b>	<b>Ofsted rating: Good</b>	<b>Current rating: Good</b>
<ul style="list-style-type: none"> <li>Summary of key strengths</li> <li>Summary of areas for development (SDP priorities to be chosen from these)</li> </ul>	<b>Strengths (S)</b> <ul style="list-style-type: none"> <li>Key teaching staff and leadership stability, some working with the LA</li> <li>Good KS2 results and progress maintained over recent years</li> <li>Part of a 3 year PATHs project with Barnardo's to develop social and emotional skills</li> <li>A diverse community which is welcomed and celebrated</li> <li>A strong pupil voice, encouraged through child-led activities and events</li> </ul>	<b>Areas for development (D)</b> <ul style="list-style-type: none"> <li>A stronger and closer professional dialogue with locality schools in supporting teaching and learning</li> <li>Increased parental volunteers</li> <li>School to utilise effective practice internally and from LA to support CPD</li> <li>Implement the reviewed curriculum</li> <li>Raise profile of school to help achieve a full intake</li> <li>Support new staff and those new to teaching</li> </ul>
	<b>Key Issue</b> Strengthen leadership and management, allowing middle leaders to measure the impact of their work to improve teaching quality, and to set and effectively communicate consistently clear timescales for improvement to all staff.	<b>Progress</b> Expanded leadership, more rigorous monitoring/focused appraisal of teaching, aided by a new management system, regular KS meetings, and timetabled leadership and subject leader release. All making leadership more effective with improved communication
<b>Progress since previous Ofsted inspection (January 2017)</b>	Increase pupils' progress in writing through extended writing opportunities	Stronger focus on opportunities for writing, including extended pieces. CPD dominated by writing support from outside consultants on HW and spelling.
	Teachers provide pupils with clear guidance on how to develop their handwriting skills and how to present their work.	Greater rigour in monitoring and interventions, with particular focus on KYFS and KS1
<b>School Development Plan priorities (P)</b>	<b>P1. To Promote the school, leading to a rise in the numbers on roll.</b>	
	<b>P2. To reduce variability in the quality of teaching, learning and assessment through effective leadership</b>	
	<b>P3. To implement a 'broad and rich' curriculum that reflects the vision and values of the school</b>	

<b>Summary of Quality of education</b>		<b>Ofsted rating: Good</b>	<b>Current rating: Good</b>
<ul style="list-style-type: none"> <li>• Intent (Curriculum design, coverage and appropriateness)</li> <li>• Implementation (Curriculum delivery, Teaching, Assessment)</li> <li>• Impact (Attain &amp; progress, Reading, School destinations)</li> </ul>	<b>Strengths (S)</b>		<b>Areas for development (D)</b>
	<ul style="list-style-type: none"> <li>• <b>S1</b> Curriculum enriched by OAK (Outdoor Learning at Kew), PATHS, Head's Award and engaging library</li> <li>• <b>S2</b> Quality of teaching mostly good with some consistently outstanding.</li> <li>• <b>S3</b> Two members of staff have been involved with Local Authority Best Practice and Expert Teacher groups and support CPD in-school</li> <li>• <b>S4</b> EYFS 'In The Moment' approach carried through to Y1 – leading practice in the LA</li> </ul>		<ul style="list-style-type: none"> <li>• <b>D1</b> New assessment approach to be embedded with staff, parents and children from September 2019</li> <li>• <b>D2</b> By implementing the reviewed curriculum, new staff will need support from targeted internal CPD from September 2019</li> <li>• <b>D3</b> New Knowledge Organisers will be embedded to support teacher's planning focus in History and Geography from September 2019</li> <li>• <b>D4</b> Improve access to learning support for parents and children via website class pages from autumn 2019</li> <li>•</li> <li>•</li> </ul>
<b>Summary of Behaviour &amp; attitudes</b>		<b>Ofsted rating: Good</b>	<b>Current rating: Good</b>
<ul style="list-style-type: none"> <li>• Attitudes to learning</li> <li>• Behaviour, bullying, exclusion, attendance</li> </ul>	<b>Strengths</b>		<b>Areas for development</b>
	<ul style="list-style-type: none"> <li>• <b>S5</b> Behaviour policy and flowchart widely understood and adhered to. Serious incidents escalated and parents informed early.</li> <li>• <b>S6</b> PATHS / work with NSPCC and Barnardo's helps to foster good behaviour and 'coping' strategies</li> <li>• <b>S7</b> Golden Rules help promote good behaviour and attitudes</li> <li>• <b>S8</b> Pastoral care is strong</li> <li>• <b>S9</b> Absence and punctuality tracked and action taken</li> </ul>		<ul style="list-style-type: none"> <li>• <b>D5</b> Embed the new Behaviour tracking system (Integris) for all staff from late summer 2019</li> <li>• <b>D6</b> To improve the number of incidents of low level disruptive behaviour etc. with a focus on respect and manners.</li> </ul>
<b>Summary of Personal development</b>		<b>Ofsted rating: Good</b>	<b>Current rating: Good</b>
<ul style="list-style-type: none"> <li>• Spiritual, moral, social &amp; cultural</li> <li>• British values</li> <li>• Equality &amp; diversity</li> <li>• Prepare - next school</li> </ul>	<b>Strengths</b>		<b>Areas for development</b>
	<ul style="list-style-type: none"> <li>• <b>S10</b> PATHS, Head's Award, Golden Rules, 'KewZania' values individuals and what they bring to the world</li> <li>• <b>S11</b> 'British' Values threads throughout the curriculum</li> <li>• <b>S12</b> Diversity valued and promoted in school life</li> <li>• <b>S13</b> A focus on independence and resilience prepares children for secondary</li> <li>• <b>S14</b> Pupil voice is strong</li> <li>• <b>S15</b> Community and LA support provides various 'safety' training for children.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>D7</b> Further develop the PATHS program in its second year and work more closely with locality schools who are on the pilot from September 2019</li> <li>•</li> </ul>
<b>Summary of Leadership &amp; management</b>		<b>Ofsted rating: Good</b>	<b>Current rating: Good</b>

<ul style="list-style-type: none"> <li>• Vision &amp; ethos</li> <li>• Staff development, workload, well-being</li> <li>• Finance &amp; resources</li> <li>• Governance</li> <li>• Safeguarding</li> </ul>	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• <b>S16</b> Vision and mission statement was a collaborative review with contributions from the whole school community</li> <li>• <b>S17</b> Strong relationships with parents</li> <li>• <b>S18</b> Safeguarding is effective</li> <li>• <b>S19</b> Distributed leadership and effective support from governors</li> <li>• <b>S20</b> Frequent and timely information on attainment and progress shared with parents</li> <li>• <b>S21</b> Highly effective financial management</li> <li>• <b>S22</b> School governance effective</li> </ul>	<p><b>Areas for development</b></p> <ul style="list-style-type: none"> <li>• D8 Survey questions to be more focused on school priorities for improvement from spring 2020</li> <li>• D9 Improve children’s understanding of the school’s vision and values through promotion in lessons, displays, parent meetings</li> </ul>	
<p><b>Summary of Early Years</b></p>		<p><b>Ofsted rating: Good</b></p>	<p><b>Current rating: Good</b></p>
<ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• <b>S23</b> The experiences of children and parents is strong</li> <li>• <b>S24</b> Highly skilled EYFS Lead – effective practice network 2018-19</li> <li>• <b>S25</b> ‘In-the-Moment Approach’, child-centred based on pedagogy</li> </ul>	<p><b>Areas for development</b></p> <ul style="list-style-type: none"> <li>• <b>D10</b> The pond, dens and garden areas will be timetabled, used and evaluated to rate effectiveness</li> </ul>	

<b>Self-Evaluation Form</b>		
<b>Quality of education</b>	<b>Owner: Leadership Team (LT)</b>	<b>Link governor committee: C&amp;A</b>
<b>Action taken</b>	<b>Impact on outcomes for children</b>	<b>Evidence</b>
Evidence-based Mastery Approach to Mathematics teaching and learning. Maths lead previously member of the local Maths hubs.	It works at a slower pace, which results in greater progress and permits all children to develop a deep, long-term and adaptable understanding of maths.	Through planning and outcomes in books and notes from PPMs termly. Results and progress are strong. Y6 SATs show 87% reaching the expected standard in 2019
<b>S1</b> – The school has taken action to include a new garden area, outdoor ‘calm-areas’ and a re-developed pond. OAK (Outside at Kew) will be embedded further in 2019. Annual Outdoor Learning Day and 2019 Science Week also focus on ‘OAK’. Training with locality schools to take place November 2019.	Outdoor learning is included where appropriate, as a rich enhancement for curriculum subjects such as Science, visual literacy, Geography and others.	Pupil consultations in spring 2 reveal children are positive about outdoor learning.
Sharing good practice or ‘showcasing’ occurs regularly in Staff, Key Stage and LSP meetings as well as Leadership meetings.	A focus on improvement ensures staff are closing their own gaps and as teaching improves, so does learning. Good quality training also supports safeguarding and child protection as well as Emotional Health.	Evidence of peer support arranged after monitoring High quality support and sharing good practice seen in KS / LSP meeting minutes. Leadership Minutes also how evidence of sharing good practice. Quality of teaching mostly good with some consistently outstanding.
Middle leaders have time to review their subjects or area as least one session each term. A greater frequency exists for core subjects.	This allows time for leaders to address standards, monitor teaching and resources, and gain feedback on the impact of their actions in their subject/area.	Subject Leader SDP action plans and mid-year reviews and evidence.  Staff meetings/training timetabled where needed
<b>S3</b> - The KS2 / Maths lead has supported work on the LA’s Expert teacher panel previously. The EYFS/KS1 lead has also been lead Foundation Stage teacher in the LA.	High quality, experienced teachers support peers. Good practice is shared and shapes the development of the school. Monitoring improves through more professional dialogue.	Termly PPMs notes reveal professional dialogue as does appraisal and review.  Action plans have SMART targets  A wide variety of content of high quality staff meetings – evaluated by all, show positive feedback (end July 2019).
Feedback to children uses various mechanisms, from symbols to coloured pens, peer and self-assessment and personal targets	Children get quality feedback and opportunity to take an active role, while also freeing up teacher time	Book looks in autumn 2018 and spring 2019 show children interact with comments  Pupil consultations and surveys show children understand targets and next steps (spring 2019)

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<b>Quality of education</b>	<b>Owner: Leadership Team (LT)</b>	<b>Link governor committee: C&amp;A</b>
<b>Action taken</b>	<b>Impact on outcomes for children</b>	<b>Evidence</b>
Well-stocked and engaging library. Timetabled sessions for every class. Reading boards with weekly prizes for reviews.	Encourages a love of books and reading and an engagement with new genres. Timetable freed from local library travel time.	Class timetables include library slot English leader notes Active engagement with interactive reading displays
Greater frequency in monitoring of writing in lessons and books – leadership, key stage and subject lead, with focused, progressive targets in books	Improved writing skills across all subjects. Children learning to be better writers rather than better at different genres. Writing focus across other subjects	A local authority moderator, who worked with teachers in 2017, returned to positively review the work done on writing targets for 2018. Improvement in writing progress seen in 2017, 2018 and 2019. Successfully moderated by LA in Y6 2017, YR 2018. LA moderation of Y2 agreed all judgements 2019. Writing in Y6 SATs shows 90% reaching the expected standard and 70% in KS1 in 2019 (an improvement of 11%)
The school appointed a ‘PPG Champion’ tracks attainment and attendance of this group and others. Book looks and drop-ins will also focus on how much progress they are making. Entry and exit data is also analysed to ensure interventions offer best value.	Evaluates the impact of interventions and make decisions on best value for future interventions. Ensures disadvantaged pupils receive well-targeted support during lessons, or in additional, small-group teaching sessions.	Through monitoring of groups, interventions and results. Tracking PPG and PEG spending for best value. Also focusing on PPG children’s work and during PPMs. Entry and Exit tracking analysed termly.
The school puts in place a wide range of Lego, Play and Drama therapies. Also, work with Emotional Welfare Service and small groups of children and parents. Children’s mentor also in place with 2 years ELSA training.	This extra support for children and their teachers/LSPs ensures strategies are successful in providing access for children to their learning.	Intervention entry and exit data tracked over time shows the benefits of therapies. Conflict resolution strategies also shown working through reduced behaviour incidents. Included in 2019 Behaviour policy amendments
The school’s approach to Home Learning is to focus children and parents on the generic skills needed. We direct them to read daily, learn spellings and times tables – which are tested. There are also creative learning projects. Some children, who may need extra support, are invited to home learning weekly with their teacher	Excellence in these three areas will have a large impact on outcomes over time. Y2 and Y6 writing outcomes are hampered by poor spelling. Times tables and corresponding division facts knowledge dominate SATs questions in KS2. Good reading skills underpins a child’s achievements across the curriculum.	Results by the end of Year 6 are strong and have been for 4 years despite removing traditional approaches to homework. Phonics has also been strong.

Latest National results <small>GLD = Good Level of Development; GPS – grammar, punctuation &amp; spelling; RWM – reading, writing &amp; maths</small>										
Attainment, expected	Early Years		KS1			KS2				
	GLD	Y1 Phonics	Reading	Writing	Maths	Reading	GPS	Writing	Maths	RWM
School 2019	73%	73%	74%	70%	67%	87%	87%	90%	87%	73%
National 2019	72%	82%	75%	69%	76%	73%	79%	78%	76%	65%
Target 2019	Nat'l+	Nat'l+	Nat'l+	Nat'l+	Nat'l+	Nat'l+	Nat'l+	Nat'l+	Nat'l+	Nat'l+

Self-Evaluation Form		
Behaviour and attitudes	Owner: Darren Norman/LT	Link governor committee: E&C
Action taken	Impact on outcomes for children	Evidence
<b>S5</b> - Comprehensive 'Behaviour Policy' ensures consistent approaches to rewards and sanctions. Rules and consequences are clear, and backed up by a behaviour flowchart and website information. Bullying is addressed through lessons and circle time, visits from NSPCC and work through the PATHs project.	Children are not confused when still learning how to behave. There is an ethos that promotes a shared responsibility for good behaviour. Overall children are positive about behaviour.	Lesson drop-ins. Visitors comment on the calmness, good behaviour and excellent manners of children, especially on tours the children deliver. Surveys (spring 2019)/ Members of the public have commented on our pupil's positive behaviour at events.
Poor behaviour choices are logged by all staff and tracked centrally. Serious incidents (bullying, violence, racism etc.) are escalated to the head teacher and shared with parents.	This results in less disruption in class and in and around the school allowing the majority of children to learn effectively. Tracking incidents also allows leaders to make links and intervene early to prevent certain behaviours developing.	Serious incidents have reduced and are now rare. (Behaviour analysis spring 2 2019) Records show classroom behaviour generally good. Where incidents still occur, the children involved have their own behaviour plan or EHCP and this is followed when deciding on sanctions and next steps.
<b>S7</b> - Our 'Golden rules' underline the values the school expects. They are shared weekly with pupils and are visible throughout the school. Teachers focus on a different rule each week, which is celebrated through issuing a Golden Certificate to children modelling such rules.	Pupils understand the rules, what happens when we break them and how to make amends to those we hurt. Behaviour as a result is very good in class time and incidents during play are reducing in seriousness over time.	Behaviour analysis from Pupil Asset (spring 2 2019) shows improvements and Leadership minutes show actions to improve. CPD such as on Social Learning, Restorative Justice approach. Pupils have also made presentations to their peers on their own conditions/trigger points such as ADHD.

<b>Self-Evaluation Form</b>		
<b>Behaviour and attitudes</b>	<b>Owner: Darren Norman/LT</b>	<b>Link governor committee: E&amp;C</b>
<b>Action taken</b>	<b>Impact on outcomes for children</b>	<b>Evidence</b>
<b>S6</b> - PATHS INSET and frequent training sessions, supported by staff and Barnardo's coach. Professional Development for staff from external agencies such as Emotional Welfare and Health.	Helps children to understand their feelings and avoid inappropriate behaviour, supporting the school's restorative justice approach to conflict resolution.	Children's surveys (spring 2019) show children value PATHs work. Positive feedback from parents after PATHs and other parent workshops
<b>S9</b> - The link between absence and below expected standard attainment and progress is stressed. Term-time holidays are not authorised. The DHT maintains a record of absence, reasons and interventions from school/EWO.	This ensures children are not missing too much school due to illness/general absence. It also helps parents to understand very early that absence will not be treated with indifference.	The school maintains a 96% attendance level (summer 2019) Generally, attendance is in line with National guidelines. Records from DHT/EWO work on Persistent Absenteeism with several chn/families. Authorised absence requests show reasons for decisions taken.

<b>Self-Evaluation Form</b>		
<b>Personal development</b>	<b>Owner: Nell Webb/LT</b>	<b>Link governor committee: E&amp;C</b>
<b>Action taken</b>	<b>Impact on outcomes for children</b>	<b>Evidence</b>
<b>S6, S13</b> - The curriculum strongly supports children's broader development, through PATHs and outdoor learning. Head's Award focuses on independence, high standards, social responsibility and emotional intelligence. It begins in Y4 and children aim for Bronze to Platinum awards, based on a folder of evidence.	Promotes the values of tolerance and equality, how to keep safe and healthy in different situations and settings. These key areas, focused repeatedly over three years and paired with the PATHs approach and general PSHE lessons, ensures children enhance their education beyond the core subjects.	Strong engagement with Head's Award in Y4,5,6. Surveys show children feel safe and enjoy wider opportunities. (surveys spring 2019) Lesson outcomes, Heads Award evidence Folders, Powerpoint presentations from children at the awards ceremony. Children's surveys show children enjoy the curriculum offer.
<b>S15</b> - A wide and varied range of visitors enhance the normal school lessons. Includes PCSO, NSPCC, Fire Service, 'Safer Walking', etc. The local police provide assemblies and visits on 'stranger danger' and 'safer	Provides opportunities for children to have a greater awareness of personal safety and sense of responsibility towards new technology and other aspects of everyday life	Records of the events organised, assemblies' record, Computing Curriculum, e-Safety content on website. E-safety staff meeting / parent workshops. 'Safety' messages in newsletter / parking and speed campaign from JLT.

<b>Self-Evaluation Form</b>		
<b>Personal development</b>	<b>Owner: Nell Webb/LT</b>	<b>Link governor committee: E&amp;C</b>
<b>Action taken</b>	<b>Impact on outcomes for children</b>	<b>Evidence</b>
walking', which. Cycling proficiency in Y6 supports the school's travel plan		
<b>S8</b> - There is a strong focus on excellent relationships throughout school, including a close pastoral relationship between children and staff.	Pupils from different backgrounds get on well, showing tolerance, care and mutual respect. Early interventions are successful in supporting children and families. Happy children equate to successful learners.	Behaviour logs show a reduction in high level disruption. Children's surveys generally show that classes have good relationships. Parents report children are happy at school. (Spring 2019)
Children's 'roles' enable pupils to support staff by offering help around the school and undertaking jobs of responsibility such as lunchtime helpers.	Allows extra staff capacity to manage zones and to interact with children, and give children a sense of responsibility	High number of applications for school roles each year. Recruitment process supported by children for House Captains and JLT.
<b>S11, S12</b> - The values of democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith, is promoted through display, bulletin messages, International Day and interaction with families. Displays celebrate our similarities and differences.	Families and especially children settle quickly, feeling welcome and part of our small community. Families that feel supported pass that on to new families from their community.	The parent questionnaires and vision feedback show that the parents view KRPS as calm, safe and approachable (spring 2018) They have also described the school as 'a second family', 'caring', 'all-inclusive' and 'personable'.
<b>S13, S14</b> - Pupil voice is encouraged through the JLT, etc. Competitions to name Library, dens etc. Opportunities to lead assemblies, run charity stalls and lunchtime clubs. Pupils also had a strong say in the vision and are regularly consulted on school performance.	Promotes self-confidence and provides feedback to Leadership. This also underlines the school's value of putting children at the centre of all that we do.	Feedback from children and families through surveys. (spring 2019) Children have organised competitions and charity days have increased due to children independently organising events. JLT minutes. Children have also planned their assemblies to parents.



<b>Self-Evaluation Form</b>		
<b>Leadership and management</b>	<b>Owner: Darren Norman/LT</b>	<b>Link governor committee: F&amp;R</b>
<b>Action taken</b>	<b>Impact on outcomes for children</b>	<b>Evidence</b>
<b>S16</b> - Vision and mission statement refreshed in 2018 after 3-month stakeholder-wide consultation.	The vision was renewed to create an energy and will to make change happen.	Feedback from parents in surveys show they understand the vision and values of the school (spring 2019).
<b>S2</b> - Leaders monitor the effectiveness through a range of means including lesson drop-ins, book scrutiny, pupil consultations and Pupil Progress meetings.	A culture of self-improvement has led to better outcomes for children, especially in writing and maths. Children's also feel their feedback is valued (consultations)	Record of CPD evaluations is analysed to examine best value (summer 2019). Appraisal – teaching and interventions over time. Monitoring records reveals clear picture of strengths and areas to develop (Termly).
Effective practice is showcased during staff meetings, key stage meetings, leadership and support staff meetings, weekly.	Build knowledgeable and highly effective teachers, leading for the benefit of the children. It also develops the school's capacity to help other teachers and therefore, more children.	Staff meeting records / presentations Evaluations from staff on all training recorded Monitoring and appraisal records CPD needs Two staff involved at high level with LA best teacher practice in last two years
<b>S6</b> - PATHS sessions and the DHT/SENCo working effectively with Emotional Welfare Service, Health and other outside agencies to present high quality CPD to staff and parents	Develops children's social and emotional skills, which also enhances academic performance. Supports good mental health. This signposting is a valuable provision for many families who do not know how to support their child.	Strong attendance at workshops and positive feedback from attendees (subject lead evaluations). PATHS also seen as positive from children as seen in survey results (spring 2019).
<b>S17</b> - The feedback of parents is sought regularly through a variety of forums such as Class Reps, Open afternoons, parent reports and consultations and various surveys and questionnaires.	Areas of concern or confusion can be addressed quickly, leading to clear communication and satisfaction.	Survey results, Class reps minutes (spring 2019)
<b>S20, S17</b> - Termly reports on core subject attainment and progress, plus attendance, are sent to parents each term. In mid-spring, we report on all subjects. Updated targets are also included.	Parents and children are well-informed of their achievements and progress and what the next steps are.	Parent surveys show satisfaction with attainment and progress information (spring 2019). Parents feel informed of children's targets (surveys)
<b>S17</b> - Communication with all stakeholders through a variety of media. Weekly bulletins are sent via email, parent mail, signposting and Twitter. PTA run a Facebook Page. Open afternoons/evenings are in place termly for parents to go through children's books with them. The	Parents use the site to keep up with and attend events and be informed about what their children are doing.  Facebook provides a separate forum to the school but concerns are fed back through Class Reps to the	Parent Questionnaires reveal parents are positive about school communication. (spring 2019) Minutes of Class Reps showing satisfaction generally and concerns followed-up. Website Improvement Working Party set-up 2019, action plan initiated (summer 1 2019).

<b>Self-Evaluation Form</b>		
<b>Leadership and management</b>	<b>Owner: Darren Norman/LT</b>	<b>Link governor committee: F&amp;R</b>
<b>Action taken</b>	<b>Impact on outcomes for children</b>	<b>Evidence</b>
head teacher or leadership meet with class reps once each term	Headteacher who actions concerns. This loop feeds through to school improvement.	
<b>S17</b> - At 'Meet the Teacher' evenings at the beginning of the year, parents are informed about their child's expected learning journey, their next steps and the support available through the website and at parent consultations. Targets are shared with parents termly.	Children and parents can see what the expectations are for different stages of the year. Less time taken up with routines, expectations clear from the start and parents reinforcing at home.	Website has regular updates on information for parents. Meet the teacher slides Weekly newsletter information Feedback from surveys are positive about targets and assessment information.
PTA puts on many events and raises funds for the school. They have promoted their own booking system to increase engagement.	Increased engagement of all parents on their child's school life – raising funds and being involved in effective change to improve the school's outcomes.	Parent engagement with new booking system – high numbers of sign-up (summer 2019).  Increased events such as Mother's Day breakfast, Easter Bonnet Parade, Father's Day breakfast etc.
<b>S21</b> - Very efficient financial management. External audit is planned for this year by SMS and annual financial risk assessment carried out by Governors. SBM has lead on developing finance systems with other schools and made savings on training/policies for locality. Sourced grants from organisations.	Ensures funds are available to support children's education and best use of resources.	Governors and leadership taking positive action to address budgetary constraints.  Accounts, F&R minutes (Meeting 11-7-19).
<b>S19, S22</b> - Governors with wide range of skills provide effective challenge and take a strategic approach. Regular skills audits provide information on school need when governors are recruited.	Motivates staff and enhances their educational experience, which indirectly benefits children. Rigorous challenge on school performance is driving the school improvement.	Meeting Minutes, Bluewave system gives access to all staff and governors and allows for remote challenges from GB.  Attainment and Progress/Quality of Education Reports Reports.  Gov Board members linked to SDP actions/subjects.
<b>S18</b> - Vulnerable children are discussed weekly at Leadership Efficient communication of issues with children and families ensures proactive management when they arise.	Informed staff see the 'big picture' of life around the child – needs, context, and other issues in order to be proactive and effective when managing that need.	Minutes from Leadership Meetings, CPD folder, Emails, Leadership folders

<b>Self-Evaluation Form</b>		
<b>Leadership and management</b>	<b>Owner: Darren Norman/LT</b>	<b>Link governor committee: F&amp;R</b>
<b>Action taken</b>	<b>Impact on outcomes for children</b>	<b>Evidence</b>
<b>S3</b> - One staff member is employed as a Children's Mentor and works with the Inclusion Manager on a specific caseload. He has also undergone ELSA training.	This supports vulnerable children and the caseload is flexible. Where some children are responding positively, new children in need of support can be taken on.	Interventions. Pupil Mentor's records over time. Positive responses from children.
<b>S18</b> - Two trained as Designated Safeguarding leads. External safeguarding inspection in 2018 confirmed Safeguarding effective. Where appropriate, staff have Positive Handling and First Aid training to supplement other safeguarding training. A wide range of Health & Safety risk assessments are carried out and audited annually.	Focus on maintaining high standards ensures training is up to date and policies and procedures support children's safeguarding. Children feel safe and secure at Kew Riverside.	Annual Parent Questionnaires. Ofsted Report 2017. Vision materials and evidence from parents.  Audits (spring 2019), Record of CPD, H& S Logs

<b>Self-Evaluation Form</b>		
<b>Early years</b>	<b>Owner: Emily Spencer/LT</b>	<b>Link governor committee: C&amp;A</b>
<b>Action taken</b>	<b>Impact on outcomes for children</b>	<b>Evidence</b>
In phonics, early interventions, resources support sent home, low-stakes testing, tracking and workshops with parents.	Phonics teaching is effective.	In 2018, 89% achieving the pass mark. This is above LA and National. Children in year one are ready for the next stage of their learning.
Teachers encourage children to share examples of something they achieve outside school. These examples are then added to a 'celebration tree' on display in the classroom.	Builds children's confidence and self-esteem.	When parents spoke to inspectors in 2017, they were complimentary about the way staff had helped their child settle in quickly and feel secure. One parent told inspectors, 'My child loves it here. He can't wait to get to school
<b>S4</b> - 'In-the-moment' approach, child-centred based on pedagogy. Now extended to Y1, and planned also for Y2.	Children are highly motivated and very eager to join in. They demonstrate a thirst for knowledge and their disposition for learning is second to none.	Very positive feedback on EYFS from families (spring 2019).

<b>Self-Evaluation Form</b>		
<b>Early years</b>	<b>Owner: Emily Spencer/LT</b>	<b>Link governor committee: C&amp;A</b>
<b>Action taken</b>	<b>Impact on outcomes for children</b>	<b>Evidence</b>
Practice is showcased to visiting teachers.		Drop ins and formal observations show teaching and learning is effective. Professional dialogue with LA lead agreed judgements 2019 (summer 2019).
Behaviour policy and classroom rules emphasised	Children learn to share and co-operate with others.	Improved behaviour / monitoring notes Parents positive about behaviour in school
<b>S3</b> - The Early Years/KS1 leader has been a Lead Foundation Stage practitioner in the LA and will assist with Y1 moderations in 2018-19. She has provided outreach work and practitioners are visiting KRPS's practice.	Highly skilled practitioners with experience of supporting across many settings will only improve the outcomes for the school's own cohort.	The EYFS was moderated in 2018 by the LA. The judgements of the moderators were also quality assured at the same visit. All judgements were agreed. Teacher was asked to join the moderation team in 2018-19