

Kew Riverside Primary School
School Development Plan: Progress Report
 September 2018 to August 2019

Project	Progress						Leader / Due By	
PRIORITY 1: The School's Identity	65%						Darren Norman 26 Jul 2019	
	Criteria	Context	Consultn.	Provision	Outcome	Target		Status
	Feedback from surveys and questionnaires show a majority of stakeholders understand the school's vision and mission. Monitored by LT after whole school events (QSF 1.1.1.2)	3	3		2	2		Y
	Surveys and questionnaires confirm a majority of stakeholders believe PATHS supports children's mental health. Monitored by SY & LT after each whole school event. (QSF 1.1.2.2)	2	3		2	2		Y
	Surveys and questionnaires, child consultations show majority of children feel safe and secure in school and on trips. Monitored by SLT and JLT. (QSF 1.2.6.4)	3			2	2		Y
	Observational notes, planning and outcomes, as well as stakeholder feedback shows a majority use and see a positive impact from OAK program. Monitored by LT, Sc lead. (QSF 1.5.2.1)	3			2	2		Y
	Children's feedback through consultation and survey show that the majority of children report lunchtimes as a highly positive experience. Monitored by SY, LT. (QSF 1.6.4.1)	3		2	2	2		Y
	Behaviour Analysis reveal serious incidents reducing from term to term. Monitored by HT and LT. Behaviour viewed positively by stakeholders in surveys and questionnaires. (QSF 1.11.3.3)	3	3		2	2		Y
	The majority of staff feel trained and supported in carrying out their roles. Monitored by LT through survey and appraisal and CPD evaluation. (QSF 1.11.4.4)	3			3	2		N
	Staff turnover is low. Feedback from staff leavers is positive about the school. Monitored by HT and evidenced from exit interview notes. (QSF 2.8.5.5)		3		2	2		Y
The school roll is stable over time. Leavers' spaces can be filled with joiners almost immediately. Positive feedback is given by leaving families and parent tours to school. Monitored by questionnaires and exit interviews where possible. (QSF 2.9.1.2)	3			2	2	Y		
PRIORITY 2: Raising and Maintaining High Standards	85%						Darren Norman 26 Jul 2019	
	Criteria	Context	Consultn.	Provision	Outcome	Target		Status
	Timetable review with whole staff clarifies expectations for subject teaching time, coverage and OAK and PATHS. Monitored by LT. Evidenced through planning. (QSF 1.2.4.2)	3			2	2		Y
	The Monitoring process has a positive effect on teacher and LSP workload. Reviews of marking, assessment and timetable viewed positively by staff. Monitored by KS leads and LT. Evidenced through staff surveys/appraisal. (QSF 2.8.5.5)	3			2	2		Y
	The curriculum is clear on INTENT, IMPLEMENTATION and IMPACT. Monitored by subject leads/KS leads and LT. Evidenced via planning/observations/books. (QSF 3.1.1.3)	4		2		2		N
Focused CPD supports subject leaders' expertise. Monitoring and evidence through CPD evaluations, staff meetings records, feedback from staff through appraisal and staff surveys. (QSF 3.1.2.2)	4		3	3	2	N		

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	The school community is used as a rich resource, with local trips, walks, expertise and parent volunteers involved. Monitored through LT, subject leads. Evidenced by feedback and surveys as well as subject lead notes. (QSF 3.1.2.3)	3	3	2		2	N	
	The focus on 'Maths Mastery' throughout the school has a positive effect on teaching and learning. This is monitored through the subject lead and LT observations. Evidence through results, feedback from chn and parents. (QSF 3.2.3.1)			2	2	2	Y	
	Assessment tasks in topic and other foundation subjects feeds into improved planning. Monitored by subject leads and LT. Evidenced by quality of outcomes through books and results. (QSF 3.2.7.1)	3	3			2	N	
	Writing results in attainment and progress in EYFS, KS1 and LKS2 improve. This is monitored throughout the year by teachers and LT, pupil progress meetings, observations and books. Evidenced through results. (QSF 4.1.5.3)	3				2	N	
	The focus on Continuous Provision develops throughout KS1. This has a positive effect on Teaching and Learning, monitored via teacher, KS lead & LT. Evidenced through results/behaviour/monitoring in those year groups. (QSF 6.3.5.1)		2			2	N	
	Reading review carried out by HT and DHT (see English Action Plan).	3				2	N	
PRIORITY 3: Communication with Stakeholders	80%							Darren Norman 19 Jul 2019
	Criteria	Context	Consultn.	Provision	Outcome	Target	Status	
	Surveys report a majority of parents satisfied with school communication. Monitored through LT. (QSF 1.9.2.1)	3			2	2	Y	
	A majority of parents feel satisfied they have the information needed to support their child at home. Monitored by LT. (QSF 1.9.2.3)	3	3		2	2	Y	
	A majority of parents are satisfied they understand their child's progress, targets and achievement. Monitor through surveys. (QSF 1.9.4.2)		3		2	2	Y	
	A majority of parents feel satisfied that school informs them of events and special days with clarity and enough notice. Monitored via LT. (QSF 1.9.5.3)		2			2	N	
	A majority of parents feel valued in their contribution to school life. Monitored via surveys. Evidenced via survey results. (QSF 1.9.5.5)		3		3	2	N	
	A majority of parents are satisfied with how the school spends PTA fundraising. Monitor through LT surveys. (QSF 2.9.2.1)	3	2		2	2	Y	
PRIORITY 4: The Development of Staff	80%							Darren Norman 26 Jul 2019
	Criteria	Context	Consultn.	Provision	Outcome	Target	Status	
	Majority of staff evaluations of CPD are Green and above over time. Monitored through Bluewave, evidence in comments/reviews. (QSF 1.7.6.2)		2			2	N	
	Ongoing sharing of practice embedded by end Spring 2019 (QSF 1.7.6.5)			2		2	N	
	Appraisal shows a majority of subject leads are proactive staff development in their subject. Monitored through LT. Evidence from CPD evaluations and appraisal feedback. (QSF 2.1.5.1)	3				2	N	
	CPD is driven by need highlighted by monitoring or results. Monitored by SBM and HT, appraisers and CPD leads. Evidence from feedback, evaluations, questionnaires. (QSF 2.6.2.2)	3			3	2	N	
	All staff have development and training opportunities, regardless of whether they are in new or existing roles. Monitored from appraisal. (QSF 2.6.2.3)	3			3	2	N	