

Kew Riverside SDP: September 2020

The SDP will be a working document during the academic year 2020 - 2021, four priorities have been selected for the year ahead:

- > Mathematics
- > Reading
- > Quality of Teaching and Learning
- > Communication with parents

Please note that some actions are dependent on the full opening of school and a return to full collaboration with all stakeholders.

Throughout the year, leaders will continue to investigate the current performance of the school in order to accurately plan and therefore there may need to be flexibility in the planned actions. Assessment of school performance will be further supported by external audits, including Safeguarding, PPG and ongoing SIP reviews.

Following the accurate baseline of school performance and the recruitment of a permanent Headteacher, a three year SDP will be developed which will clearly identify timescales for the school to confidently achieve a 'Good' judgement in an Ofsted inspection.

A SEF will also be developed and refreshed as key targets in the SDP are achieved.

Part 1: Improve progress and attainment in mathematics from Reception to Year 6

Success Criteria	Action	Staff Lead	Time CPD £	Quality Assurance	Governor Committee
Part A: The Mathematics Leader is effective					

<p>The Maths Policy and Calculation Policy are updated and shared with all stakeholders.</p>	<p>Review current policies by Nov 2020</p> <p>RR works with another Maths Lead (The Russ/Meads) to support in writing updated policies & actions plans by Dec 2020</p> <p>The Maths Intent, Implementation and Impact is clear and shared with all stakeholders, Feb 2021.</p> <p>Draft policies consultation with staff, Feb 2021</p> <p>Ratified by GB and launch of new policy Feb 2021</p> <p>Policies are communicated with Parents through curriculum night / Powerpoint presentation, Spr 2021</p>	<p>RR</p> <p>RR</p> <p>RR</p> <p>RR</p> <p>RR</p> <p>RR</p>	<p>Leadership Time to be requested</p> <p>W/with other schools</p>	<p>Report back to Headship Team</p> <p>SIP review</p> <p>Parent survey</p>	<p>Maths Governor Link</p> <p>FGB</p>
<p>Maths leader has a full understanding of the curriculum 3 Is and can competently manage subject improvement across the school</p>	<p>RR offered support & development through mentoring:</p> <ul style="list-style-type: none"> ➤ Maths Lead from another school ➤ SIP JS-L ➤ Maths Network support <p>RR seeks own CPD opportunities, but to include:</p> <ul style="list-style-type: none"> ➤ Jenell Chetty OFSTED training for subject leaders ➤ Maths Leaders Network ➤ Maths TRG? TBC <p>Measure</p> <ul style="list-style-type: none"> ➤ Mid year subject review led by JS-L / Advisor CH 	<p>RR / SL</p> <p>SIP JS-L</p> <p>AfC</p> <p>SIP JS-L or CW</p>	<p>AfC Credits</p> <p>AfC Credits</p>	<p>HTeam</p> <p>Report back to HTeam</p>	<p>Maths Governor Link</p> <p>Headteacher</p>

<p>Maths Mastery</p> <p>Implementation of the Maths Mastery approach leading to a culture of fluency, reasoning and problem solving.</p>	<p>Kew joins the local TRG (support from The Russell Sch)</p> <p>RR to attend MM TRG observing model lesson TBC</p> <p>Half termly subject lead (RR) models lessons with key focus to staff – whole staff critique. Spr 2021</p> <p>LWalk focusing on the impact of the model lesson. Spr 2021</p>	<p>RR, SL</p> <p>RR, SL</p> <p>RR</p> <p>RR</p>	<p>Finance implication of joining the TRG</p>	<p>HTeam</p>	<p>Maths Governor Link</p>
<p>Resourcing & Budget</p> <p>Maths is well resourced and there is evidence that resources are utilised to their full capacity and targeted to appropriate tasks/ children</p>	<p>Audit of resources and provision Dec 2020</p> <p>Progression of manipulatives (resources) for each class and these are well used resources. Therefore teachers are not just using their preferred resources. Report presented to HTeam (SL)</p>	<p>RR</p> <p>RR</p>	<p>Maths Budget</p>	<p>Headship Team</p> <p>Lesson Obs & Learning Walks</p> <p>Gov reports</p>	<p>Maths Governor Link</p>
<p>Part B: The teaching and learning of mathematics across the school from Reception up to Year Six is good or better by July 2020</p>					
<p>Baseline: A rigorous baseline of teaching, learning and outcomes in maths is shared with the Headship Team and FGB.</p>	<p>To complete a full and comprehensive subject audit. Audit to include maths home learning - evaluation of provision and practice. Jan 2021.</p> <p>Advisor time (CW) to support the above - spring term</p> <p>Audit generates termly action plans written by RR and presented to HTeam & GB.</p>	<p>RR</p> <p>RR</p> <p>RR</p>	<p>AfC Credits</p> <p>Leadership Time</p>	<p>All observations carried out jointly by RR & HT Team, at least termly</p> <p>Governor report</p>	<p>Maths Governor Link</p>

<p>Changes in timetable: Increasing amount of time children spend on developing mathematics skills</p>	<p>Arithmetic is taught daily for 20 minutes from Yr1 to Yr6. Impact is evident in the outcomes. Sep 2020</p> <p>RR to monitor quality of these sessions & report back to HTeam, termly</p>	<p>RR</p>	<p>N/A</p>	<p>Report back to HT</p> <p>Governor report</p>	<p>Maths Governor Link</p>
<p>Teachers' Knowledge & Planning</p> <p>Teachers understand and follow a defined and clear progression map of knowledge and skills for teaching maths in YrR to Yr6, with greater opportunities for deeper learning.</p> <p>All staff competently use The White Rose scheme</p>	<p>Survey of staff skills and competency, Sep 2020</p> <p>CPD for all staff using The White Rose scheme, scheduled at the start of each term, Sep 2020.</p> <p>The school accesses the White Rose premium resources, Sep 2020</p> <p>Lesson observations evidence the use of the WR scheme, Sep 2020</p> <p>The impact of the scheme is evident in children's books as progress is easily identified, Sep 2020</p> <p>Monitoring of teachers' planning and slides – monthly for all staff or weekly for any teachers who need to make greater improvements. RR feeds back on this work, monthly, to HTeam, Autumn term 2020 & ongoing</p> <p>Joint planning put in place for any teachers requiring further support. Autumn term 2020 & ongoing</p>	<p>RR</p> <p>RR</p>	<p>£90</p>	<p>Staff survey</p> <p>SIP visits</p> <p>Planning review, observation feedback, children's books</p> <p>Feedback to the HT Team</p>	<p>Maths Governor Link</p>
<p>Quality of lessons</p> <p>The teaching and learning of maths from YrR to Yr6 is good or better</p>	<p>Termly observations including book looks and pupil survey in mathematics supported by Headship Team, SIP, Maths Advisor</p> <p>Feedback to staff is supported by ongoing CPD or individual mentoring</p>	<p>RR and Headship Team</p>	<p>Leadership time</p>	<p>Report back to FGB, SIP & HTeam</p>	<p>FGB</p>

<p>Assessment for Learning</p> <p>Assessment processes and procedures in mathematics</p>	<p>Implementation of pre-unit assessments using the WR materials to identify gaps in learning, Sep 2020</p> <p>Implementation of end-unit assessment to monitor progress, Sep 2020.</p> <p>Teachers address misconceptions as they happen as evidenced in observations and children's books, Sep 2020.</p> <p>All teachers are following the marking policy in maths and this leads to teacher-children dialogue about their learning and children making progress. Sep 2020.</p> <p>Children know what their targets are in maths and how to improve. Kew as a system in place to articulate this to children. Sep 2020.</p>	<p>RR</p> <p>RR</p> <p>RR</p> <p>RR</p> <p>RR</p>		<p>Report back to HTeam</p>	<p>FGB</p>
<p>Outcomes in children's books</p>	<p>High pride in children's books</p> <p>Work is well presented in children's books</p> <p>Books evidence that maths is taking place every day</p> <p>Progress is easily identified in children's work</p>	<p>All staff led by RR</p>			<p>Maths Governor Link</p>
<p>Part B: For children to achieve greater outcomes (attainment and progress) in mathematics across the school from Reception to Year Six by July 2020</p>					

<p>Assessment & Leadership</p> <p>External Data: Leaders and Governors have a full understanding of end of KS and internal maths data and the school is responsive to this information.</p> <p>Internal Data: All teachers confidently articulate end of year and end of term expectations (ARE, EARE) for their year group.</p> <p>Maths leader is able to do this for R – Yr6</p> <p>Closing the gap register identifies those children who have fallen behind and require additional support</p>	<p>Advisor Matt Brown support for leadership in understanding end of KS data Sep 2020</p> <p>Subject leader to present maths data analysis to HTeam & FGB, termly. Autumn term 2020 onwards</p> <p>Moderation of outcomes with subject lead, with advisor and with colleagues from another school, with network, Nov 2020</p> <p>All teachers, regardless of year group, become familiar with test base questions - Jan 2021</p> <p>Implement a half termly Closing the gap register led by subject leader Dec 2020</p> <p>Children may be given small group intervention for focused catch up. Jan 2021</p> <p>In addition to this, autumn term data review enables RR/HTeam to consider which children in need of additional support in maths, as a result of school closure, from the top-up funding.</p>	<p>AFC</p> <p>RR</p> <p>RR</p> <p>RR</p> <p>HTeam</p>	<p>Credits</p> <p>Specific top-up funding budget</p>		<p>FGB</p> <p>FGB</p> <p>FGB</p> <p>Maths Governor Link</p>
--	--	---	--	--	---

Part C: There is a positive and high profile of maths across the school

<p>The maths pages of the school website celebrate successes of the subject and informative.</p>	<p>RR to update the maths pages of the school website, ensuring</p> <ul style="list-style-type: none"> ● Subject intent, implementation and impact ● Examples of work <p>March 2021</p>	<p>RR</p>		<p>Website review Gov link JC</p> <p>Parent feedback</p>	<p>FGB</p>
<p>The school holds regular planned events to celebrate maths</p>	<p>RR to audit displays and maths working walls in the school</p> <p>RR audits number of certificates given to children in relation to maths</p> <p>Development of maths JLT to work with RR</p> <p>Identify and plan events in the school calendar - internal and external to celebrate maths (curriculum evenings, book looks)</p> <p>Spring Term 2021</p>	<p>RR</p>	<p>Budget dependent</p>	<p>Parent & pupil feedback</p>	<p>FGB</p>

Part 2: Improve progress and attainment in English, with specific focus on reading and phonics

Success criteria	Action	Staff Leader	Time CPD £	Quality Assurance	Governor Committee
Part A: The English Leader is effective					
The English Policy & Guidance Documents are updated and shared with all stakeholders	<p>Review current policies by Feb 2021</p> <p>ES works with Debbie Thomas to support in writing actions plans by Dec 2020 and updated policies and guidance by Feb 2021</p> <p>The English Intent, Implementation and Impact is clear and shared with all stakeholders in March 2021</p> <p>Draft policies consultation with staff in Jan 2021</p> <p>Ratified by GB and launch of new policy March 2021</p> <p>Policies are communicated with Parents through curriculum night / Powerpoint presentation, late Spr 2021</p>	ES	<p>Leadership Time to be requested</p> <p>W/with Debbie Thomas and other schools</p>	Report back to Headship Team	<p>Feedback to English Governor Link</p> <p>FGB</p>
English leader has a full understanding of the curriculum and three Is and can competently manage subject improvement across the school	<p>ES offered support and development through mentoring:</p> <ul style="list-style-type: none"> ➤ Debbie Thomas ➤ English Lead from another school ➤ SIP JS-L ➤ English Network support <p>ES seeks own CPD opportunities, but to include:</p> <ul style="list-style-type: none"> ➤ Jenell Chetty OFSTED training for subject leaders 	<p>ES / Member of HT Team</p> <p>DT</p> <p>SIP JS-L</p> <p>AfC</p>	AfC Credits	Report back to Headship Team	Feedback to English Governor Link

	<ul style="list-style-type: none"> ➤ English Leaders Network ➤ CLPE <p>Measure</p> <ul style="list-style-type: none"> ➤ Mid year subject review led by JS-L / DT 	SIP JS-L or DT			
Gain a full oversight of writing across the school	Review current processes for writing including exploring planning, teaching, assessing, modelling and outcomes. Pre plan key focus areas for 2021 SDP	ES and member of HT Team	Leadership Time to be requested	Report back to HT Team	Feedback to English Governor Link
Develop the School Website	<p>To update the English and Phonics pages on the website</p> <ul style="list-style-type: none"> ● Subject intent, implementation and impact ● Examples of work <p>Early Spring 2021</p>	ES and NW		Report back to HT Team	Feedback to English Governor Link
All staff understand expectation for English 'blended learning'	<p>Subject leader contributes to the Blended Learning policy</p> <p>CPD for staff as required</p> <p>Engagement register is maintained and support given to children falling behind</p> <p>Dec 2020</p>	ES and NW	<p>AfC Credits</p> <p>SPARK Credits</p>	Report back to HT Team	Feedback to English Governor Link
Part B: The teaching and learning of reading across the school from Reception up to Year Six is good or better by July 2020					
A rigorous baseline of teaching, learning and outcomes in reading is shared with the Headship Team and FGB to generate termly action plans.	<p>To complete a full and comprehensive subject audit in autumn term 2020.</p> <p>See reading action plan which is to be updated termly</p> <p>To include reading audit with LA advisor</p>	ES and member of HT	<p>Autumn Term Observations</p> <p>In school Cover</p>	All observations carried out by SLT and HT Team	Feedback to English Governor Link

<p>There is a defined and clear progression for reading from YrR to Yr6.</p> <p>The quality of planning is strong and supports a range of reading in the classroom.</p>	<p>All staff competently make use of National Curriculum and school documents. Staff meetings scheduled to develop teacher's understanding.</p> <p>The school decides if the reading progression document is useful for staff.</p> <p>Learning Walk/ Lesson observations evidence progress.</p> <p>Monitoring of teacher's planning for reading - weekly for any teachers who require the additional feedback and support. Feedback reported to the HT team - half termly.</p>	<p>ES and member of HT</p>	<p>Autumn Term Learning Walk</p> <p>Autumn Term Planning Scrutinies</p> <p>In school Cover</p>	<p>All observations carried out by SLT and HT Team</p>	<p>Feedback to English Governor Link</p>
<p>There is a defined and clear progression for phonics from YrR to Yr6.</p> <p>Develop consistent whole school implementation to the teaching of reading.</p>	<p>All staff competently make use of National Curriculum and school documents. CPD scheduled to develop teacher's understanding.</p> <p>The school to decide if the phonics progression document requires refining.</p> <p>Learning Walk/ Lesson observations evidence progress.</p> <p>Monitoring of teacher's planning and understanding of phonics - weekly for any teachers who require the additional feedback and support. Feedback reported to the HT team - half termly.</p>	<p>ES and member of HT</p>	<p>Autumn Term Learning Walk</p> <p>Autumn Term Planning Scrutinies</p> <p>In school Cover</p>	<p>All observations carried out by SLT and HT Team</p>	<p>Feedback to English Governor Link</p>
<p>The teaching and learning of reading from YrR to Yr6 is good or better.</p>	<p>Termly observations in reading supported by Headship Team, SIP, English Advisor</p> <p>Feedback to staff is supported by CPD or individual mentoring</p> <p>Reading planning is reviewed at least half termly</p> <p>High quality reading resources, including class readers, are available</p>	<p>ES and member of HT</p>	<p>Autumn/ Spring Term Learning Walk</p> <p>Autumn/Spring Term Planning Scrutinies</p> <p>In school Cover</p> <p>Spring Term Resource Audit ready for 2021/ 2022 budget setting</p>	<p>All observations carried out by SLT and HT Team</p>	<p>Feedback to English Governor Link</p>
<p>Teachers and LSPs develop their own skill in the teaching of</p>	<p>Subject lead to attend CPD to disseminate good practice</p> <p>Half termly subject lead models lessons with key focus to staff – whole staff critique</p>	<p>ES and member of HT</p>	<p>Internal and external CPD</p> <p>Spring Term Learning Walk</p>	<p>All observations carried out by SLT and HT Team</p>	<p>Feedback to English Governor Link</p>

<p>reading through observation of best practice and research</p>	<p>LWalk focusing on the impact of the model lesson</p> <p>A programme of reading CPD for all staff – based on the outcome of the school and LA audit.</p>				
<p>Parents are engaged and supporting Home Learning effectively.</p> <p>Children are engaged in reading at home with parents.</p>	<p>Parent survey - how are parents engaging in reading and phonics at home? What is their opinion of the quality and range of books which support reading at home? Do they feel able to support home learning in reading and phonics?</p> <p>Scrutiny of the phonics provision for home learning - does it meet the needs of the children and the objectives of the curriculum?</p> <p>Scrutiny of reading diaries across all year groups and pupil groups - how effectively are they being used?</p> <p>Audit of the quality of books which are provided for home learning. Is there good coverage of bands and genres? Do they meet the needs of all pupil groups? How do children feel about the quality of books which they can take home to share?</p>	<p>ES and member of HT</p>	<p>Autumn Term Questionnaire</p> <p>Autumn/ Spring Term Scrutinies</p> <p>Spring Term Audit ready for 2021/ 2022 budget setting</p>	<p>All observations carried out by SLT and HT Team</p>	<p>Feedback to English Governor Link</p>

Part C: For children to achieve greater outcomes (attainment and progress) in reading across the school from Reception to Year 6 by July 2020

<p>Leaders and Governors have a full understanding of end of KS and internal reading and phonics data and the school is responsive to this information.</p>	<p>Matt Brown support for leadership in understanding end of KS data</p> <p>Subject leader to present on reading and phonics data analysis to HTeam</p> <p>English leader completes termly action plans following termly data drop</p> <p>English leader presents to Governors termly</p>	<p>ES</p>	<p>AfC Credits</p>	<p>Report back to HT Team</p>	<p>Feedback to English Governor Link</p>
---	---	-----------	--------------------	-------------------------------	--

All teachers confidently articulate end of year and end of term expectations for their year group. English leader is able to do this for R – Yr6	Moderation of outcomes with subject lead, with colleagues from another school, with network Advisor support - moderation training with DT Development of portfolio of work benchmarking expectations in units of work throughout the year CPD: Staff meeting developing what 'ARE' looks like - Autumn Term 2020	ES	AfC Credits	Report back to HT Team	Feedback to English Governor Link
Assessment processes and procedures in reading including reading interventions	Audit the assessments currently used in phonics and reading to ensure they provide enough qualitative data for phonics progression, reading ages and comprehension information Spring 2021	ES and member of HT Team	Purchase of new resources ready for 2021/2022 budget setting	Report back to HT Team	Feedback to English Governor Link
'Closing the Gap' register identifies those children who have fallen behind and require additional support	Implement a closing the gap register led by subject leader which is reviewed in line with Pupil Progress Meetings Children may be given small group/ 1:1 intervention for focused catch up By Early Spring 2021	ES and member of HT Team to review	Catch Up funding In school Intervention	Report back to HT Team	Feedback to English Governor Link
Part D: Embed a culture of reading across the school					
Reading in the classroom is taking place at all times, both planned and incidental	Learning Walk/ Lesson observations as evidence. Reading planning scrutiny	ES	Autumn and Spring Term LWs Autumn and Spring Term Scrutinies	All observations carried out by SLT and HT Team	Feedback to English Governor Link
Children choose to read a wide range of texts independently	Scrutiny of reading diaries across all year groups and pupil groups - what type of texts are available and being chosen?	ES	Autumn and Spring Term Scrutinies	Report back to HT Team	Feedback to English Governor Link

Children evidence interest in and motivation for reading including reading for pleasure	Scrutiny of reading diaries across all year groups and pupil groups - what type of texts are available and being chosen? Pupil voice Develop the role of reading pupil leader for each class/ KS	ES	Autumn and Spring Term Scrutinies Spring Term Pupil Voice	Report back to HT Team	Feedback to English Governor Link
The school holds regular planned events to celebrate the pleasure of reading	Identify and plan events in the school calendar - internal and external	ES and whole staff	Spring and Summer Terms	Report back to HT Team	Feedback to English Governor Link
There is planned use of the school library despite COVID restrictions	Timetable to be agreed and shared COVID restrictions to be observed and library use to be included on the COVID risk assessment	ES	Autumn Term	Report back to HT Team	Feedback to English Governor Link
The school actively participates in the Spark children's award	Awaiting information	ES and member of HT Team	Spring and Summer Terms	Report back to HT Team	Feedback to English Governor Link

Part 3 Ensuring the quality of education and assessment are at least good

Success criteria	Action	Staff Leader	Time CPD £	Quality Assurance	Governor Committee
Definition and understanding of what good/outstanding Teaching and Learning looks like at Kew Riverside	Set of criteria describing provision at Kew Riverside (non-negotiables), to be used in lesson obs. Peer observations in another setting (COVID Dependent) Participation in Good Practice Networks Quality CPD SIP Support	NW and member of HT Team	AfC Credits SPARK Credits Advisor Support SIP Support	Q of E judgments Report back to HT Team	Feedback to Curriculum Committee

	Spring Term 2021				
Refresh of staff performance management expectations and rigour of evidence base for judgements of overall teacher performance	<p>Class teachers have three formal observations a year as per agreed practice</p> <p>NQTs receive a higher level of support and scrutiny</p> <p>A full range of qualitative and quantitative evidence is used to assess teacher performance, including evidence from book looks, lesson observations; learning walks; outcomes; data; pupil and parent voice</p> <p>Review of format for appraisal and staff involvement in their own appraisal and target setting</p> <p>Autumn Term 2020</p>	NW and member of HT Team	In School Cover	Report back to HT Team	Feedback to Curriculum Committee
Staff are provided with agreed CPD that links to the needs identified in the SDP, through performance management and to ensure subject knowledge is at least good across the curriculum	<p>CPD has demonstrable impact on the quality of education</p> <p>CPD contributes to staff perceptions of professional development</p> <p>Subject Leaders attend appropriate CPD and disseminate to all teaching staff</p> <p>Across all three terms</p>	NW and member of HT Team	<p>AfC Credits</p> <p>SPARK Credits</p> <p>Advisor Support</p> <p>SIP Support</p>	<p>Q of E judgments</p> <p>Staff survey</p> <p>Report back to HT Team</p>	Feedback to Curriculum Committee
Establish clear and concise curriculum intent for all subject areas and for the curriculum as a whole. Identify whole school intent from priorities	<p>Review all subject intents ensuring clarity and ensuring that they feed into the whole school intent</p> <p>Communicate to school community</p> <p>Spring Term 2021</p>	NW and member of HT Team		Report back to HT Team	Feedback to Curriculum Committee and FGB
Evaluate the knowledge organisers, sequence of curriculum and foundation blocking model to ensure content is purposeful and	<p>Work Scrutinies for all subject leaders to provide evidence base for all subject areas</p> <p>Gather staff and pupil voice in relation to KOs and curriculum</p>	NW and SMC		Report back to HT Team	Feedback to Curriculum Committee

appropriate and cross curricular links are clear and meaningful	Review curriculum coverage of BAME role models Consider Cultural Capital - are we providing opportunities for all pupil groups Spring Term 2021				
Assessment for foundation subjects is meaningful, accurate and informs future planning of teaching and learning across the curriculum	Evaluate the established model for science and adapt for foundation subjects Establish good examples of assessment of foundation subjects and use to create Kew model Spring 2021	NW and member of HT Team		Report back to HT Team	Feedback to Curriculum Committee
Subject Leaders understand the expectations of their role, have a clear picture of their subject and are able to evidence their subject leadership work	Subject Leaders develop a strong evidence base including data from book looks; learning walks; outcomes; data; pupil, staff and parent voice This picture is recorded as a 'snapshot' for scrutiny Spring/ Summer Terms 2021	NW and member of HT Team		Report back to HT Team	Feedback to Curriculum Committee
The school has a sustainable approach to remote learning, which enables pupils to have access to a broad and balanced curriculum during absence for COVID and any future lockdown	Blended Learning is established and in place. Staff use policy as a model for children learning at home due to self isolation/ bubble/ school closure School understand the IT requirements of the community to enable this approach to home learning Parent and pupil voice gathered after periods of home learning to improve practice and processes Across all three terms	NW and member of HT Team		Report back to HT Team	Feedback to Curriculum Committee

Part 4: There is an increase to pupil numbers on roll (September 2020: 151. To aim for September 2021: 165) as a result of the school's improved external and internal positive reputation.

Success criteria	Action	Staff leader	Time CPD £	Quality assurance	Governor committee
Part A The school is positively promoted in the community and borough (external reputation).					
Re-launch of school website	<p>Full school website review ensuring information shared is statutory and up to date. By the end of Jan 2021.</p> <p>Rolling schedule of what to update, by whom and by when with a view of all pages updated by the end of the Summer Term. Jan 2021</p> <p>Update of photography and video prospectus once new Head appointed. TBC.</p>	<p>SMcG/JC (Gov)</p> <p>Led by SMcG</p> <p>All teachers</p> <p>New HT!</p>	<p>Time working remotely</p> <p>Staff meetings</p>	Jen Cropley & Headship Team	Comms Gov Link: Jen Cropley
Parents state (survey 2021) that the communication from the school is excellent.	<p>Survey parents on current communication and what they would find useful - use the results to inform an action plan. Dec 2020</p> <p>Increase communication opportunities with parents. Nov 2020</p> <ul style="list-style-type: none"> ➤ weekly newsletter (to be reviewed including more positive news stories from the school) ➤ termly sport, safeguarding and attendance newsletters. To start Nov 2020 <p>Yr6 School Magazine written and shared termly, sharing news across all elements of school life with children and parents. Jan 2021</p> <p>Reinstate Twitter and use as a source of sharing positive news from each class each week. October 2020</p> <p>Staffing: Ensure there is always an office staff member at the front desk answering calls and messages from parents. Oct 2020</p> <p>Where appropriate, significant curriculum changes, particularly those that impact upon R, W and M and related to changes in policies (e.g. calculation policy) parents to be informed and supported in their own understanding, purpose of which:</p>	<p>NW</p> <p>NW</p> <p>ES to work with Yr6</p> <p>NW</p> <p>NW</p> <p>ES to work with Yr6</p> <p>NW</p>	<p>Leadership Time</p> <p>Cost of</p>		Comms Gov Link: Jen Cropley

	<ul style="list-style-type: none"> ➤ Increased teacher - parent collaboration ➤ Develop parent understanding of curriculum: content & outcomes, skills and knowledge ➤ Teaching the parents how to support their child at home 		additional resources		
There is a significant improvement in the parent-school relationship, leading to children and parents acting as ambassadors for the school.	<p>Parents feel informed: The Governing Body and Headship Team to share half termly letters to parents, updating school improvement and any school changes. Half Termly.</p> <p>A parent friendly version of termly SIP reports shared. Termly.</p> <p>Audit on parent professions and skills with a view of making more use of community in school. E.G Yr6 magazine club being supported by a parent with a background in journalism. Jan 2021</p> <p>VIP morning takes place every year. Parents coming into school to share their experiences with the children. Feb 2021</p> <p>Monthly Book Looks, parents coming in to see children's work at the end of each month. Monthly.</p> <p>When appropriate, new policy/initiatives - working party of parents invited to influence school development. EG</p> <ul style="list-style-type: none"> ➤ Working party for RSHE Policy ➤ Working party for new uniform design 	<p>SH & Headship Team</p> <p>NW</p> <p>NW</p> <p>NW</p> <p>NW</p> <p>NW</p> <p>MS</p>	PPG funding for support		Comms Gov Link: Jen Cropley
Kew is established within the community	<p>The school is proactive in understanding its immediate community and making links to businesses, charities and groups. The links to be used to promote Kew Riverside and enrich children's curriculum experiences. Ongoing</p> <ul style="list-style-type: none"> ➤ Kew Gardens ➤ Richmond Park (friends of) 	NW			Comms Gov Link: Jen Cropley

	<ul style="list-style-type: none"> ➤ Richmond Run Fest ➤ Sainsburys ➤ Recycling Unit ➤ Kew parade (shops) ➤ RUILS ➤ Local MPs ➤ Mayor of Richmond <p>Kew Riverside takes part in local initiatives and competitions Ongoing</p> <p>Relationships are developed with other agencies and professionals, who hold Kew and the leadership team in high regard and whose work enriches the children’s experiences</p> <ul style="list-style-type: none"> ➤ School Nurse (working alongside DSOs, supporting parents with children’s health and wellbeing) ➤ Police liaison office (half termly visits, workshops for children) ➤ Nursery ➤ EWO 	<p>NW</p> <p>NW</p>	<p>Small cost entry</p>		
<p>Kew Riverside Primary is well branded, has a strong identity and easily identifiable logo.</p> <p>Children, parents and staff share the same vision for the school.</p>	<p>Re-brand the school logo. Following which an update on uniform - both school and PE to be carried out. New Headteacher to do.</p> <p>School vision to be reviewed by Governors and Staff. All stakeholders have a clear and sound understanding of the school’s vision statement and the subject intents.</p> <p>Re-brand school certificates in line with the vision statement and values of the school. This follows the behaviour action plan.</p> <p>Behaviour action plan to be shared with Governors. Dec 2020</p> <p>Children take on specific responsibilities in the school. Pupil Voice is a strength of school development</p>	<p>TBC</p> <p>TBC</p>	<p>TBC</p>	<p>TBC</p>	

	<ul style="list-style-type: none"> ➤ Class Ambassadors ➤ Junior Leaders ➤ House Captains etc 	NW		SIP report	FGB
The front entrance of the school portrays a professional and welcoming environment	New Headteacher to lead	TBC	TBC	TBC	
<p>The internal reputation of the school is a positive one with high staff satisfaction and low staff turn-over.</p> <p>Staff feel energised by the ambition and rapid progress the school will make over the forthcoming 2 years</p>	<p>Staff survey at the start and end of the year to gather baseline of staff wellbeing. This to inform action plan. Dec 2020</p> <p>Staff wellbeing action plan giving rise to staff workload and wellbeing working party, meet once a month. Jan 2021 onwards</p> <p>Wellbeing at the top of SLT and FGB agenda. Ongoing</p> <p>Schedule of monitoring and CPD for the year shared with staff. Staff are able to identify their own improvements. Dec 2020</p> <p>Leadership at the school is stable and Headteacher is well supported by Mentor (SMcG or SL) and AfC Network April 2021</p>	<p>NW</p> <p>NW</p> <p>NW & SH</p> <p>NW</p>	Recruitment costs	Staff feedback	FGB
Part B The school has an increasing roll					
<p>An increase in attendance across all year groups, exceeding 95%</p> <p>There is a punctual and purposeful start to the school day.</p>	<p>Revision of attendance and absence policy shared with Governors and all staff Dec 2020</p> <p>Weekly SLT attendance meetings to review trends, key groups and communication with families</p> <p>Children who are late, parents must sign late register (not dropping at gates) and this is monitored in the same way as school absence. Jan 2021</p> <ul style="list-style-type: none"> ➤ Any children whose attendance and punctuality is impacted by COVID or SG reasons - must have a plan in place to ensure back to 100% within a set period of time. 	<p>NW</p> <p>NW, ES, RR</p> <p>NW</p>		<p>Website</p> <p>Parent feedback</p> <p>Attendance reports</p>	Behaviour and Attendance Gov Link:

	<ul style="list-style-type: none"> ➤ Strict monitoring, promotion and development of the attendance of vulnerable children (SG, SEND, PPG) <p>Promotion of positive attendance</p> <ul style="list-style-type: none"> ➤ Pupil awards ➤ Family awards ➤ Attendance star of the week newsletter ➤ Attendance display in each class ➤ Half termly attendance assembly 	NW			
Parents receive consistent communication in regards to attendance	<p>RAG half termly letters for all parents and meeting with SLT for those below 94% in the Autumn Term, 95% in the Spring Term and 96% by the Summer Term Nov 2020</p> <p>Attendance reported in all parents evenings Dec 2020 and ongoing</p> <p>Named member of staff 'Attendance Officer' Nov 2020</p>	NW	All staff		Behaviour and Attendance Gov Link:
Children and parents new to the school feel welcomed and settle quickly.	<p>HT offers all school tours with Class Ambassadors, ongoing</p> <p>All new children have a buddy for the first 2 weeks of school</p> <p>All new children have a school book to orientate themselves with staff and layout of the school</p> <p>School actively seeks feedback after first half term from parents and children</p>	NW	NW		Behaviour and Attendance Gov Link: