

# **Keston Primary School**



## **School Development Plan**

**Autumn 2018 to Summer 2020**

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## End of Key Stage Outcome and Targets

Standards 2016	KS1	R	W	M	GPS	R,W,M	Standards 2017	KS1	R	W	M	GPS	R,W,M	Standards 2018	KS1	R	W	M	GPS	R,W,M
	EXS (Expected Standard) GD (Greater Depth)							EXS (Expected Standard) GD (Greater Depth)							EXS (Expected Standard) GD (Greater Depth)					
	EXS	80	78	75		66		EXS	90	78	85		71		EXS	86	83	83		76
	GD	33	25	25		15		GD	39	27	36		12		GD	36	25	27		14
	<b>KS2</b>							<b>KS2</b>							<b>KS2</b>					
	EXS	79	82	79	74	70		EXS	81	86	88	81	73		EXS	76	85	80	85	66
	GD	26	18	35	39	11		GD	39	12	19	39	7		GD	31	25	27	41	11
	Year 1 Phonics 85%							Year 1 Phonics 90%							Year 1 Phonics 92%					
	EYFS Good Level of Development 68%							EYFS Good Level of Development 72%							EYFS Good Level of Development 76%					
	Attendance 96.6%			Progress : RE 2.1, WR 1.2, MA 2.6				Attendance 95.8%			Progress : RE 1.9, WR 0.0, MA -0.9				Attendance 96.1%			Progress : RE 1.6, WR 1.9, MA 0.9		

KS2 Target set 2019 (all pupils 57)		KS2 Target set 2019 (Disadvantaged 12 pupils)	
% pupils expected to meet expected standards in reading	88%	% pupils expected to meet expected standards in reading (PPG)	71%
% pupils expected to meet expected standards in writing	90%	% pupils expected to meet expected standards in writing (PPG)	79%
% pupils expected to meet expected standards in maths	88%	% pupils expected to meet expected standards in maths (PPG)	79%
% pupils expected to meet expected standards in reading, writing and maths	83%	% pupils expected to meet expected standards in in reading, writing and maths (PPG)	64%
% pupils expected to be working at greater depth within the expected standard in reading, writing and maths	31%	% pupils expected to be working at greater depth within the expected standard in reading, writing and maths (PPG)	0%

Keston Primary		School Self-Evaluation Development Targets	Autumn 2018
SECTIONS		SUMMARY EVALUATION	
<b>INTRODUCTION</b> School context-key features from RAISE Nov 2018		<ul style="list-style-type: none"> <li>At the last census there were 466 pupils on roll. There are slightly more girls than boys (54%)</li> <li>Number of pupils eligible for FSM remains below national averages at 16% in 2017</li> <li>The percentage of pupils with English as an additional language is below national at 8% in 2017</li> <li>There is a well below average proportion of pupils with SEN support</li> </ul>	
<b>AREAS FOR WHOLE SCHOOL DEVELOPMENT</b> Key priorities identified through school performance review & evaluation.		<p><b>Leadership and Management</b></p> <ul style="list-style-type: none"> <li>Successfully manage the transition to academy status and joining PACE Academy Trust</li> <li>Support the use of teaching strategies and specific Learning Skills to promote positive learning behaviours and further develop effective learning habits</li> <li>Middle leaders provide support for teachers in enabling their pupils to make outstanding progress across the curriculum</li> <li>Initiate and develop a revised review and monitoring system to support the development of greater levels of progress across all key stages</li> <li>Enhance provision in Early Years to ensure challenge for all children</li> </ul> <p><b>Teaching, Learning and Assessment</b></p> <ul style="list-style-type: none"> <li>Embed the current CPD opportunities which are in place to ensure that all teaching is consistently good and teachers are supported in developing outstanding teaching leading to outstanding progress</li> <li>Support new staff in the use of school assessment and tracking system in order to accurately assess pupil progress and provide appropriate support where required</li> <li>Middle and senior leaders continue to develop work monitoring to ensure challenge, leading to greater than expected progress for all abilities</li> </ul> <p><b>Personal Development, Behaviour and Welfare</b></p> <ul style="list-style-type: none"> <li>Improve rates of attendance for PPG children through careful analysis of attendance patterns and robust related actions for persistent absentees</li> <li>Further develop pupil voice through the acquisition of Learning Skills enabling pupils to take increasing ownership of their own learning and that of others</li> </ul> <p><b>Outcomes for Children and Learners</b></p> <ul style="list-style-type: none"> <li>To further develop mathematical reasoning skills of lower and low middle attainers, across all phases, in order to improve progress and attainment for these groups</li> <li>To accelerate progress of disadvantaged pupils (with a focus on years 2, 4 and 5) to narrow the gap</li> <li>Improve attainment and progress of lower attainers, with specific reference to attainment through key stage 2</li> <li>Raise attainment in writing for 2015 KS1 cohorts (current year 6)</li> <li>To focus on developing reading comprehension strategies to move KS2 progress indicators back to /above previous level</li> </ul> <p><b>Early Years</b></p> <ul style="list-style-type: none"> <li>Further develop mathematics provision across the foundation stage to enhance children's reasoning skills (increase % of children attaining exceeding in number)</li> <li>To continue to target writing development across Early Years to extend % of children attaining expected level and thus GLD</li> <li>To narrow the gap between genders by further developing the ongoing analysis of progress and target setting</li> </ul>	

**Keston Primary School**  
**Whole School Development Plan Autumn 2018 to Summer 2019**  
**(with outline to summer 2021)**

**Subject: Leadership and Management**

**Team Leader: Claire Murphy**

**Evaluation of SDP Autumn 2017 to Summer 2018:**

**Leadership and Management**

- Appraisal for all staff completed and targets set in line with whole school development plan
- CPD which targeted writing had a positive impact on standards across all key stages and on progress at end of KS2
- Middle leaders were supported through cluster CPD course and mentoring
- Teacher mentoring programme continued with impact of all key stages
- Arts curriculum team established leading to an increase in provision
- Learning skills as a toll from improving standards were enhanced through INSET and school CPD
- Focus on assessments across core subjects through moderation and use of TT tracking system led to greater staff accuracy
- Governing Body took decision to move to Academy status and join the PACE Academy Trust

**Premises and Capital ICT**

- Building maintenance contracts remain under review to ensure 'best value' – new contractors appointed
- Building and grounds meet health and safety and safeguarding requirements
- Infant Library and Technology rooms were refurbished
- Keston Kilometre track was installed through sports funding

**Finance**

- School remains in surplus allowing money to be spent on school promises improvements

**Safeguarding**

- Staff safeguarding training updates completed alongside training for new staff
- HT and Inclusion leader attended a wide range of safeguarding training including termly LA updates
- HT and AHT attended Designated Lead Training
- Safeguarding Governor completes regular safeguarding checks
- Safeguarding policy reviewed

Target (Including Personnel)	Action Autumn 2018	Action Spring 2019	Action Summer 2019	Success Criteria (monitoring and evaluation)	Outline of actions for autumn 2019 to summer 2021
<b>1. Successfully manage the transition to academy status and joining PACE Academy Trust</b>	<p>Complete documentation for transition</p> <p>HT attend ELG (Executive Leadership Group) and DHT attend DLG (Deputy Leadership Group) meetings within the Trust to develop strategies to support school improvement</p> <p>SBM and finance officer liaise with Trust schools to develop sound knowledge and understanding of new finance requirements</p> <p>Establish revised school Governing Board maintaining continuity of governors</p> <p>Trust Directors to appoint current Keston school governors to the Board</p> <p>Subject leaders to join Trust curriculum team meetings where appropriate</p>	<p>HT attend ELG (Executive Leadership Group) and DHT attend DLG (Deputy Leadership Group) meetings within the Trust to develop strategies to support school improvement</p> <p>SBM and finance officer liaise with Trust schools to develop sound knowledge and understanding of new finance requirements</p> <p>To establish shared practices as necessary in liaison with the Trust</p> <p>Subject leaders to attend Trust curriculum team meetings where appropriate</p> <p>Set up Trust moderation meetings</p>	<p>HT attend ELG (Executive Leadership Group) and DHT attend DLG (Deputy Leadership Group) meetings within the Trust to develop strategies to support school improvement</p> <p>SBM and finance officer liaise with Trust schools to develop sound knowledge and understanding of new finance requirements</p> <p>To establish shared practices as necessary in liaison with the Trust</p> <p>To reformat School Development Plan in line with Trust documentation</p> <p>Subject leaders to attend Trust curriculum team meetings where appropriate</p> <p>Continue with Trust moderation meetings amending format where required</p>	<p><b>School has a successful transition to academy status and membership to the PACE Academy Trust</b></p>	

Target (Including Personnel)	Action Autumn 2018	Action Spring 2019	Action Summer 2019	Success Criteria (monitoring and evaluation)	Outline of actions for autumn 2019 to summer 2021
<b>Costing (resources and training)</b>					
<b>2. Initiate and develop a revised review and monitoring system to support the development of greater levels of progress across all key stages</b>	<p>Introduce new Appraisal process for teachers</p> <p>Commence revised observation system of learning walks</p> <p>Change timetabling of pupil progress meetings to ensure greater impact – half termly assessment cycle to remain</p>	<p>Midterm review of teachers appraisal introduced – targets revised where necessary</p> <p>Review use of learning walks to ensure that system is providing appropriate support in developing teaching and learning – amend where necessary</p>	<p>Review use of learning walks to ensure that system is providing appropriate support in developing teaching and learning – amend where necessary</p>	<b>Review and monitoring system leads to a rise in attainment and progress levels (from 2018 data)</b>	Review outcomes of revised system and amend/develop as necessary
<b>Costing (resources and training)</b>					
<b>3. Middle and Senior Leaders to develop processes to ensure challenge for all pupils across the curriculum</b>	<p>Targeted work scans for English, Maths and E &amp; D – feedback to staff and identify development points</p> <p>Provide CPD to support outcomes identified above</p> <p>All teaching staff to take part in mentoring programme to support developments identified through learning walks and appraisal process</p> <p>Middle and senior leaders to take part in cross Trust</p>	<p>Targeted work scans for English, Maths and E &amp; D – feedback to staff and identify development points</p> <p>Provide CPD to support outcomes identified above – review impact of previous CDP</p> <p>All teaching staff to take part in mentoring programme to support developments identified through learning walks and appraisal process</p> <p>Middle and senior leaders to take part in cross Trust</p>	<p>Targeted work scans for English, Maths and E &amp; D – feedback to staff and identify development points</p> <p>Provide CPD to support outcomes identified above – review impact of previous CDP</p> <p>All teaching staff to take part in mentoring programme to support development identified through learning walks and appraisal process</p> <p>Middle and senior leaders to take part in cross Trust</p>	<b>Indicators for English and maths show an improvement (from 17 – 18) in progress across all year groups</b>	Future actions are dependent on outcomes from 18- 19

Target (Including Personnel)	Action Autumn 2018	Action Spring 2019	Action Summer 2019	Success Criteria (monitoring and evaluation)	Outline of actions for autumn 2019 to summer 2021
	<p>working parties focused on developing challenge</p> <p>Subject leaders to establish routine of drop ins to monitor subject areas</p> <p>SLT to review subject data to identify areas of concern and provide support</p>	<p>working parties focused on developing challenge</p> <p>Subject leaders review outcome of autumn term learning walks and identity specific areas / aspects of their subject for further development</p> <p>SLT to review subject data to identify areas of concern and provide support</p>	<p>working parties focused on developing challenge</p> <p>Subject leaders review outcome of spring term learning walks and identity specific areas / aspects of their subject for further development</p> <p>SLT to review subject data to identify areas of concern and provide support</p>		
<b>Costing (resources and training)</b>	Phase and subject release costs in staff budget				
<b>4. To raise attainment and accelerate progress of disadvantaged and lower attaining pupils</b>	<p>Appraisal targets to be based on progress of lower attainers in mathematics</p> <p>Learning Walks focus on progress and challenge of disadvantaged and lower attainers – feedback to staff for focused development</p> <p>Key Stage leaders to support class teachers in strategies to target progress of these groups in order to diminish the difference (appraisal target)</p> <p>Key stage leaders to provide team teaching where appropriate</p>	<p>Learning Walks focus on progress and challenge of disadvantaged and lower attainers – feedback to staff for focused development</p> <p>Key Stage leaders to support class teachers in strategies to target progress of these groups in order to diminish the difference (appraisal target)</p> <p>Key stage leaders to provide team teaching where appropriate – reviewed by SLT and end of each term</p> <p>Inclusion leader to support progress of disadvantaged</p>	<p>Outcomes of appraisal targets and progress to be reviewed</p> <p>Learning Walks focus on progress and challenge of disadvantaged and lower attainers – feedback to staff for focused development</p> <p>Key Stage leaders to support class teachers in strategies to target progress of these groups in order to diminish the difference (appraisal target)</p> <p>Key stage leaders to provide team teaching where appropriate</p>	<b>End of year outcomes reflect a diminishment in the difference between these groups and the cohort.</b>	Future actions are dependent on outcomes from 18- 19



Target (Including Personnel)	Action Autumn 2018	Action Spring 2019	Action Summer 2019	Success Criteria (monitoring and evaluation)	Outline of actions for autumn 2019 to summer 2021
	<p>Inclusion leader to support progress of disadvantaged children across the school through monitoring of data, teacher and TA guidance</p> <p>DHT to identify areas/ classes where support is required to accelerate progress of lower attainers – staff supported through phase leaders and SLT</p> <p>Pupil progress meeting focus on outcomes of these groups and strategies used to accelerate progress</p>	<p>children across the school through monitoring of data, teacher and TA guidance</p> <p>DHT to identify areas/ classes where support is required to accelerate progress of lower attainers – staff supported through phase leaders and SLT</p> <p>Pupil progress meeting focus on outcomes of these groups and strategies used to accelerate progress</p> <p>Whole school CDP on areas identified by phases and subject leaders</p>	<p>Inclusion leader to support progress of disadvantaged children across the school through monitoring of data, teacher and TA guidance</p> <p>DHT to identify areas/ classes where support is required to accelerate progress of lower attainers – staff supported through phase leaders and SLT</p> <p>Pupil progress meeting focus on outcomes of these groups and strategies used to accelerate progress – revise planning and support for 2019 – 2020 dependent on outcomes</p>		
<b>Costing (resources and training)</b>	Phase and subject release costs in staff budget				
<p><b>5. To review building maintenance contract to ensure ‘best value’</b></p> <p><b>To maintain building decoration to a good standard and ensure building and grounds meets all health and safety and safeguarding requirements</b></p>	<p>Review contracts for transition to Academy</p> <p>Set budget which allows for maintenance of building to required standard</p> <p>If budget allows make provision for classroom redecoration</p>		<p>End of academy financial year review of building maintenance contract - investigate establishment of alternative providers to provide best value</p> <p>Where appropriate investigate establishment of alternative providers to provide best value</p>	<p><b>All premises maintenance contacts reviewed on annual basis to ensure ‘best value’ is maintained</b></p> <p><b>Building and grounds meet health and safety and safeguarding requirements</b></p>	<p>Future actions are dependent on outcomes from 18- 19</p>

Target (Including Personnel)	Action Autumn 2018	Action Spring 2019	Action Summer 2019	Success Criteria (monitoring and evaluation)	Outline of actions for autumn 2019 to summer 2021
<b>Costing (resources and training)</b>					
<b>9. To ensure all staff are aware of safeguarding responsibilities and all pupils are safeguarded</b>	<p>Safeguarding Lead and/or deputy lead access termly forums</p> <p>Annual staff update and newly appointed staff to detailed safeguarding training</p> <p>DHT to renew designated lead training</p>	<p>Termly safeguarding update for staff</p> <p>Safeguarding Lead and/or deputy lead access termly forums</p> <p>Newly appointed staff to attend safeguarding training</p> <p>Renew first aiders certification as required</p> <p>Office and PGL TA to attend first aid to provide cover for absences and residential trip</p> <p>Prevent training – Jan INSET</p>	<p>Termly safeguarding update for staff</p> <p>Safeguarding Lead and/or deputy access termly forums</p> <p>Newly appointed staff to attend safeguarding training</p> <p>Renew first aiders certification as required</p>	<b>Relevant safeguarding structures are in place and all staff are aware of the role they play in safeguarding pupils in the school</b>	Ensure all safeguarding and first aid training is up to date
<b>Costing (resources and training)</b>	£350	£400	£400		

**Keston Primary School**  
**Whole School Development Plan Autumn 2018 to summer 2019**  
**(With outline to summer 2021)**

**Subject: English**

**Team Leader: Tracy Parker**

**Evaluation of SDP Autumn 2017 to Summer 2018**

- Targeted children were identified in pupil progress meetings and were supported to increase % of cohort at identified level.
- Year 1 phonics score was higher than previous year and above national average (92% attained expected level in comparison to 90% in 2016/17).
- Data for disadvantaged and lower attaining children show that they are still underperforming in reading and writing in most year groups when compared to non-disadvantaged in both reading and writing.
- RE and RP participated in writing action research group, leading to higher pupil engagement and increased number of children gaining expected/exceeding in writing by end of Reception.
- Regular work scrutinies continued throughout the year and individual feedback given. Outcomes were used to inform whole school improvement targets.
- Curriculum evening was held Autumn 2017 focussing on helping parents to support the children's writing
- Opportunities for writing CPD across cluster group had a continued positive impact and successfully raised the standards of writing.
- Staff involvement in levelling and moderation of writing both in school and across cluster has led to greater teacher knowledge of writing levels.
- EYFS workshop supported parents involvement in the development of early writing skills
- Cross-curricular writing is now more evident and of a higher standard.
- Reading scheme books were audited and new books purchased in KS1. Children have voiced their enthusiasm about their new books.
- Spelling policy revisited and having visited other schools to look at provision, we will continue to use Schofield and Sims.

Target (Including Personnel)	Action Autumn 2018	Action Spring 2019	Action Summer 2019	Success Criteria (monitoring and evaluation)	Outline of actions for autumn 2019 to summer 2021
<p><b>1. To raise attainment and accelerate progress of disadvantaged pupils in reading – KS1/KS2</b></p>	<p>Subject leader to attend termly pupil progress meetings to enable a focus to be developed on pupils who are not making expected progress.</p> <p>Subject leader to discuss half termly progress data with HT, identifying areas of need.</p> <p>Subject leader to support teaching and learning of reading and comprehension through modelling, observing, feeding back and team teaching as identified in pupil progress</p> <p>RP to provide phonics training to EYFS and KS1 TAs</p> <p>Hold parent workshops for reading: EYFS – phonics and reading KS1 – phonics and reading KS2 – reading and reading comprehension</p>	<p>Subject leader to attend pupil progress meetings to focus on pupils who are not making expected progress.</p> <p>Subject leader to discuss half termly progress data with HT, identifying areas of need.</p> <p>Continue to build on improvement strategies from last term. Amend and extend as required.</p> <p>RP to monitor impact of phonics training from Autumn term</p>	<p>Subject leader to attend KS2 pupil progress meetings to focus on pupils who are not making expected progress.</p> <p>Subject leader to discuss half termly progress data with HT, identifying areas of need.</p> <p>Review T and L support in place for improving and accelerating progress in reading</p>	<p><b>Improved % of disadvantaged pupils attaining age related expectations or better in reading, in all year groups.</b></p>	<p>Review impact of strategies in place for improving and accelerating progress in reading.</p> <p>Continue with or adjust plans as required.</p> <p>Provide additional support through differentiated CPD if required.</p>
<p><b>Costing (resources and training)</b></p>					

Target (Including Personnel)	Action Autumn 2018	Action Spring 2019	Action Summer 2019	Success Criteria (monitoring and evaluation)	Outline of actions for autumn 2019 to summer 2021
<p><b>2. To develop reading comprehension strategies to move progress indicators back to/above previous level (2016/17) at the end of year 6.</b></p> <p><b>To monitor and support the teaching of comprehension across KS 2 and so raise standards.</b></p>	<p>Subject leader to support teaching and learning of reading and comprehension through modelling, observing, feeding back and team teaching as identified in pupil progress SLT to support above.</p> <p>English lead to 'drop in' to monitor the teaching of comprehension skills. Provide CPD as appropriate</p> <p>During Autumn book scan, consider quality and quantity of comprehension work, with particular reference to teacher feedback and follow up</p> <p>Outcomes fed back to SLT Actions in place following review of book scrutiny</p> <p>Staff to ensure parents are aware of the expectations for year group reading and how to support them at home, particularly with disadvantaged children. (Parents Evening)</p>	<p>Targeted support in place for children not attaining at least expected progress across year 3 to 5.</p> <p>To monitor and review the use of comprehension homework books both at home and in school.</p> <p>Outcomes fed back to SLT. Actions in place following review.</p> <p>English lead to monitor impact of CPD, if appropriate</p>	<p>Targeted support in place for children not attaining at least expected progress across year 3 to 5.</p>	<p><b>At least 88% of year 6 cohort attaining age related expectations and 40% exceeding in reading comprehension.</b></p>	
<p><b>Costing (resources and training)</b></p>	<p>Subject leader time RP release time</p>	<p>Staff meeting– reading comprehension including homework</p>	<p>£2,300 for comprehension homework and spelling books year 2 – 6</p>		

<p><b>3. To raise attainment and accelerate progress of disadvantaged pupils in writing and so narrow the gap (with a focus on 2015 KS1 cohort, current YR6)</b></p> <p><b>To maintain the continuum of improving writing throughout the school.</b></p>	<p>Subject leader to attend termly KS2 pupil progress meetings to focus on pupils who are not making expected progress.</p> <p>Subject leader to discuss half termly progress data with HT, identifying areas of need.</p> <p>Subject leader to support teaching and learning of writing through modelling, observing, feeding back and team teaching.</p> <p>SLT to support above.</p> <p>Autumn book scrutiny to focus on disadvantaged pupils and strategies being used to bridge the gap where progress is being made. (TP/ HT)</p> <p>Outcomes fed back to SLT</p> <p>Actions in place following review of book scrutiny</p> <p>Provide CPD where necessary.</p> <p>Staff to ensure parents are aware of the expectations for year group spellings and how to support them at home, particularly with disadvantaged children</p>	<p>Subject leader to attend KS2 pupil progress meetings to focus on pupils who are not making expected progress.</p> <p>Subject leader to discuss half termly progress data with HT, identifying areas of need.</p> <p>Continue to build on strategies from last term. Amend and extend as required.</p> <p>Spring book scrutiny to focus on pupil progress, with particular emphasis on disadvantaged children. (TP/ HT)</p> <p>Outcomes fed back to SLT (subject leader).</p> <p>Actions in place following review of book scrutiny (SLT).</p> <p>Provide opportunities for outstanding writing lessons to be observed.</p>	<p>Subject leader to attend KS2 pupil progress meetings to focus on pupils who are not making expected progress.</p> <p>Subject leader to discuss half termly progress data with HT, identifying areas of need.</p> <p>Review impact of strategies in place for improving and accelerating progress in writing.</p> <p>Provide additional support through differentiated CPD if required.</p> <p>Summer book scrutiny to focus on pupil progress, with particular emphasis on disadvantaged, pupil premium and greater depth children (TP/ HT)</p> <p>Outcomes fed back to SLT (subject leader).</p> <p>Actions in place following review of book scrutiny (SLT).</p> <p>Review end of year data to ensure previous year's writing improvements have been built on.</p>	<p><b>Improved % of disadvantaged pupils attaining age related expectations or better in writing, in all year groups.</b></p> <p><b>Disadvantaged pupils average 6.5 or more points of progress across the academic year in YR6.</b></p>	<p>Review impact of strategies in place for improving and accelerating progress in writing.</p> <p>Provide additional support through differentiated CPD if required.</p>
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Target (Including Personnel)	Action Autumn 2018	Action Spring 2019	Action Summer 2019	Success Criteria (monitoring and evaluation)	Outline of actions for autumn 2019 to summer 2021
<b>Costing (resources and training)</b>	Subject leader time Staff meeting x2 Writing moderation and editing and improving	Release of staff to observe outing writing lessons – TA's to cover.	Subject leader time		
<b>4. Continue to target writing development across Early Years</b>  <b>To improve boys' confidence, motivation and attainment as writers in the Early Years, so raising the percentage of them attaining a good level of development.</b>	Continue to implement The Writing Project  Review topics and books to ensure greater confidence, motivation and attainment in boys' writing  RP to provide phonics training to EYFS and KS1 TAs	RP to attend EYFS writing course (helicopter stories).  RP to disseminate learning to EYFS team (2 staff meetings)  From pupil progress findings, focus on boys who are not making expected progress and develop support from The Writing Project with activities that are making a difference.	RP and KN disseminate ideas to staff following European CPD Find out what this will be and add.	<b>80% of reception will be at expected level or above in literacy.</b>  <b>Increased % of boys attaining expected level in writing and achieving Good Level of Development (62% 2017 18).</b>	
<b>Costing (resources and training)</b>	RP release time				

**Keston Primary School**  
**Whole School Development Plan Autumn 2018 to summer 2019**  
**(With outline to summer 2021)**

**Subject: Maths**

**Team Leader: Tara Eason/Ev Seward**

**Evaluation of SDP Autumn 2017 to Summer 2018**

- Maths staff meeting on model and images to visually represent maths delivered to staff.
- Monitored planning and delivered feedback to staff.
- TA/teacher questionnaire about maths skills and areas identified where TA's want to improve. Peer training between TA's begun. Strengths and weakness identified.
- Maths Calculation Policy introduced to staff and parents.
- Curriculum evening on maths calculations enabled parents to support children with maths at home.
- Termly work scrutinise and individual feedback given to staff. Outcomes were used to inform school development targets.
- Numicon resources bought and implemented in early years.
- Year 2, 3, 4 timetable introduced – times tables improved throughout the year.
- 2 x early year staff meeting on challenge and intervention that supported early year's teachers.
- In EYFS there were model observation and learning walks for the maths environment focussing on mathematical language.
- EYFS ordered new resources to support mathematical learning.
- Lower achievers targeted throughout pupil progress meetings to enable further support to be provided.
- Opportunities for teachers to observe outstanding practice in maths to inform their practice

<b>Target (Including Personnel)</b>	<b>Action Autumn 2018</b>	<b>Action Spring 2019</b>	<b>Action Summer 2019</b>	<b>Success Criteria (monitoring and evaluation)</b>	<b>Outline of actions for autumn 2019 to summer 2021</b>
<b>1. To further develop maths reasoning skills across the school</b>	Teachers to ensure there are reasoning questions in every lesson.  Staff CPD on developing pupil reasoning skills to raise standards in mathematics  Audit of resources for teacher's focussing on access to reasoning - ensure	Subject leaders to review planning and use drop ins to assess current levels of maths reasoning within each lesson.  Opportunities for outstanding teaching to be observed. Where appropriate subject leader to support through	Analyse end of year data to identify impact of CPD on reasoning development.  At pupil progress identify children who are making less than expected progress. Action in place for following academic year.	<b>Data reflects a higher level of progress across mathematics in KS1 and KS2 (based on 2017/18 outcomes)</b>	Review 2018/19 progress outcomes in all KS1 and KS2 classes/groups – identify teachers and areas for further support



Target (Including Personnel)	Action Autumn 2018	Action Spring 2019	Action Summer 2019	Success Criteria (monitoring and evaluation)	Outline of actions for autumn 2019 to summer 2021
	<p>staff and TAs are aware of resources available</p> <p>Subject leaders to review planning and use drop ins to assess current levels of maths reasoning within each lesson.</p> <p>Book scan to monitor the inclusion of reasoning questions and progress. Feedback given to individual teachers.</p> <p>TAs to continue peer observations to share good practice</p> <p>TA CPD on the inclusion of reasoning in maths support</p>	<p>observations/team teaching and feedback.</p> <p>Impact of autumn term book scan to be reviewed at spring term book scan – feedback to teachers and develop outcomes</p> <p>TA training. Discuss the methods of teaching maths using the calculation policy as a guide. Look at ways of using language and opportunities of reasoning in every lesson.</p>	<p>Review the impact of TA CPD and identify further development areas</p> <p>Review the impact of the reasoning in the planning and teaching. Discuss with staff and SLT successful strategies to embed for next academic year.</p> <p>Book scan to review progress of middle and higher attainers and impact of reasoning CPD</p>		
<b>Costing (resources and training)</b>					
<b>2. To raise attainment and accelerate progress for lower and lower middle attainers.</b>	<p>Subject leaders to receive feedback on outcomes of pupil progress meetings – focus on pupils/ groups who are not achieving expected outcomes – provide teaching and learning support for staff</p> <p>Trial pre teaching for focus groups/individuals from lower attainers and lower middle attaining group</p>	<p>Subject leaders to receive feedback on outcomes of pupil progress meetings – focus on pupils/ groups who are not achieving expected outcomes – provide teaching and learning support for staff</p> <p>Review outcomes of pre teaching - liaise with J.S and H.G about training with TAs for pre teaching.</p>	<p>Subject leaders to receive feedback on outcomes of pupil progress meetings – focus on pupils/ groups who are not achieving expected outcomes – provide teaching and learning support for staff</p> <p>Analyse end of year data to identify impact of actions on progress and outcomes for</p>	<p><b>Improved % of lower attainers achieve age related expectations or better in all year groups.</b></p> <p><b>Year group outcomes reflect narrowing of the gap between PPG and lower attaining children.</b></p>	<p>Continue with or adjust plans as required.</p>

Target (Including Personnel)	Action Autumn 2018	Action Spring 2019	Action Summer 2019	Success Criteria (monitoring and evaluation)	Outline of actions for autumn 2019 to summer 2021
		<p>Opportunities for outstanding teaching to be observed in relation to successful strategies which support lower and middle attainers. Where appropriate subject leader to support through observations/team teaching and feedback.</p> <p>Book scan to monitor the progress of the lower and lower middle attainers – provide feedback and support where required</p>	lower and lower middle attainers		
<b>Costing (resources and training)</b>					
<b>3. To further develop mathematics provision across the Early Years to enhance children’s reasoning skills</b>	<p>Early Years CPD on challenge in maths.</p> <p>Ensure mathematical development is a focus both inside and outside the classroom</p> <p>Support planning as a year group to ensure regular challenge</p> <p>Monitor gender gap between boys and girls using TT – focus children/groups where required</p>	<p>Learning walk to focus on challenge for children – feedback and next steps</p> <p>Support planning to ensure opportunities for challenge in maths.</p> <p>CPD for Early Years TAs on maths with a focus on questioning.</p> <p>Early Years leader/maths leader to receive feedback on outcomes of pupil progress meetings – focus on pupils/ groups who are not achieving expected</p>	<p>Analyse EYFS learning journals to ensure maths expectations are high and in line with curriculum expectations</p> <p>Early years team to moderate maths to ensure consistency of judgements.</p> <p>Review end of year EY data to assess impact of action – identify further actions as required</p>	<b>Increased % of children achieving a good level of development in number and exceeding expectations</b>	Continue with or adjust plans as required.

Target (Including Personnel)	Action Autumn 2018	Action Spring 2019	Action Summer 2019	Success Criteria (monitoring and evaluation)	Outline of actions for autumn 2019 to summer 2021
		outcomes – provide teaching and learning support for staff			
<b>Costing (resources and training)</b>	Staff Meetings				
<p><b>4. To improve standards of recall of relevant times tables and related multiplication and division facts in year groups 2, 3, and 4</b></p> <p><i>(see individual plan for further details)</i></p>	<p>Review current approach to teaching and learning of tables</p> <p>Establish method of identifying current attainment/recall ability/related division facts for all children on relevant tables for baseline purposes</p> <p>Use outcomes of action 2 to set and record baselines for all children in years 2,3, and 4</p> <p>Identify new initiatives to assist in teaching and learning of tables/related facts.</p> <p>Discuss new approaches and existing best practice with SLT and then class teachers/TAs to clarify approach and set expectations</p>	<p>Inform parents of new initiative and publish expectations. Provide parents with suggested activities</p> <p>Implement new approach Monitor approach through learning walks and testing outcomes</p> <p>Termly review against baseline</p>	<p>Monitor approach through learning walks and testing outcomes</p> <p>Termly review against baseline</p> <p>Review approach and set ambitious new targets</p>	<p><b>Agreed approach in place in all classes in year groups 2,3 and 4</b></p> <p><b>New approach shows impact through strong improvement</b></p>	<p>Identify best practice across years 2, 3 and 4 and implement more widely</p>
<b>Costing (resources and training)</b>					

**Keston Primary School**  
**Whole School Development Plan Autumn 2018 to Summer 2019**  
 (with outline to summer 2021)

**Subject: Explore and Discover**

**Team Leader: Fiona Tribe**

**Evaluation of SDP Autumn 2017 to Summer 2018**

- Monitored skills in Humanities and Science
- Monitored hooks and celebrations in E&D
- Teachers added hooks and celebrations to planning
- Fed back to governors
- CPD on Science investigations, Humanities and Computing
- Drop ins in Computing
- Book scans
- Enterprise day 2017
- Science resources updated.
- Humanities resources organised and re-homed
- Celebrated internet safety day
- Internet safety covered by all year groups every half term
- Access to Rising Stars Computing scheme
- Computing assessment reviewed
- Open Air continue to provide technical support
- Profile raised on cross curricular writing – monitored
- Review existing Computing software
- AT attended Computing cluster meetings and disseminated information to year groups as appropriate.
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Target (Including Personnel)	Action Autumn 2018	Action Spring 2019	Action Summer 2019	Success Criteria (monitoring and evaluation)	Outline of actions for autumn 2019 to summer 2021
<b>1. To further develop reasoning skills of lower and low middle attainers through</b>	Autumn term book scan to review use of reasoning skills in E and D to inform staff development in spring term.	Staff meeting (spring 1) to demonstrate to staff how to use data loggers. Focus on use of data for developing reasoning skills.	Staff to continue to build on recording investigation data in a variety of formats and use to develop analytical/reasoning skills.	<b>Evidence of reasoning shown in E&amp;D subjects.</b>	Share good examples of reasoning in Science and geography.

Target (Including Personnel)	Action Autumn 2018	Action Spring 2019	Action Summer 2019	Success Criteria (monitoring and evaluation)	Outline of actions for autumn 2019 to summer 2021
Science and geography.		Staff to record investigation data in a variety of formats and use to develop analytical/reasoning skills – review through book scan			Share good practice with Scientific/geography data logger equipment.
Costing (resources and training)		Subject leaders release CPD Budget Staff meetings time for CPD			
<b>2. To raise attainment and accelerate progress in writing of low attainers through opportunities for writing in E&amp;D</b>	Teachers to plan at least one piece of cross curricular extended writing in E&D subjects (Autumn term)  FT and LN to undertake a book scan with a focus on comparison of progress of middle attainers and low attainers to assess writing opportunities. Feedback given to individual teachers and support in writing development given as appropriate.  Highlight examples of good practice to all staff	Teaches plan at least one piece of cross curricular extended writing in E&D subjects (Spring term).  E and D staff meeting to share good practice in cross curricular writing and develop further writing opportunities	Teaches plan at least one piece of cross curricular extended writing in E&D subjects (summer term).  Book scan on subject coverage and skills development – review opportunities for writing to compare to term 1.	<b>Book scans reflect greater writing opportunities in E and D</b>	Review impact of 18/19 targets and develop next steps
Costing (resources and training)	Subject leaders release CPD Budget	Staff meetings time for CPD Budget	Subject leaders release CPD Budget	Subject leaders release CPD Budget	Subject leaders release CPD Budget
<b>3. To ensure high quality teaching and learning in computing</b>	Introduce new approach to computing CPD which allows KS2 teachers' access to training relevant to their	Drop ins to monitor the skills being developed and the impact of the new CPD – share good practice and	LS and AT to share learning from CPD opportunities through whole staff training	<b>Computing provision enables all pupils to meet the requirements of the primary curriculum.</b>	Build upon summer term ICT/writing development links

Target (Including Personnel)	Action Autumn 2018	Action Spring 2019	Action Summer 2019	Success Criteria (monitoring and evaluation)	Outline of actions for autumn 2019 to summer 2021
<b>is available throughout the school and ICT is used to develop writing across the school</b>	year group computing curriculum.	provide additional support where required  LS and AT to attend ICT/writing development CPD	– using ICT to develop writing	<b>Staff have begun to develop the use of ICT to support writing.</b>	
<b>Costing (resources and training)</b>			Staff meetings time for CPD		
<b>4. To ensure children have a good understanding of e-safety.</b>	All classes to have an E-safety lesson (take lead from scheme) each term. AT to support staff with materials about social media for Year 5 and Year 6 children.	Organise an e-safety event for parents and carers so they are aware of current developments/trends in the e-safety world.  All classes to have an E-safety lesson (take lead from scheme) each term. AT to support staff with materials about social media for Year 5 and Year 6 children.	All classes to have an E-safety lesson (take lead from scheme) each term. AT to support staff with materials about social media for Year 5 and Year 6 children.	<b>Pupils have a good understanding of internet safety and know how to stay safe online. Pupils are able to explain how to keep safe when asked.</b>	review progress in children's understanding of e safety and establish further training to pupils and parents where required
<b>Costing (resources and training)</b>		Subject leaders release CPD Budget			

**Keston Primary School**  
**Whole School Development Plan Autumn 2018 to Summer 2019**  
**(with outline to summer 2021)**

**Subject: Arts**

**Team Leader: Sally Oraziotti/Lucy Cawkwell/Kate Johnson**

**Evaluation of SDP Autumn 2017 to Summer 2018**

**General:**

Met with the school council to discuss how to raise the profile of the arts

**Art:**

- Craft Club
- Cooking club
- Arts week with visiting artist based on famous artists
- Curriculum coverage audited and feedback given
- Reviewed skills focus within the art curriculum and produced new art skills ladder ready for Autumn/Winter 2018
- Work scan/learning walk of art postponed until year 2018/19

**PE and Dance:**

- Dance club
- CSDA
- Tennis, football, netball, golf, multiskills
- Continuity in teaching throughout key stages
- Bunny Run
- Summer mini Olympics Coulsdon cluster event (Year 1&2)
- Introduced rounders club

**Music:**

- Keston music concert (Spring 2018)
- Community singing- Whitgift Centre, Old Coulsdon Community centre,
- Cluster/ Local concert- CSMA, Cluster choir concert
- 2 new peripatetic teachers- now offering violin, drums, ukulele, guitar, brass and keyboard
- More extra-curricular activities- recorder club, musical performance, infant and junior choir
- G&T music workshop at Stanley Hall

Target (Including Personnel)	Action Autumn 2018	Action Spring 2019	Action Summer 2019	Success Criteria (monitoring and evaluation)	Outline of actions for autumn 2019 to summer 2021
<b>1. To ensure developments in music provision remain in place and are further enhanced</b>	<p>Appointment of new music leader supported in role development by TW</p> <p>investigate and appoint further peripatetic teachers</p> <p>Audit music lesson provision and provide SLT with overview of children's involvement in musical learning opportunities (include PPG and SEND engagement in additional music lessons)</p>	<p>Keston Music Concert to take place</p> <p>Target PPG/SEND pupils if required for additional music provision</p> <p>Years 1 and 3 to review use of Charanga to enhance music teaching</p>	<p>Review music provision throughout the school – identify target areas for further development</p>	<p><b>Curriculum music provision continues to meet the needs of all the children and availability of instrumental teaching is enhanced.</b></p>	
<b>Costing (resources and training)</b>		<p>Potential cost for sculptor - £300-£350 per day plus materials.</p>			
<b>2. To further develop high quality art teaching and learning throughout the school.</b>	<p>Autumn Term School Art Gallery fundraising event with <a href="http://www.imagesart.co.uk/">http://www.imagesart.co.uk/</a></p> <p>Share outcome of art skills review with staff to enable them to adjust curriculum to meet the requirements of art skills – launch art skills ladder at staff meeting – October 18.</p> <p>Launch sketchbooks and explain expectation (staff meeting October 18)</p>	<p>Art CPD</p> <p>Work sketchbook scan/learning walk to review coverage of skills. Match curriculum expectations with sketchbook scan.</p> <p>Review how arts work is recorded following work scan and learning walk</p> <p>Arts Week – Increase pupils' skills with focus on individual skills for arts week activities e.g. collage,</p>	<p>Work scan/learning walk to review coverage of skills. Match curriculum expectations with work scan.</p> <p>Review art displays and give advise/input where needed to inspire children.</p> <p>Use target tracker for art assessment</p>	<p><b>Provision enables all pupils to develop the skills identified in the arts curriculum – evidenced through work scan, learning walks and curriculum review.</b></p> <p><b>Planning to reflect use of skills outlined in art skill ladder in 3 part unit.</b></p>	<p>Review art skills ladder and glossary. Amend and improve where necessary.</p> <p>Investigate further opportunities to take part in art projects</p>



Target (Including Personnel)	Action Autumn 2018	Action Spring 2019	Action Summer 2019	Success Criteria (monitoring and evaluation)	Outline of actions for autumn 2019 to summer 2021
	<p>Staff meeting 8<sup>th</sup> November 18– recap 3 part Art lesson unit. Staff to practise and implement in teaching.</p> <p>Whole school art gallery exhibition</p>	<p>sculpture, textiles, painting, drawing, and collage. Explore possibility of visiting artist to cover sculpture. Cap at £1200 maximum.</p> <p>Community links project – all school can take part in healthy eating project with Court Ave Doctors practise – winner has artwork displayed in waiting room.</p>			
<b>Costing (resources and training)</b>					
<b>3. To increase opportunities for children to take part in physical exercise</b>	<p>Introducing the Keston Kilometre to all year groups and embedding it within the timetable.</p> <p>Children to have access to sports opportunities and competitions through Coulsdon Cluster and Croydon sports events</p> <p>Audit on attendance at PE clubs to include attendance of PPG and SEND pupils, gender and year groups. Develop plan to extend provision and reach PPG and SEND groups.</p>	<p>Introduce additional physical activity clubs – both through internal and external providers</p>	<p>Build a resource to support teachers using the Keston Kilometre effectively (different activities) and alternatives for wet weather.</p> <p>Audit on attendance at PE clubs to include attendance of PPG and SEND pupils, gender and year groups. Review impact of strategies introduced.</p>	<p><b>Keston Kilometre embedded into the curriculum.</b></p> <p><b>Attendance of PPG, SEND pupils at extracurricular clubs in line with whole school percentages of non PPG/SEND pupils</b></p>	<p>Review impact of additional sports activities and develop plan for further improvements</p>
<b>Costing (resources and training)</b>					

**Keston Primary School**  
**Whole School Development Plan Autumn 2018 to Summer 2019**  
**(with outline to summer 2021)**

**Subject:** Early Years

**Team Leader:** Rebecca East

**Evaluation of SDP Autumn 2017 to Summer 2018**

- Non-negotiable lists continued to be referred to in setting up classroom and through Learning Walks
- Children have more independent access to resources
- Early Years writing cluster meetings established – RE attending
- EY Learning Library established
- Early Year Learning Journals referred to regularly, including 2BuildaProfile print outs and parental contributions from Learning Library/WOW moments sheet
- ‘Next steps’ format reviewed and new formats devised for September 2018
- Outdoor learning areas continuing to improve, including a couple of staff meeting sessions to share and develop ideas
- Early Years writing ideas implemented, to develop an understanding of giving children access to different styles of writing, and taking the writing to the child’s play
- Engaging writing resources purchased for all EYs classes
- Child initiated writing moderated throughout the year
- Nursery writing workshop in Spring term, to encourage parents to understand how we develop early writing skills
- Long observations sheets used - introduced to show more Characteristics of Effective Learning (Taking Part, Motivation and Thinking Skills)
- ‘Stay and Play’ sessions introduced (2 sessions per half term in each year group) – opportunity for parents to look at their child’s Learning Journal and join in with activities available
- Phase 2 phonics has been introduced to all Nursery children
- Phonics training for all EYs staff
- Phonics workshops for parents took place
- Some maths resources purchased
- KM carried out a maths learning walk with feedback for new Reception staff
- Early Years moderation (for Reception) took place Summer 2018 – very positive feedback from moderators

Target (Including Personnel)	Action Autumn 2018	Action Spring 2019	Action Summer 2019	Success Criteria (monitoring and evaluation)	Outline of actions for autumn 2019 to summer 2021
<p><b>1. To develop maths provision, with a focus on reasoning skills, to increase the percentage of children attaining exceeding in Number.</b> (2018 Number Expected or above – 83%, Number Exceeding – 11%)</p>	<p>Baseline assessments made of all children, to identify the more able who could achieve Exceeding in number.</p> <p>Autumn 2 Pupil Progress meeting to moderate baseline data and identify key lower attaining children to plan intervention.</p> <p>Staff meeting led by KM to discuss how to plan opportunities to extend the more able, and for reasoning, in number.</p> <p>KM to audit the mathematical resources in EY – with a particular focus on enhancing outdoor maths.</p>	<p>KM to lead INSET training for Early Years TAs in January.</p> <p>From end of Autumn 2/Spring 1 data, identify lower attainers and high attainers in maths and plan focus group tasks.</p> <p>Monitor opportunities for mathematical development in EYs through learning walks.</p> <p>Monitor planning and provision to ensure opportunities for mathematical understanding are present and meaningful, and expectations are high and in line with curriculum.</p> <p>Peer observations to observe outstanding maths teaching/ continuous provision.</p> <p>EYs maths workshop to engage parents in how to support mathematical development in ‘real life’ maths, and with reasoning skills.</p>	<p>From end of Autumn 2/Spring 1 data, identify lower attainers and high attainers in maths and plan focus group tasks.</p> <p>Evaluate the impact of providing more mathematical understanding opportunities and adapt if appropriate.</p> <p>Review strategies learnt from observing outstanding colleagues to improve teaching and learning.</p>	<p><b>Number outcomes at expected level 80% (in line with target GLD) with greater percentage reaching exceeding outcomes.</b> (2017 Expected 75% Exceeding 22%, 2018 Expected 83% Exceeding 11%).</p> <p><b>Learning journals reflect examples of mathematical work and reasoning.</b></p>	<p>Review impact of opportunities for reasoning and developing mathematical skills.</p> <p>Invest in further resources where needed to enhance the provision/curriculum.</p> <p>Consider Thames Maths Hub training for Early Years (currently run by New Valley practitioner).</p> <p>Continue maths workshops for parents to share good practice.</p>

Target (Including Personnel)	Action Autumn 2018	Action Spring 2019	Action Summer 2019	Success Criteria (monitoring and evaluation)	Outline of actions for autumn 2019 to summer 2021
<b>Costing (resources and training)</b>			£400 for resources to enhance maths opportunities in different areas		£400 for resources to enhance maths opportunities in different areas
<b>2. To raise attainment in writing in order to increase percentage of GLD to 80%+.</b> (2017 Expected 73%, Exceeding 8% 2018 Expected 76%, Exceeding 8%)	<p>Baseline assessments made of all children. Autumn 2 Pupil Progress meeting to moderate baseline data and identify key lower attaining chin.</p> <p>Writing steps used in Reception independent writing books.</p> <p>Staff meeting time to discuss how to enhance and encourage use of gross/fine motor, mark making and writing in the outdoor environment.</p> <p>RP (with support from RE) to lead staff meeting to share good practice for teaching writing.</p> <p>Writing areas in all EY classes to be well resourced and accessible to ensure provision supports high quality learning opportunities.</p>	<p>From end of Autumn 2/Spring 1 data, identify lower attaining writers and plan focus group tasks.</p> <p>Range of writing opportunities available throughout the EY learning environment (inside and outside), across all areas.</p> <p>Roll out technique of 'planting a seed' in terms of suggesting a purposeful opportunity for writing.</p> <p>RP/RE to check quantity/quality of child initiated writing – identify themes and children where more evidence is needed.</p> <p>Writing workshop in Nursery and Reception to engage</p>	<p>From end of Spring 2 2/Summer 1 data, identify lower attaining writers and plan focus group tasks.</p> <p>Review writing data to examine impact of refined writing provision – adapt provision as required.</p> <p>Review evidence of child initiated writing to assess impact of new techniques to improve confidence/motivation for writing.</p> <p>Review MTP planning to ensure purposeful opportunities for writing are included, adapt as necessary.</p>	<p><b>Writing outcomes at expected level 80% (in line with target GLD) with greater percentage reaching exceeding outcomes</b> (2017 Expected 73% Exceeding 8% 2018 Expected 76% Exceeding 8%).</p> <p><b>Writing is taking place in many areas in the EYs setting (indoor and outdoor), and is motivating and purposeful</b> (Evidenced by learning walks and observations).</p>	<p>Review impact of widening the opportunities for writing throughout the environment/curriculum.</p> <p>Invest in further resources where needed to enhance the provision/curriculum.</p> <p>Further develop use of 'Helicopter Stories' to improve content of writing and increase percentage of exceeding writers.</p> <p>Continue mark making/writing workshops for parents to share good practice.</p>

Target (Including Personnel)	Action Autumn 2018	Action Spring 2019	Action Summer 2019	Success Criteria (monitoring and evaluation)	Outline of actions for autumn 2019 to summer 2021
	Gross/fine motor activities such as 'Dough Gym' and 'Write Dance' to be used.  Handwriting to be introduced from mid-Autumn term.	parents in how we teach mark making/writing.			
<b>Costing (resources and training)</b>			£400 for resources to enhance writing opportunities in different areas		£400 for resources to enhance writing opportunities in different areas
<b>3. To narrow the gap between boys and girls by developing ongoing analysis of progress and target setting.</b> (2017 boys GLD 66% girls 73%, 2018 boys GLD 62%, girls GLD 90%)	From baseline, identify low and low middle attaining boys to monitor across the year group.  'Boys Club' to develop boys' communication, confidence and social skills.  Review topics/provision/activities to ensure planning gives opportunity to engage boys - outdoor projects that will engage boys, e.g. building activities, making and creating signs, treasure hunts or collecting things.  Introduce gross motor/fine motor activities, such as 'Dough Gym' and 'Write Dance'.	Track identified low and low middle attaining boys.  'Boys Club' to develop boys' communication, confidence and social skills.  Planning to include provision/activities that will engage boys - outdoor projects that will engage boys, e.g. building activities, making and creating signs, treasure hunts or collecting things.  Continue gross motor/fine motor activities, such as 'Dough Gym' and 'Write Dance', with particular focus on identified boys.	Track identified low and low middle attaining boys. Analyse data to identify impact of tracking/interventions/planning additions.  'Boys Club' to develop boys' communication, confidence and social skills.  Review impact of outdoor projects.  Review impact of gross motor/fine motor activities, such as 'Dough Gym' and 'Write Dance'.	<b>The gap between boys and girls achieving GLD is narrowed from previous year.</b> (2017 boys GLD 66% girls 73%, 2018 boys GLD 62%, girls GLD 90%).  <b>Learning Journals reflect greater engagement from more boys.</b>	Evaluate impact of 'Boys Club' - different targeted areas of focus for different groups/stages of the year.  Review topics, considering the interests of the new cohort of children.  Introduce 'Dough Gym' and 'Write Dance' and other gross motor/fine motor activities from the beginning of September.  Enhance opportunities for boys' development in all areas in outside environment.

Target (Including Personnel)	Action Autumn 2018	Action Spring 2019	Action Summer 2019	Success Criteria (monitoring and evaluation)	Outline of actions for autumn 2019 to summer 2021
	Staff meeting time to discuss opportunities to provide number/mark making/writing resources/activities outside.	Staff meeting time to discuss opportunities to provide number/mark making/writing resources/activities outside.			
<b>Costing (resources and training)</b>			£100 for new resources for Boys clubs/motor skills schemes		£100 for new resources for Boys clubs/motor skills schemes
<b>4. To further develop outdoor learning environments across the phase to enhance learning opportunities to increase percentage of GLD.</b>	<p>Develop meaningful outdoor activities based on a particular theme e.g. a season, linked to indoor topic where appropriate, including outdoor projects e.g. building activities, making and creating signs, treasure hunts or collecting things.</p> <p>All staff to observe and analyse the outdoor environment – how it is being used, by whom.</p> <p>All staff discuss strengths/areas for development, and share ideas for future improvements to be made.</p>	<p>RE to monitor planning to ensure provides engaging and meaningful play/learning opportunities.</p> <p>Staff meeting time to analyse observations made and make appropriate changes/additions accordingly.</p> <p>EYs teachers to complete learning walk of outdoor areas to discuss strengths/areas to further develop.</p>	<p>Monitor/review new planning format to ensure it is useful when setting up the outdoors and activities are appropriate.</p> <p>All staff to spend time observing the play in their year groups' outdoor learning environment to look for what is/is not being used etc.</p> <p>EYs teachers to complete learning walk of outdoor areas to discuss strengths/areas to further develop.</p>	<p><b>Planning offers a range of engaging and challenging learning opportunities appropriate for outdoor learning.</b> (Evidenced by learning walks and observations)</p> <p><b>The children are more independent and creative in their choices of play outdoors.</b> (Evidenced by learning walks and observations)</p>	<p>Evaluate existing zones and adapt/change as necessary.</p> <p>Invest in further resources where needed to enhance the provision/curriculum.</p> <p>Continue to develop deconstructed role /loose parts play to enhance PSE/C&amp;L/EAD.</p> <p>Redecorate features in outdoor areas, such as fencing and posts.</p> <p>Look for further opportunities to enhance maths/writing provision outside.</p>

Target (Including Personnel)	Action Autumn 2018	Action Spring 2019	Action Summer 2019	Success Criteria (monitoring and evaluation)	Outline of actions for autumn 2019 to summer 2021
	<p>Email all families in school to ask for resources to enhance the environment – tyres, cable drums, guttering etc.</p> <p>Continue to develop new zones based on children’s interest/needs.</p> <p>RE and RP to lead staff meeting time to share good practice/develop ideas for enhancing gross/fine motor, mark making and writing opportunities outside</p>	<p>Purchase resources as necessary to continue to enhance the outdoor provision.</p> <p>If possible, arrange visits to other EYs settings to observe different outdoor learning environments.</p> <p>Staff meeting time to share ideas and organise/create resources.</p>	<p>Purchase resources as necessary to continue to enhance the outdoor provision.</p> <p>Staff meeting time to share ideas and organise/create resources.</p>		
<b>Costing (resources and training)</b>			£800 for outdoor equipment		£800 for outdoor equipment

**Keston Primary School**  
**Whole School Development Plan Autumn 2018 to Summer 2019**  
 (with outline to summer 2021)

**Subject: Inclusion (Safeguarding under Leadership and Management)**

**Team Leader: Mrs Jenni Stevens**

**Evaluation of SDP Autumn 2017 to Summer 2018**

- Co-ordinator / cluster group meetings attended and staff meetings held to update staff (SEND/PPG)
- Mental Health course attended
- ASPs embedded (new staff supported)
- Medical Policy followed and Risk Assessments written
- Inclusion updates reported to Governors
- Identified groups ( SEN Support, EAL, PPG / Disadvantaged) supported, evaluated, reviewed
- PPG report published
- Pupil provision sheet established (case studies) embedded
- Systems for managing attendance in place
- Attendance increased to 96.2% (96.5% without one family)

Target (Including Personnel)	Action Autumn 2018	Action Spring 2019	Action Summer 2019	Success Criteria (monitoring and evaluation)	Outline of actions for autumn 2019 to summer 2021
<b>1. Closely monitor the progress of SEND pupils to ensure they have the support required to reach their potential</b>	<p>Review, write and share ASPs for individual SEND children. Share with parents. Complete 'Provision Plans' for children receiving targeted provision.</p> <p>Review and update Inclusion, Medical and Equalities Policy</p> <p>Review and re-new resources</p>	<p>Review, write and share ASPs for individual SEND children. Share with parents. Complete 'Provision Plans' for children receiving targeted provision.</p> <p>Through Pupil Progress meetings, drop ins, learning walks, book scrutinies, evaluate effectiveness of support staff and re-deploy according to need</p>	<p>Review, write and share ASPs for individual SEND children. Share with parents. Complete 'Provision Plans' for children receiving targeted provision.</p> <p>Through Pupil Progress meetings, drop ins, learning walks, book scrutinies, evaluate effectiveness of support staff and re-deploy according to need</p>	<p><b>ASPs/ Provision Plans working documents support learning and provide case- study evidence.</b></p> <p><b>Continuous evaluation and re-distribution of individual targeted additional provision results in greater than expected progress for these children.</b></p>	<p>ASPs / Provision Plans show extra targeted provision and its effect.</p> <p>Continuous evaluation of additional support and re-distribution with need.</p>



Target (Including Personnel)	Action Autumn 2018	Action Spring 2019	Action Summer 2019	Success Criteria (monitoring and evaluation)	Outline of actions for autumn 2019 to summer 2021
<b>Costing (resources and training)</b>	Staff Meeting time x1 per term. AHT release- staff cost adjustment Resources £50 per term	Staff Meeting time x1 per term. AHT release- staff cost adjustment Resources £50 per term	Staff Meeting time x1 per term. AHT release- staff cost adjustment Resources £50 per term		Staff Meeting time x1 per term. AHT release- staff cost adjustment Resources £50 per term
<b>2. To accelerate the progress of disadvantaged pupils (with a focus on 2,4 and 5) to diminish the difference</b>	<p>Quality first teaching embedded across the school.</p> <p>Use of formative/summative (Target Tracker) assessments to establish the progress of disadvantaged pupils. Reported at Pupil Progress meetings.</p> <p>Need identified in relation to progress in current year/ from end of last Key Stage.</p> <p>Targeted interventions planned for, for both CT and TA</p> <p>Weekly monitoring of persistent absentees ( PPG) Attendance Officer/ HT/ DHT/ AHT</p> <p>Firm procedures followed for persistent absence below</p>	<p>Quality first teaching embedded across the school.</p> <p>Use of formative/summative (Target Tracker) assessments to establish the progress of disadvantaged pupils. Reported at Pupil Progress meetings.</p> <p>Need identified in relation to progress in current year/ from end of last Key Stage</p> <p>Pre- learning interventions for target children; introduced and planned for.</p> <p>TA meetings/ training to support pre- learning</p> <p>Weekly monitoring of persistent absentees (PPG) Attendance Officer/ HT/ DHT/ AHT</p> <p>Firm procedures followed for persistent absence below</p>	<p>Quality first teaching embedded across the school.</p> <p>Use of formative/summative (Target Tracker) assessments to establish the progress of disadvantaged pupils. Reported at Pupil Progress meetings.</p> <p>Need identified in relation to progress in current year/ from end of last Key Stage</p> <p>Pre- learning interventions for target children; introduced and planned for.</p> <p>TA meetings/ training to support pre- learning</p> <p>Weekly monitoring of persistent absentees (PPG) Attendance Officer/ HT/ DHT/ AHT</p> <p>Firm procedures followed for persistent absence below</p>	<p><b>Drop ins, Learning Walks, Book Scans, Pupil Progress Meetings identify need. Actions for staff/ interventions put in place to meet the need.</b></p> <p><b>Actions for staff/ interventions evaluated and altered as necessary.</b></p> <p><b>Pupil's specific needs identified and acted upon.</b></p> <p><b>Pre- learning evaluated. Additional provision results in greater than expected progress for these children. This results in differences closing.</b></p> <p><b>PPG attendance increases to more than 91.1% (93.5% without S family)</b></p> <p><b>Whole school attendance 96% or above</b></p>	<p>Quality first teaching embedded and maintained across the school.</p> <p>Specific pupils needs identified; interventions in place.</p> <p>Pre- learning embedded.</p> <p>Strategies in place for PPG/ persistent absences. % of attendance in both groups increases.</p>

Target (Including Personnel)	Action Autumn 2018	Action Spring 2019	Action Summer 2019	Success Criteria (monitoring and evaluation)	Outline of actions for autumn 2019 to summer 2021
	95% EWO, Attendance Officer JM, CM, JS, HG,	95% EWO, Attendance Officer JM, CM, JS, HG,	95% EWO, Attendance Officer JM, CM, JS, HG,		
<b>Costing (resources and training)</b>	EWO £1000 AHT release- staff cost adjustment	EWO £1000 AHT release- staff cost adjustment	EWO £1000 AHT release- staff cost adjustment		
<b>3. Further develop mathematical reasoning skills, across all phases, of lower and middle attainers</b>	<p>Quality first teaching embedded across the school.</p> <p>Reasoning skills planned for to challenge all pupils</p> <p>Progress of lower/ middle attainers tracked on Target Tracker, pupils identified for specific interventions</p> <p>TA 'buddy' system to support TA training in Mathematics</p> <p>JS pre-teaching reasoning skills for target year 6 low/ middle attaining group</p>	<p>Quality first teaching embedded across the school.</p> <p>Reasoning skills planned for to challenge all pupils</p> <p>Progress of lower/ middle attainers tracked on Target Tracker, pupils adjusted for specific interventions</p> <p>TA training in reasoning skills (Maths Leaders)</p> <p>TAs teaching pre-learning groups for mathematics 2x weekly</p>	<p>Quality first teaching embedded across the school.</p> <p>Reasoning skills planned for to challenge all pupils</p> <p>Progress of lower/ middle attainers tracked on Target Tracker, pupils adjusted for specific interventions</p> <p>TAs teaching pre-learning groups for mathematics 2x weekly; progress monitored</p>	<p><b>Drop ins, Learning Walks, Book Scans, Pupil Progress Meetings identify need. Actions for staff/ interventions put in place to meet the need.</b></p> <p><b>Greater than expected progress achieved for lower / middle attainers in mathematical reasoning skills, across all phases</b></p>	<p>Reasoning skills embedded in planning, across all phases</p> <p>TAs more confident in teaching reasoning skills</p> <p>Pre- learning of reasoning skills embedded</p>
<b>Costing (resources and training)</b>	AHT release- staff cost adjustment	Maths Leaders release- staff cost adjustment	AHT release- staff cost adjustment to monitor/ evaluate		

**Keston Primary School**  
**Whole School Development Plan Autumn 2018 to Summer 2019**  
 (with outline to summer 2021)

**Subject: SMSC - Spiritual, Moral, Social, Cultural** (to include RE, PHSE, Travel, Healthy Schools)

**Team Leader: Lisa Kirk**

**Evaluation of SDP Autumn 2017 to Summer 2018**

- Junior road safety team active within the school – wide range of opportunities available for pupils
- Cycling and bikeability activity supported within the school
- PSHE reviewed and discrete lesson timetabled in all classes
- Travel Plan approved
- Healthy Schools Award achieved

Target (Including Personnel)	Action Autumn 2018	Action Spring 2019	Action Summer 2019	Success Criteria (monitoring and evaluation)	Outline of actions for autumn 2019 to summer 2021
<b>1. To ensure all children have access to a range of opportunities to develop wellbeing skills</b>		Staff audit to identify actions and opportunities for enhancing pupil welfare currently in place	Establish a written overview which will be available to staff and SLT which enables the school to ensure all children have access to a range of opportunities to develop wellbeing skills  Develop action plan based on audit.	<b>All children have access to a range of activities which will develop and support wellbeing</b>	Staff meeting to share good practice identified through audit  Complete actions identified through action plan
<b>Costing (resources and training)</b>					
<b>2. Ensure PHSE programme of study outcomes are being met through incorporation across the curriculum</b>	Introduce Votes for Schools - Training for staff.	SLT to monitor the use of Votes for Schools	Staff meeting to review PHSE programme of study and Votes for Schools.  Curriculum amendments to be introduced as required to ensure full coverage of PHSE expectations	<b>PHSE outcomes are incorporated into the curriculum.</b>  <b>Pupil's behaviour and displays reflect PHSE outcomes including British values</b>	

Target (Including Personnel)	Action Autumn 2018	Action Spring 2019	Action Summer 2019	Success Criteria (monitoring and evaluation)	Outline of actions for autumn 2019 to summer 2021
<b>Costing (resources and training)</b>					
<b>3. To promote pupil safety (Travel Plan)</b>	<p>Liaise with Croydon's Travel Plan Officer to ensure we have actions in place to maintain Silver Award for the Travel Plan.</p> <p>WOW scheme takes place weekly with all classes.</p> <p>Promote Road Safety Week and appoint Junior Travel Ambassadors.</p>	<p>Junior Travel Ambassadors to work with children within the school</p> <p>Plan activities needed to maintain Silver Award.</p>	<p>Maintain activities and initiatives to support Travel Plan.</p> <p>Renew Travel Plan (August 2019)</p>	<p><b>Road Safety is actively promoted throughout the school</b></p> <p><b>School achieves Travel Plan Award</b></p>	<p>Review the impact of WOW Scheme</p> <p>Continue with activities to promote Road Safety</p>
<b>Costing (resources and training)</b>					
<b>4. To continue to develop all aspects of the Healthy School Agenda</b>	<p>Continue to promote activities to support Healthy Schools Award.</p> <p>Promote the new Technology Room to give all children access to preparing or cooking healthy meals.</p>	<p>Food Technology Club introduced to promote healthy eating</p>	<p>Review Healthy Schools Status and initiatives in place to support this.</p>	<p><b>Healthy Schools agenda incorporated into all relevant areas of the school</b></p> <p><b>Children aware of the need to prepare and eat healthy meals.</b></p>	<p>Continue to review Healthy Schools Status – address actions as required</p>
<b>Costing (resources and training)</b>					
<b>5. To ensure that all pupils feel safe from bullying at school and understand how to address concerns they may have</b>	<p>Revisit Anti-Bullying Policy with staff and children.</p> <p>Promote Anti- Bullying Week and provide staff with resources to support teaching.</p>	<p>Review recorded bullying issues since change in policy (compare to previous reports) and use to identify gaps in policy and practice</p>	<p>Further develop children's awareness of keeping safe online – e-safety lessons.</p>	<p><b>All children are aware of the steps to take if they are concerned about bullying</b></p> <p><b>School records of bullying incidences reflect good practice in following and future prevention</b></p>	<p>Review Anti- Bullying Policy in line with the PACE Trust Policy</p>
<b>Costing (resources and training)</b>					

