



# SCHOOL DEVELOPMENT PLAN 2017-2018

**‘Be Happy, Show Respect, Seek Success’**

## VISION STATEMENT

Harvey Road Primary School constantly strives to be an outstanding centre of learning for the whole community. We actively work towards providing an exciting, safe and caring environment where children will succeed. We endeavour to provide a wide range of experiences and opportunities specially selected to develop children’s talents, knowledge and interests in all subjects while maintaining comprehensive equality of opportunity.





## THREE YEAR STRATEGIC PLAN

2017-2018	2018-2019	2019-2020
<b>QUALITY OF TEACHING AND THE CURRICULUM</b>		
<ul style="list-style-type: none"> <li>• Raise standards of teaching yet further so that we maintain 100% that is good or better</li> <li>• Teachers begin to self-evaluate their own impact through use of video recordings</li> <li>• Continuing professional develop between teachers and LSAs shares best practice within the school</li> <li>• Quality of spelling provision exceed national expectations</li> <li>• Learning walks monitor adult impact on minority groups</li> <li>• Introduce new elements of PE self-assessment for pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Raise standards of teaching yet further so that we maintain 100% that is good or better</li> <li>• Review impact on teacher development following the introduction of video recording the impact teachers have on children's learning</li> <li>• Review spelling outcomes and adjust spelling strategies</li> <li>• Commission a whole school OfSTED review</li> </ul>	<ul style="list-style-type: none"> <li>• Raise standards of teaching yet further so that we maintain 100% that is good or better</li> <li>• Introduce video recording of LSAs impacting on children's learning</li> <li>• Complete action plan following OfSTED review</li> </ul>
<b>ASSESSMENT AND PROGRESS</b>		
<ul style="list-style-type: none"> <li>• Monitoring systems identify and provide feedback on key school priorities</li> <li>• Improving outcomes for minority groups</li> <li>• Baseline assessments for Early Years Foundation Stage are effectively moderated</li> <li>• All foundation subject assessments are in place and are being used effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce cross school monitoring systems</li> <li>• Review of data profiles</li> <li>• Review outcomes of children from minority groups</li> <li>• EYFS assessments are in line with HRS expectations</li> <li>• Foundation subject assessments are reviewed against new HfL assessment systems</li> </ul>	<ul style="list-style-type: none"> <li>• HRS Assessment practices and procedures document is reviewed</li> <li>• Review of data profiles so that they continue to effectively identify gaps</li> </ul>
<b>SPECIAL EDUCATIONAL NEEDS AND DISABILITIES</b>		
<ul style="list-style-type: none"> <li>• Whole school strategy on developing the outcomes for children from minority groups</li> <li>• Review SEND practices against the Hertfordshire County's SEND tool kit</li> </ul>	<ul style="list-style-type: none"> <li>• Review next steps towards reducing the gap between children from minority groups and other children</li> <li>• Complete SEND action plan and meet all criteria in SEND tool kit</li> </ul>	<ul style="list-style-type: none"> <li>• Review staffing levels against SEND need</li> </ul>
<b>LEADERSHIP AND MANAGEMENT</b>		
<ul style="list-style-type: none"> <li>• Review issues surrounding academisation</li> <li>• School remains financially secure to meet the demands of a modern school</li> <li>• Alternative funding arrangements to be reviewed</li> <li>• Subject leaders have good evidence that supports judgements on standards</li> </ul>	<ul style="list-style-type: none"> <li>• Review issues surrounding academisation</li> <li>• Review school funding strategy</li> <li>• Review new PSHE assessments and curriculum</li> <li>• Review staffing levels against affordability</li> <li>• Review of subject leadership roles and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Review issues surrounding academisation</li> <li>• Review school funding strategy and staffing structure</li> </ul>
<b>SAFEGUARDING</b>		
<ul style="list-style-type: none"> <li>• Safeguarding record keeping is fit for purpose</li> <li>• Safeguarding practices are immersed within the daily practices of the school</li> </ul>	<ul style="list-style-type: none"> <li>• Review safeguarding practices against national guidelines and school reviews</li> </ul>	<ul style="list-style-type: none"> <li>• Review safeguarding practices against national guidelines and school reviews</li> <li>• Update staff on Prevent strategy and British Values</li> </ul>



## PRIORITIES FOR 2017-2018

PRIORITIES	REASON
Improve outcomes in Maths	2016-2017 teacher assessments indicate that achievement in maths, although above national average, is very slightly lower than that in Reading, Writing or Science
Improve outcomes for minority groups	2016-2017 assessment data indicates that children from minority groups have not made as much progress as other children and that the gaps are widening
Teachers to increasingly self-evaluate own practice and identify next steps	Due to the consistent staffing at Harvey Road School there is the opportunity to share the good practice amongst the whole staff and in this way continue to raise the quality of teaching
Chronology reports in connection with safeguarding to be used for more complex and on-going cases	2016-2017 safeguarding case showed that there were opportunities for the school to improve practices so that records and procedures are more rigorous
Moderation of EYFS baseline assessments	Early Years Foundation Stage data has shown that there is a need to moderate the accuracy of the baseline assessments taken at the beginning of the year

# Quality of Teaching and the Curriculum

Quality of teaching was 100% good or better in 2016-2017

## Improving Standards of Teaching

Targets (What do we want to achieve)	Success Criteria/Anticipated Impact	Actions (How to be achieved)	Time Frame	Resources Needed	Lead Person
Standard of teaching remains high	<ul style="list-style-type: none"> <li>100%+ teaching is good or better with 30%+ teaching being outstanding</li> </ul>	<ul style="list-style-type: none"> <li>Set up software/hardware for classroom video recording and introduce concept to teachers/LSAs</li> </ul>	July 17	E19	BP
	<ul style="list-style-type: none"> <li>Performance management targets for all teachers includes reference to the use of video evidence</li> </ul>	<ul style="list-style-type: none"> <li>Letter written to parents informing them of the use of video recordings to support on-going professional development of staff (data protection)</li> </ul>	October 17	E01	NR
	<ul style="list-style-type: none"> <li>Model use of video recording so teachers know how to use it to support their practice</li> </ul>	<ul style="list-style-type: none"> <li>Video HT supporting children and share with teachers to identify evidence of children's progress and next steps for the teacher AND for the child/ren</li> </ul>	Nov 17 Staff Meeting	E01	NR
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Teachers record specific parts of the lesson that will show good evidence of pupil learning</li> </ul>	Start Oct 17	E01	NR
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Teachers to share video with another teacher (of choice) and agree evidence [taking the place of paired teaching]</li> </ul>	Dec 17	E01	NR
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Performance management to use video as evidence to support pupil progress</li> </ul>	Oct 17	E01	NR
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Actions from video recorded lessons then followed up in performance management discussions</li> </ul>	Ongoing	E01	SLT
	<ul style="list-style-type: none"> <li>Feedback from teachers gives clear indications of the value of video recordings</li> </ul>	<ul style="list-style-type: none"> <li>SLT to analyse trends/impact for future CPD</li> </ul>	Termly	E01	NR
		<ul style="list-style-type: none"> <li>Feedback and outcomes discussed by governors</li> </ul>	April 2018	E01	NR
Professional and objective self-review takes place between the class teacher and LSA	<ul style="list-style-type: none"> <li>Checklist is written and agreed by SLT</li> </ul>	<ul style="list-style-type: none"> <li>Checklist to be written that identifies best practice strategies that redirect children's learning mid lesson. SLT review checklist prior to dissemination</li> </ul>	Jan 18	E01	NR
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Checklist introduced to teachers and LSAs</li> </ul>	Jan 18	E01	NR
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Pilot use of checklist during spring term and evaluate at End of Term review staff meeting</li> </ul>	March 18	E01	NR
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Governors to review outcomes of questionnaire</li> </ul>	April	E01	NR

## Improving Spelling Outcomes

Targets (What do we want to achieve)	Success Criteria/Anticipated Impact	Actions (How to be achieved)	Time Frame	Resources Needed	Lead Person
Spelling system accurately identifies and supports progress in spelling	<ul style="list-style-type: none"> <li>Every child who has interventions from Year 1 – 6 has a spelling age</li> </ul>	<ul style="list-style-type: none"> <li>Spelling ages to be calculated for every child and reassessed at end of autumn term</li> </ul>	Sept 17	E01	CT
	<ul style="list-style-type: none"> <li>Daily intervention in place and trialled</li> </ul>	<ul style="list-style-type: none"> <li>Trial KS2 applying Read Write Inc. for spellings following the programme every day. (15 min)</li> </ul>	Aut term 17	E01	CT
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Review outcome of Read Write Inc. with the view of further actions</li> </ul>	Dec 17	E01	CT
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Teachers to use the planning documents provided per year group by the Read Write Inc. publications</li> </ul>	From Sept 17	E01	CT
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>HT to check quality of teacher planning for literacy and numeracy</li> </ul>	Termly	E01	NR
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Literacy leader tracks spelling outcomes across the school and report to SLT</li> </ul>	Termly	E01	CT
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Calculate standardised scores and spelling ages in assessments</li> </ul>			
	<ul style="list-style-type: none"> <li>Children have accurate standardised spelling ages</li> </ul>	<ul style="list-style-type: none"> <li>Set up assessment expectations for spelling that include a spelling age so that progress is more easily tracked</li> </ul>	Nov 17	E19	CT

## Increase PE provision

Targets (What do we want to achieve)	Success Criteria/Anticipated Impact	Actions (How to be achieved)	Time Frame	Resources Needed	Lead Person
Provision of Athletics includes a more comprehensive range of activities that support personal improvement	<ul style="list-style-type: none"> <li>Personal Best score cards are being used by teachers and children to record sporting progress</li> </ul>	<ul style="list-style-type: none"> <li>Review of athletics (particularly field events) resources so that teachers are aware of what equipment is available</li> </ul>	Oct 17	E01	JT
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Introduce new Athletics (track and field) personal best cards for every child</li> </ul>	March 18	E01	JT
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Introduce new Swimming Personal Best record Cards</li> </ul>	March 18	E01	JT
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Review of current sports day to consider introducing field events</li> </ul>	March 18	E01	JT

PE syllabus is taught that covers all elements	<ul style="list-style-type: none"> <li>6 units being taught per class per year with clear skill development per year group</li> </ul>	<ul style="list-style-type: none"> <li>Subject leader to ensure that all PE units are being taught progressively through the school</li> </ul>	Jan 18	E01	JT
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Research alternative sports provision other than the Rickmansworth Sports Partnership</li> </ul>	Feb 18	E01	NR/JT
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Orienteering to be carried out across every class from Year 1</li> </ul>	Sept 17	E01	JT

## ASSESSMENT AND PROGRESS

**Focus:** 2016-17 observations indicated that although the overall standard of teaching is good or better, there may still be missed opportunities within lessons for adults to redirect children's learning

Targets (What do we want to achieve)	Success Criteria/Anticipated Impact	Actions (How to be achieved)	Time Frame	Resources Needed	Lead Person
Assessment for learning adapts practice to meet the needs of the children	<ul style="list-style-type: none"> <li>Learning walks will happen at least twice per half term</li> </ul>	<ul style="list-style-type: none"> <li>Learning walks across a range of classes will be planned that focuses on: challenge of all children, particularly for minority groups including pupil premium</li> </ul>	Twice per half term	E19	NR CT JSh
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Feedback from learning walks will identify next steps for individual pupils</li> </ul>	Twice per half term	E03	NR CT JSh
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Marking and feedback to be reviewed termly through learning walks</li> </ul>	Twice per half term	E01	NR CT JSh
	<ul style="list-style-type: none"> <li>Planning accurately reflects the ability ranges of children including minority groups</li> </ul>	<ul style="list-style-type: none"> <li>Planning files monitored for reference to minority group interventions and support</li> </ul>	Termly	Staff meeting	NR
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>SEND learning walks to take place at least once every term</li> </ul>	From Sept 17	E01	INCO
	<ul style="list-style-type: none"> <li>Observations show that adults successfully redirect children's learning so that better outcomes are achieved</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from observations will identify where children are not adequately challenged and follow up observations will be done within 2 weeks</li> </ul>	On going	E01	NR
Consistency of assessment practices provide good quality information for teacher assessment	<ul style="list-style-type: none"> <li>Puma and PIRA assessments are completed termly (Reading and Maths)</li> </ul>	<ul style="list-style-type: none"> <li>Timetable an assessment week where Puma and PIRA assessments are completed termly</li> </ul>	Dec 17	E01	NR
Outcomes for KS1 and KS2 remain above national averages	<ul style="list-style-type: none"> <li>Assessment indicators show that all year groups are working above national averages</li> </ul>	<ul style="list-style-type: none"> <li>Termly tracking indicates individual not making appropriate progress</li> </ul>	Dec 17 March 18 June 18	E01	NR

	•	• Children to be assessed and given standardised aged scores in maths.	Oct 17	E01	JJ
	•	• Maths assessments used to identify children for intervention	Oct 17	E01	INCO
	•	• Progress Meeting pro forma re-written that identifies specific children and intended actions and outcomes	Oct 17	E01	NR
	•	• Progress meetings with teachers identifies children not making progress, with particular attention to minority groups	Dec 17 March 18 June 18	E01	NR
Feedback and Marking policy accurately reflects practice	• Teacher marking and feedback is the same as the policy	• Teachers review Feedback and Marking policy to ensure that practice and policy are the same across the school	Jan 18	E01	NR
EYFS baseline assessments are accurate	• Whole EYFS team agreement on interpretation of EYFS baseline standards	• EYFS team review of EYFS baseline assessment materials.	July 17	E01	CS
	• Baseline assessments and end of term assessments show value added progress for nursery and reception children	• All baseline assessments to be completed within the first 2 weeks of September	Sept 17	E01	CS
	•	• EYFS team to review baseline scores after 6 weeks for accuracy and appropriateness	Oct 17	E01	CS
	•	• EYFS team reviews assessment outcomes against baseline scores to ensure value added	Termly	E01	CS
	•	• EYFS leader provides data reviews to HT	Termly	E01	CS

## Special Educational Needs and Disabilities

Targets (What do we want to achieve)	Success Criteria/Anticipated Impact	Actions (How to be achieved)	Time Frame	Resources Needed	Lead Person
Progress of children from minority groups will be as good or better than other children	• Interventions in place that run every week for 6 wks in <b>all</b> classes where there are SEND children	• Action plan written identifying specific actions that will support minority children	Sept 17	E01	INCO
	• 30% of children in interventions make better than expected progress and are therefore closing the gap	• 'Information swap' to identify which children need intervention's and in what area	July 17	E01	NR
	•	• Training provided by SEND team to LSAs in: Spelling/Phonics (aut 1) Guided Reading (aut 2) maths (spr 1) grammar (Yr 6) -2 1hr sessions	Sept 17	E01	INCO
	•	• Teachers to plan interventions for LSAs to supervise with support from SEND team	From Sept 17	Staff meeting	INCO
	•	• Monday assembly time to be dedicated to LSAs to do preparation for interventions	From Sept 17		NR

	•	• Interventions to last no longer than 15 minutes and happen x3 per week. Include only those children that assessments have identified (no more than 6 per group)	From Sept 17	E01	INCO
	•	• Resources prepared for each intervention subject eg Lift Off (spellings and phonics) Purchase more guided reading and maths books	July 17	E01	INCO
	•	• Intervention will include homework when required.	Started Sept 17	E19	INCO
	•	• Impact of interventions to be reviewed with SLT and governors	Dec 17 March 18 June 18	E19	INCO
Teachers to prioritise progress over attainment for SEND children when planning work	• Teachers planning includes reference to minority groups including SEND	• Present to teachers the rationale that progress is more important than attainment	Sept INSET	E01	NR/ INCO
Minority groups are being appropriately supported and challenged	• Performance management targets identify children from minority groups as priorities	• Minority groups to be identified in performance management objectives with targets being set for SEND/Pupil Premium children if required	Oct 17	E01	NR
	• Parents of children from minority groups where specific targets are required receive half termly reviews/updates	• Teachers carry out meetings with parents to review child's progress towards achieving targets	Half termly	E01	NR
	•	• Learning plans to be changed to 'Pupil Profiles' that outline targets and small steps to achieve them	Nov 17	E01	INCO
	•	• Review SEND Core Offer and disseminate to all staff, governors and parents	July 17	E01	INCO
	•	• SEND Core offer published on website	July 17	E01	INCO
HRS SEND practices are excellent	• All SEND standards are met as identified by Hertfordshire SEND Assessment tool	• SEND benchmark tool evaluated against HRS practices	Oct 17	E01	INCO
	•	• SEND action plan written with expected end date	Oct 17	E01	INCO
	•	• Half termly tracking of progress, linked to intervention strategies for all children below ARE.	Half termly	E01	INCO
	•	• Half termly assessment outcomes reported to HT	Half termly	E01	INCO
	•	• Children are identified who have made less than expected progress and report made to class teachers	Half termly	E05	INCO
	•	• Class teachers to target these children through performance management and class teaching	Half termly	E05	INCO



## LEADERSHIP AND MANAGEMENT

Targets (What do we want to achieve)	Success Criteria/Anticipated Impact	Actions (How to be achieved)	Time Frame	Resources Needed	Lead Person
LSAs to have good quality professional development opportunities	<ul style="list-style-type: none"> <li>LSAs have applied new techniques to their own practice</li> </ul>	<ul style="list-style-type: none"> <li>DHT to present method of supporting CPD by observing other LSAs</li> </ul>	Nov 17	E01	CT
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Through DHT, LSA to agree time to observe</li> </ul>	March 18	E01	CT
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>LSAs to go into other classes to observe intervention techniques</li> </ul>	March 18	E01	CT
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>LSAs to identify 2 things that they will take back and apply in their own practice</li> </ul>	March 18	E01	CT
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>LSAs to review impact of CPD opportunity</li> </ul>	June 18	E01	CT
Governors to critically assess outcome of focus on the progress of minority groups	<ul style="list-style-type: none"> <li>Governors have seen and agreed to the SEND action plan</li> </ul>	<ul style="list-style-type: none"> <li>Presentation given to governors outlining details of action plan to support minority children</li> </ul>	Oct 17	E01	INCO
	<ul style="list-style-type: none"> <li>Named governor is responsible for supporting process and reporting back to governors</li> </ul>	<ul style="list-style-type: none"> <li>Governor is nominated to take on the SEND minority focus project for 1 year</li> </ul>	Sept 17	E01	CoG
	<ul style="list-style-type: none"> <li>Governors are aware of the impact of the action plan</li> </ul>	<ul style="list-style-type: none"> <li>Termly progress updates given to governors of impact on minority groups</li> </ul>	July 18	-	SEND Gov.
HRS is well prepared to meet future changes linked to the potential change to an academy	<ul style="list-style-type: none"> <li>Governors are informed of the financial stability of HRS at least 3 years ahead of any potential change</li> </ul>	<ul style="list-style-type: none"> <li>Finance governor to hold regular meetings with SBM and report to Resources committee on long term financial management/stability</li> </ul>	Termly	E01	Finance Gov.
	<ul style="list-style-type: none"> <li>Governors know what criteria needs to be triggered to move towards academy status</li> </ul>	<ul style="list-style-type: none"> <li>Academy governor has termly discussions with HT to review criteria for academisation and to report to FGB when required</li> </ul>	Termly	E01	Academy Gov.
	<ul style="list-style-type: none"> <li>Governors agree criteria that, if met, would begin the process towards academisation</li> </ul>	<ul style="list-style-type: none"> <li>Review criteria against national and local pressures</li> </ul>	Dec. 17	-	Academy Gov.
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Academisation is a standing item on committee and FGB agendas</li> </ul>	On going	Clerk	Clerk
	<ul style="list-style-type: none"> <li>Academy Review document written, presented and agreed at FGB</li> </ul>	<ul style="list-style-type: none"> <li>Write an 'Academy Review' document identifying governor perspectives and monitoring criteria.</li> </ul>	Feb 18	-	Academy Gov.
School Funding presentation	<ul style="list-style-type: none"> <li>Governors are planned and prepared for presentation to parents at public meeting</li> </ul>	<ul style="list-style-type: none"> <li>FGB meeting held to identify content and approach to presentation</li> </ul>	Sept 17	-	CoG
	<ul style="list-style-type: none"> <li>Meeting is held with parents</li> </ul>	<ul style="list-style-type: none"> <li>Letter is written to parents informing of School Funding meeting</li> </ul>	July 17 & Sept 17	-	CoG
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Meeting is held in school with parents</li> </ul>	Sept 17	-	CoG

	<ul style="list-style-type: none"> <li>FGB reviews outcomes of public presentation and plans further actions if required</li> </ul>	<ul style="list-style-type: none"> <li>At SI Committee and FGB, discussion held that considers views and agrees next steps to governors to take</li> </ul>	Dec 17	-	CoG & Chair of SIC
Quality of learning walks are independently verified as being high	<ul style="list-style-type: none"> <li>Learning Walk carried out with independent Headteacher</li> </ul>	<ul style="list-style-type: none"> <li>Independent Headteacher carries out joint learning walk with SLT</li> </ul>	April 18	£200	NR
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Independent Headteacher observes SLT feedback and evaluates accuracy and appropriateness of recommended next steps</li> </ul>	Feb 18	As above	NR
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Outcomes of leadership review discussed with SI Committee</li> </ul>	March 18	E01	NR
Foundation subject leaders have clear evidence of standards in their subject	<ul style="list-style-type: none"> <li>All foundation subjects have agreed assessment formats</li> </ul>	<ul style="list-style-type: none"> <li>Identify missing subject assessments and provide resources to set these up (eg NCT)</li> </ul>	Nov 17	E01	NR
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Review draft assessments with teachers.</li> </ul>	Dec 17	E01	NR

## SAFEGUARDING

**Focus:** Safeguarding case in 2016-2017 showed that recording of chronology was not appropriately detailed and that some practices could be improved.

Targets (What do we want to achieve)	Success Criteria/Anticipated Impact	Actions (How to be achieved)	Time Frame	Resources Needed	Lead Person
The school manages child protection cases appropriately	<ul style="list-style-type: none"> <li>Chronology format agreed with SLT, school designated child protection officers and County Child Protection officer</li> </ul>	<ul style="list-style-type: none"> <li>Chronology report format reviewed with the view that it is fit for purpose following case work in Summer term 2017 and sent to County officer for views</li> </ul>	Sept 17	E01	NR
	<ul style="list-style-type: none"> <li>Report format used consistently</li> </ul>	<ul style="list-style-type: none"> <li>Chronology report used for all serious on-going cases. (to identify topics covered in meetings/events, actions taken and reasons why actions agreed)</li> </ul>	On going	E01	NR
	<ul style="list-style-type: none"> <li>Documents exist that evidence discussion/actions agreed and reasons for them/who involved</li> </ul>	<ul style="list-style-type: none"> <li>Sensitive meetings should have notes/minutes taken by a member of staff</li> </ul>	June 17	E01	NR
Governors know that safeguarding procedures are robust and fit for purpose	<ul style="list-style-type: none"> <li>Safeguarding governor has agreed to formats and processes used to record child protection cases</li> </ul>	<ul style="list-style-type: none"> <li>Safeguarding governor reviews quality of recorded information and reports back to School Improvement Committee</li> </ul>	Dec 17 March 18 June 18	E01	RP
Safeguarding practices are immersed into the schools daily practices	<ul style="list-style-type: none"> <li>Weekly information bulletins include safeguarding prompts</li> </ul>	<ul style="list-style-type: none"> <li>Information bulletin to include reference to the most up to date safeguarding practices</li> </ul>	Weekly	E01	NR
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Review meetings held on content of Single Central Record</li> </ul>	Dec 17 March 18 June 18	E01	NR

	•	• Disqualification audit to be re-signed annually by all relevant staff	Sept 17	E01	NR
	•	• Safeguarding training for all staff to be completed	Nov 17	E13	NR
	•	• E-safety training to be included in staff meeting	On Going	E01	BP
HRS safeguarding practices are consistently meeting HCC requirements	• Training attended	• Attend training sessions to identify changes	TBC	E13	NR
	• Data protection practices have been applied and all appropriate staff have been informed	• Review and respond to the new data protection criteria coming out in 2017-18 as directed by HCC	TBC	E01	NR
	• Images/videos of children are appropriately deleted/stored	• Review storage and accessibility of images/videos	Dec 17	E01	NR
	• All confidential documents relating to children are safely stored	• All filing cabinets in school that contain child related documents to have locks and keys	Oct 17	Repairs & Maintenance	SBM

## Improving Standards in Maths

Targets (What do we want to achieve)	Success Criteria/Anticipated Impact	Actions (How to be achieved)	Time Frame	Resources Needed	Lead Person
All children have specific maths targets and know them	• Individual targets written for every child and visible for the child to make frequent reference to it	• Every child to be given maths targets	Sept 17	E01	JJ
	•	• Targets from annual reports used to direct summer term improvement	July 17 & June 18	E01	JJ
	•	• Targets displayed can be done in whatever way teachers think will work but must be easily accessible and allow children to know what their targets are	Oct 17	E03	JJ
	•	• SLT to monitor by asking children randomly around the school what their targets are		E19	JJ
	•	• Parents informed of targets through parent consultations and more frequently if appropriate	Oct 17/ March 18 June 18	E01	JJ
Increase volume of mathematical reasoning and problem solving	• Children can self-evaluate their answers	• Start 'Maths Thinking Bubble' where children explain and record the methods the child has used to complete the activity	Jan 18	E01	JJ

	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Have individual class bank of Maths Thinking Bubbles resources</li> </ul>	Jan 18	E01	JJ
Improve quality of presentation in children's maths books	<ul style="list-style-type: none"> <li>All maths books will be following appropriate presentation expectations</li> </ul>	<ul style="list-style-type: none"> <li>Presentation of maths in maths books will be KS specific: KS1 to fold each page in half so that neat work is on left and working out in right KS2 to have 3 columns: Number of maths question; Neat answer; Working out</li> </ul>	Sept 17	E27	JJ
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Set up a whole school criteria for how to present maths work</li> </ul>	Dec 17	-	JJ
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Have half termly weight/measures problem task in corridor opposite kiln room</li> <li>Use mathematical conversion challenges/questions board</li> </ul>	Oct 17 Dec 17 Feb 18 March 18 May 18	E01	JJ