



Harvey Road School

SCHOOL DEVELOPMENT PLAN

2018-2019

'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

2018-2019	2019-2020	2020-2021
STANDARDS OF ACHIEVEMENT		
<ul style="list-style-type: none"> • Introduce new Maths planning and track impact across the school • Be ready for the new national times tables tests • Improve presentation of maths work • Implement new maths target system based on maths skills rather than subject knowledge • Embed phonics strategies across the school • Review and implement a consistent approach to handwriting 	<ul style="list-style-type: none"> • Embed new planning system and monitor impact on standards across the school • Results of Times Tables tests are above national averages • Review Science and IT outcomes and practices • Review impact of target setting system by considering relevance it has to the work children do in class and their rate of progress • Assessments identify areas of priority 	<ul style="list-style-type: none"> • Review subject leadership practices for foundation subjects • Establish assessment systems that link EYFS outcomes to KS 2 outcomes more rigorously
QUALITY OF TEACHING		
<ul style="list-style-type: none"> • Continue to develop a self-review approach to improving the quality of teaching by introducing a pro forma and working alongside a partner teacher • Increase the level of observations and learning walks to more rigorously monitor and support the quality of teaching 	<ul style="list-style-type: none"> • Teaching is 100% good or better • Work with partner school (secondary and/or primary) on developing joint expectations and moderation practices • Monitor impact of self-review practices and work alongside a local school for professional development • Continue to develop self-review practices 	<ul style="list-style-type: none"> • Teaching is 100% good or better • Consultation work in other schools support better practices at Harvey Road
DEVELOP COMMUNICATION STRATEGIES		
<ul style="list-style-type: none"> • Teachers to develop clearer ways of communicating with parents • Review behaviour management strategies • Develop conflict resolution strategies 	<ul style="list-style-type: none"> • Monitor impact of communication strategies through questionnaires and other forms of feedback 	<ul style="list-style-type: none"> • Review behaviour and anti-bullying policies
DEVELOPING A MORE DIVERSE CURRICULUM		
<ul style="list-style-type: none"> • Phase in the ethos, values and practices of a 'Forest School' 	<ul style="list-style-type: none"> • Further develop 'Forest School' practices • Develop further PE activities through Sports Premium funding 	<ul style="list-style-type: none"> • Introduce and Food and Technology festival
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES		
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
SAFEGUARDING, GOVERNANCE, GDPR AND EQUALITY		
<ul style="list-style-type: none"> • Ensure all policies are up to date, reviewed, circulated and applied for all staff • Governors to ensure that the school strategically reviews its financial viability • GDPR practices are compliant with ICO expectations • British values practices are reviewed 	<ul style="list-style-type: none"> • Review impact of CPOMS • Continue to review financial stability of school • Monitor and review data breaches and set action plans if necessary • Review equality policy and action plan 	<ul style="list-style-type: none"> • Carry out Safeguarding Review by Hertfordshire County Council • Review effectiveness of governor roles and consider alternative structures



PRIORITIES FOR 2018-2019

PRIORITIES	REASON
Standards of achievement are maintained across the school	Changes to the maths planning systems and the increasing focus on problem solving means that our practices need to adapt to these new expectations. Spellings (phonics)
Quality of Teaching continues to be high and develops in rigour	This is a constant focus for the school as this is key to maintaining the standards of achievement for our children
Review and develop behaviour and conflict management practices	In response to circumstances in 2017/18 and a changing community staff will develop a range of strategies to ensure that children receive timely interventions and parents are well informed
Implement 'Forest School' style initiative	To broaden the range of opportunities that our curriculum can offer our children so that their interests, skills and experiences are diverse
Harvey Road School is GDPR compliant	Due to the new GDPR regulations that have been brought in the school believes that we need to ensure that we protect the rights of data subjects within the community of the school.

Standards of Achievement

Standards in 2017/18 improved in the EYFS and targets were met. In KS 1 and 2 standards were consistently above national averages and in many areas significantly above. However, changes to expectations means that there is a need to adapt our maths curriculum and tweak our English practices

Targets (What do we want to achieve)	Success Criteria/Anticipated Impact
Mathematical problem solving and reasoning is successfully applied in all ks1 and 2 classes. Standards in maths at both KS 1 and 2 remain above the national average	PA Plus curriculum is used in every year group KS 1 and 2 maths SATS remain above the national average by at least: 8% for ARE+ 15% for Above ARE Speaking frames are referred to in lessons Evidence is seen in books that shows problem solving and reasoning is sufficiently covered
HRS is well placed to meet the new national times tables tests coming in 2019/20	Test outcomes are above national average scores by at least 10%
Presentation of maths clearly identifies the difference between working out and the answer	Maths work in children's books is neat and well presented
All children have a maths target that is relevant to their current maths work	Targets are linked to mathematical skill progression rather than knowledge (Maths PA Plus) End of year maths outcomes remain in line with HRS expectations Qualitative evidence shows that children's confidence in maths has increased
Children have a strong level of phonics skill	Yr 1 phonics scores will remain above NA
Standards of writing remain high throughout the school	Work scrutiny shows that children have experienced a wide breadth of writing experiences
Handwriting is consistently following a cursive style and is more consistent from EYFS to KS 1	Handwriting policy is updated reflecting new practices
Library will be used by all children and will be up to date with new publications	Library is fit for purpose as it: <ul style="list-style-type: none"> • Is used by all classes regularly • Has up to date stock of relevant and new publications • Is an exciting place for children to spend time in Supports the wide curriculum

Quality of Teaching

Context: Although 100% of teaching was good or better in 2017/18, the rigour around improving the quality of teaching can be improved further

Targets (What do we want to achieve)	Success Criteria/Anticipated Impact
Standard of teaching is high	Pro forma written
	All teachers have completed at least one recording per term
	Performance management targets for all teachers includes reference to the use of video evidence to support professional development
	90%+ teaching is good or better with 30%+ teaching being outstanding
	Repeated observations show that quality of teaching is improving
Quality of teaching is monitored and under performance is rigorously responded to in a clear and systematic way that impacts on standards	100% of lessons that are judged as meeting HRS expectations
	SI committee knows the quality of teaching throughout the school

DEVELOP COMMUNICATION STRATEGIES

Context: Through self-evaluation staff and governors have identified that effective communication is increasingly important within our school community

Targets (What do we want to achieve)	Success Criteria/Anticipated Impact
Teachers communicate effectively with parents with regard to pupils' achievements and well-being.	Teachers are consistently clear about routines, methods of communication and support available

Developing Behaviour Management Strategies

Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly	Staff know how to support children with challenging behaviour
	95%+ of the targeted pupils feel that they are well supported by teachers and LSAs
	Staff know how to support children with challenging behaviour
	95%+ of the targeted pupils feel that they are well supported by teachers and LSAs
	All staff are following the behaviour policy practices
	95%+ parents know what is being done to support their child
Children are well supported by MSAs during lunchtime	90%+ of children believe that MSAs support them well
Behaviour incidents are effectively recorded	Monitoring of Incident Files show that incidents are being recorded in appropriate detail

Developing Conflict Resolution Strategies

Staff are skilled at dealing with conflict	Staff are more confident in managing conflict
	No incidents are escalated to the headteacher unless appropriate

DEVELOPING A MORE DIVERSE CURRICULUM

Context: Having already developed the PE, Food and Technology and Music curriculum over the last 3 years we now the opportunity of developing a 'forest schools' approach to our current outside provision

Targets (What do we want to achieve)	Success Criteria/Anticipated Impact
To use the vision and ethos of 'Forest Schools' to support and develop confidence and independence while also fostering a respectful and resourceful attitude towards our environment	Children are more aware of our environment and the changes that happen to the world around us as the seasons change
	Children know how to use their fine motor skills to make things
	Children use tools as instruments rather than weapons
	Children can design and make things for specific purposes

Special Educational Needs and Disabilities

Targets (What do we want to achieve)	Success Criteria/Anticipated Impact
At least 90% of pupils in all minority groups will make the appropriate progress each year (3 steps per year).	SEND and other minority groups of pupils will achieve at least three steps progress in an academic year.
	SEND pupils will have needs met through extra provision and strategies implemented by teachers.
	Pupils will have an awareness of their achievements and the progress they have made.
	Progress for minority groups will be made using ' Quality First Teaching ' strategies
HRS SEND provision exceeds Herts standards	SEND pupils will develop independent strategies to support themselves
	SEND pupils will have a positive attitude towards their learning
	SEND provision in each class will be consistent and managed effectively.
	A rigorous cycle of ADPR will be in places to maintain the appropriate support and reasonable adjustments for SEND pupils.
Monitor impact of LSAs working one to one with pupils	One to one provision made for SEND pupils will be effective and have a positive impact
	LSAs will be supported to implement outstanding support for SEN pupils
	Pupils receiving intensive support will make accelerated progress (at least double expected progress over one term).
SLT to support the induction of the new school SENCO in order to enable SEN provision to carry on successfully.	SEN provision will continue to improve and move towards outstanding standards in all areas.
	With support the new school Senco will develop areas of improvement and monitor their progress.
	The Senco will be gain a good level of knowledge in managing SEN within Harvey Road and meeting the expectations of the Head Teacher.

SAFEGUARDING, Governance, GDPR, Equality (British Values)

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
All staff follow safeguarding practices	Record Keeping is secure and kept up to date
The school is financially viable for the foreseeable future	The schools finances do not go into the negative over a three year period
	90%+ parents state that they know how financially stable the school is
HRS is GDPR complaint	Joint schools guidance document produced that identifies agreed data handling practices
British values are prevalent in the majority of activities within school	