



# SCHOOL DEVELOPMENT PLAN 2016-2017

**‘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

2016-2017	2017-2018	2018-2019
<b>LEADERSHIP AND MANAGEMENT</b>		
<ul style="list-style-type: none"> <li>Academisation: What impact will this have on Harvey Road School?</li> <li>Termly update letters from governors to parents &amp; staff</li> <li>Review staffing structure in light of financial limitations</li> <li>Review methodology of observations/Learning walks</li> <li>MSA review of practice</li> </ul>	<ul style="list-style-type: none"> <li>Begin process of becoming an academy school</li> <li>Governor to review level of involvement in the school community and its perceived impact</li> <li>British Values outcomes reviewed by governors</li> <li>Review LSA practices, roles and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Finalise arrangements to become an academy trust</li> <li>Review how national standards are impacting on staff and school improvement</li> <li>Review impact of subject leadership</li> <li>Review school mission statement, values and expectations</li> </ul>
<b>BEHAVIOUR AND SAFETY</b>		
<ul style="list-style-type: none"> <li>e-Safety policy and practices are up to date</li> <li>Update safeguarding training for governors</li> <li>90% of Pupil Premium Children are ARE, in line with HRS expectations and closing the gap</li> </ul>	<ul style="list-style-type: none"> <li>Governor review of incidents over last 3 years</li> <li>Update safeguarding training for teachers</li> <li>Health and safety assessment of practices</li> </ul>	<ul style="list-style-type: none"> <li>Parent group set up on a 'self-help' principle</li> <li>Review</li> </ul>
<b>QUALITY OF TEACHING AND THE CURRICULUM</b>		
<ul style="list-style-type: none"> <li>100%+ teaching is good or better with 30%+ teaching being outstanding</li> <li>Standards of achievement are maintained in all 3 Key Stages</li> <li>Quality of Feedback and Marking remain high</li> <li>Review methods of teaching spellings</li> <li>Cross school work moderations ensure accurate teacher assessments</li> </ul>	<ul style="list-style-type: none"> <li>100% of teaching is good or outstanding with 35%+ of teaching outstanding</li> <li>Review models of sharing best practice among HRS teachers and LSAs</li> <li>Review moderation practices in light of academisation changes</li> </ul>	<ul style="list-style-type: none"> <li>100% of teaching is good or outstanding with 35%+ of teaching outstanding</li> <li>Provide teaching support to other schools.</li> <li>Develop teaching and learning practices through academy links to trust schools</li> </ul>
<b>ASSESSMENT AND PROGRESS</b>		
<ul style="list-style-type: none"> <li>Maintain standards of achievement in all key stages</li> <li>Increase rate of progress of disadvantaged children</li> <li>Ensure end of key stage test results meet the new national requirements and HRS expectations</li> <li>Introduce skill specific 'Skills Ladders' for foundation subjects or other assessments (guided by HfL)</li> <li>SEND groups make progress in line with HRS expectations</li> <li>EYFS outcomes show at least 70% of children achieve GLD</li> </ul>	<ul style="list-style-type: none"> <li>Review Key Stage 1 and 2 outcomes in light of changes to national expectations</li> <li>Pupil Premium children make outstanding progress</li> <li>Review impact of foundation subject skills ladder assessments</li> <li>Review Performance Management Expectations documents in light of new assessment systems</li> <li>Work towards EYFS Herts Quality Mark</li> <li>EYFS outcomes show at least 70% of children achieve GLD</li> </ul>	<ul style="list-style-type: none"> <li>Link with secondary school for moderation and standardisation agreement trialling</li> <li>Increase quality of subject leadership evidence that backs up evaluative judgements</li> <li>EYFS outcomes show at least 70% of children achieve GLD</li> </ul>

## Quality of Teaching and Learning

Quality of teaching was 100% good or better in 2015-2016

**Reading:** The standards of reading at HRS are very high. However, the national expectations have risen dramatically over the last 6-12 months. Furthermore, although Reading Teacher Assessments are showing that there is not a drop in standards we introduced Guided Reading in 2015-16 as a way of promoting the development of reading skills yet further.

Targets (What do we want to achieve)	Success Criteria/Anticipated Impact	Actions (How to be achieved)	Time Frame	Resources Needed	Lead Person	Actual Impact
Guided Reading (GR) happens in every classroom every week from Year 1-6	<ul style="list-style-type: none"> <li>Guided Reading appears on all curriculum timetables</li> </ul>	<ul style="list-style-type: none"> <li>Timetable guided reading for every KS1 and 2 class once a week</li> </ul>	Sept 16	E01	NR	•
	<ul style="list-style-type: none"> <li>End of year reading tests show that 90%+ children are working in line with or above ARE</li> </ul>	<ul style="list-style-type: none"> <li>Pupil progress meetings to discuss impact of guided reading (GR)</li> </ul>	Dec 16	E01	CT	•
	•	<ul style="list-style-type: none"> <li>Train teachers on how to understand and interpret the GR assessment criteria</li> </ul>	Jan 17	Staff meeting	CT	•
	•	<ul style="list-style-type: none"> <li>Reading comprehension tasks to be given as homework every other week</li> </ul>	From Sept 16	E01	CT	•
	•	<ul style="list-style-type: none"> <li>Reading comprehension to be taught every other week in class</li> </ul>	From Sept 16	E01	CT	•
	•	<ul style="list-style-type: none"> <li>Reading scheme (Nursery to Year 2) to be updated</li> </ul>	Dec 16	E19	CT	•
	•	<ul style="list-style-type: none"> <li>Additional guided reading texts purchased (more able) for Years 3-6</li> </ul>	Dec 16	E19	CT	•
	•	<ul style="list-style-type: none"> <li>Children who are below ARE in Reading to do reading comprehension tasks x2 per week</li> </ul>	From Sept 16	E01	CT	•
Raise profile of reading and spellings for children	<ul style="list-style-type: none"> <li>Competitions held</li> </ul>	<ul style="list-style-type: none"> <li>Half termly competitions based on encouraging children to read</li> </ul>	Each half term	E19	CT Librarian	•
	<ul style="list-style-type: none"> <li>Library use increases</li> </ul>	<ul style="list-style-type: none"> <li>Library team write an action plan that promotes reading across the school</li> </ul>	October 16	E03	NR	•
	•	<ul style="list-style-type: none"> <li>Every teacher to have a 'class shared reading book'</li> </ul>	Sept 16	E01	CT	•
	•	<ul style="list-style-type: none"> <li>Literacy policy to be reviewed and agreed by teachers to reflect additional focus on reading</li> </ul>	Nov 16	Staff meeting	CT	•

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**Spellings and Grammar: Spellings:** National expectations in spellings have significantly altered in the last 12 months. It is expected that: spelling will be taught daily; that all children will be able to be competent, accurate spellers by the end of KS2 being able to independently spell common phonic and non-phonetic words; that spelling tests will be in sentence form through dictation. **Grammar:** LSAs have fed back that the grammar curriculum is very complex and they need additional training

Targets (What do we want to achieve)	Success Criteria/Anticipated Impact	Actions (How to be achieved)	Time Frame	Resources Needed	Lead Person	Actual Impact
Children's spellings are in line with HRS expectations	<ul style="list-style-type: none"> <li>• Spellings taught daily to all children in KS2</li> </ul>	<ul style="list-style-type: none"> <li>• Children are given short, daily sessions with class teacher following the teaching sequence for spelling</li> </ul>	From Sept 16	E01	NR	•
	<ul style="list-style-type: none"> <li>• Identify quality of activities and manageability of new resources</li> </ul>	<ul style="list-style-type: none"> <li>• Trial Rising Stars spelling programme in class 4</li> </ul>	Sept- Dec 16	E01	CT	•
	•	<ul style="list-style-type: none"> <li>• LSAs receive training to support spellings practices</li> </ul>	Feb 17	E03	CT	•
	•	<ul style="list-style-type: none"> <li>• Introduce new Read, Write Inc. online programme to support spellings</li> </ul>	Jan 17	E19	CT	•
Teachers to emphasise the importance of spelling	<ul style="list-style-type: none"> <li>• Children are independently identifying and correcting spelling errors</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers to indicate the line (following the Feedback and marking policy) where words that have been inaccurately written using a dot (not copying out the work)</li> </ul>	From Sept 16	E01	NR	•
Children will use editing skills frequently and accurately	<ul style="list-style-type: none"> <li>• Pupils will use self-editing skills before handing in work to be marked</li> </ul>	<ul style="list-style-type: none"> <li>• Children to be given time to respond to spelling corrections</li> </ul>	Oct 16	E01	NR	•
		Before the work is marked: <ul style="list-style-type: none"> <li>• Teachers/LSAs provide time when writing has finished to look for their own spelling errors and correct them</li> <li>• SEN children are supported in their spelling corrections</li> </ul>	Oct 16	E01	NR	•
LSAs accurately support children's grammar	<ul style="list-style-type: none"> <li>• Observations indicate LSAs are supporting the development of grammar</li> <li>• Feedback from LSAs indicates that confidence in delivering grammar has improved</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar training is given (provided by HfL) to LSAs with support documents to act as long term reference guides</li> </ul>	Dec 16	E27	NR	•
		<ul style="list-style-type: none"> <li>• Analyse HRS Grammar document with LSAs to understand year specific expectations and continuity</li> </ul>	Dec 16	-	CT	•

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**Key Focus: Questioning:** Through lesson observation feedback and an external review of teaching and learning in February 2016, it was seen that the range of questions needed to be more varied so that children were provided with greater challenge in the lesson. Three core areas of the SDP are: Marking and Feedback; Questioning; Supporting the Underachieving Child

Targets (What do we want to achieve)	Success Criteria/Anticipated Impact	Actions (How to be achieved)	Time Frame	Resources Needed	Lead Person	Actual Impact
Teachers are using a wide range of questions that challenge and support pupil progress	<ul style="list-style-type: none"> <li>80%+ lesson observations show teachers using mini plenaries</li> </ul>	<ul style="list-style-type: none"> <li>Observations and learning walks to identify opportunities for additional teacher support</li> </ul>	Termly	E01	SLT	
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Focus support to those teachers who need it</li> </ul>	Ongoing	E01	CT	<ul style="list-style-type: none"> <li></li> </ul>
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Higher order questioning to be discussed looking at the Blooms taxonomy</li> </ul>	Oct 16	E01	NR/CT	<ul style="list-style-type: none"> <li></li> </ul>
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Focused group of teachers to investigate specific areas of questioning</li> </ul>	Oct 16	E01	NR/CT	<ul style="list-style-type: none"> <li></li> </ul>
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Learning walk /observation checklists to be written, discussed with teachers and shared between teachers before used by SLT</li> </ul>	Oct 16	E01	NR	<ul style="list-style-type: none"> <li></li> </ul>
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>External Local Leader in Education to do paired learning walk with HT</li> </ul>	Feb 17	E01	NR	<ul style="list-style-type: none"> <li></li> </ul>
In-school teaching skills are used to support teacher training	<ul style="list-style-type: none"> <li>Paired teaching takes place for all teachers</li> </ul>	<ul style="list-style-type: none"> <li>Teachers to be paired together to focus on core SDP areas</li> </ul>	Sept 16	E01	NR	<ul style="list-style-type: none"> <li></li> </ul>
	<ul style="list-style-type: none"> <li>Teachers state at least one area that they have improved since Sept.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers to observe and provide feedback to their partner teacher confidentially on 3 core areas of SDP</li> </ul>	Start Sept 16	E01	NR	<ul style="list-style-type: none"> <li></li> </ul>
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Teachers to complete questionnaire on impact of paired teaching process</li> </ul>	July 17	E01	NR	<ul style="list-style-type: none"> <li></li> </ul>
Professional and objective self-review takes place between the class teacher and LSA	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Checklist to be written and used by the class teacher and the LSA to support the development of the 3 core areas</li> </ul>	Jan 17	E01	NR	<ul style="list-style-type: none"> <li></li> </ul>
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Governors to review outcomes of processes and questionnaire</li> </ul>	July 17	-	NR	<ul style="list-style-type: none"> <li></li> </ul>

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The quality of pupil self-evaluation has been identified in observations and feedback from an independent OfSTED Inspector (Feb 2016) as an opportunity to be further developed

Targets (What do we want to achieve)	Success Criteria/Anticipated Impact	Actions (How to be achieved)	Time Frame	Resources Needed	Lead Person	Actual Impact
Children's learning is positively supported through the use of learning partners	<ul style="list-style-type: none"> <li>Questionnaire written and completed by children</li> </ul>	<ul style="list-style-type: none"> <li>Carry out Yr 2 and 4 questionnaire to identify child responses to learning partners (Years 3 and 5)</li> </ul>	Sept 16	E01	CT	
	<ul style="list-style-type: none"> <li>Know all options available for developing practice and cascade to staff and governors</li> </ul>	<ul style="list-style-type: none"> <li>SLT to be informed of Shirley Clarke's theory on learning partners</li> </ul>	Dec 16	E01	CT	<ul style="list-style-type: none"> <li></li> </ul>
		<ul style="list-style-type: none"> <li>Staff and governors to be informed of review outcomes with its potential implementation</li> </ul>	Dec 16	E01	CT	<ul style="list-style-type: none"> <li></li> </ul>
	<ul style="list-style-type: none"> <li>Action plan written</li> </ul>	<ul style="list-style-type: none"> <li>Write action plan following findings</li> </ul>	March 17	E01	CT	<ul style="list-style-type: none"> <li></li> </ul>
Literacy medium term planning is in line with new curriculum	<ul style="list-style-type: none"> <li>Teachers are using the new national curriculum expectations in their planning</li> </ul>	<ul style="list-style-type: none"> <li>Use HfL plans for writing as basis to update our own medium term plans (Sept INSET)</li> </ul>	Sept 16	E01	CT	<ul style="list-style-type: none"> <li></li> </ul>
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Teachers use the new plans to formulate their weekly lesson planning</li> </ul>	Dec 16	E01	CT	<ul style="list-style-type: none"> <li></li> </ul>
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>SLT monitor quality of medium term planning to ensure that the curriculum is broad and balanced</li> </ul>	Jan 17	E01	CT	<ul style="list-style-type: none"> <li></li> </ul>

## ASSESSMENT AND PROGRESS

**Focus: Supporting the Underachieving Child:** As our school cohort is changing so must the way we are supporting them. We have seen that children are needing more basic support in reading, phonics and maths than they did before and this is particularly true with an increasing number of children who are underperforming. A significant amount of change has taken place over the last 24 months. In response to this we need to look at ways to ensure our assessments are as streamlined as possible (Reading book colour codes) and are inform subject leaders of how to develop pupil progress yet further (foundation subject assessments).

**Moderation:** With the demise of levels and mid-key stage national assessment criteria we must investigate ways of verifying the teacher assessments that we make.

Targets (What do we want to achieve)	Success Criteria/Anticipated Impact	Actions (How to be achieved)	Time Frame	Resources Needed	Lead Person	Actual Impact
Underperforming children make better than expected progress	<ul style="list-style-type: none"> <li>Teachers will regularly review the assessment outcomes of underperforming pupils</li> </ul>	<ul style="list-style-type: none"> <li>Pupil progress meetings will identify underperforming pupils as separate group to track</li> </ul>	Oct 16/ Mar.17	E01	NR	
	<ul style="list-style-type: none"> <li>10% of underperforming children at HRS make better than expected progress</li> </ul>	<ul style="list-style-type: none"> <li>Teachers implement interventions to support underperforming pupils</li> </ul>	From Sept 16	E01	NR/JS	
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Half termly learning walks carried out by SLT/HT focusing only on the quality of support underperforming pupils receive and its impact.</li> </ul>	From Oct 16	E01	NR/SLT	
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Feedback given to individual teachers following learning walk</li> </ul>	From Oct 16	E01	NR/SLT	
Standards of reading are maintained	<ul style="list-style-type: none"> <li>Reading progression in EYFS and KS1 will be tracked on AM 7</li> </ul>	<ul style="list-style-type: none"> <li>Reading book details transferred to AM7</li> </ul>	Dec 16	E05	CT	
	<ul style="list-style-type: none"> <li>80%+ children achieve ARE across the whole school</li> </ul>	<ul style="list-style-type: none"> <li>Reading charts to be populated by school admin team</li> </ul>	Jan 17	E05	CT	•
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Purchase and introduce new Progress in Reading Assessments (PIRA)</li> </ul>	Nov 16	E19	CT	•
Foundation subject assessments facilitate good progress for all children	<ul style="list-style-type: none"> <li>Foundation subject assessments show attainment of children across the school at the end of each key stage</li> </ul>	<ul style="list-style-type: none"> <li>Monitor/evaluate new foundation subject assessments for accuracy; quality of information and judgements, breadth of cover;</li> </ul>	Feb 17	E01	NR	•
	<ul style="list-style-type: none"> <li>Subject leaders know what the strengths and weaknesses are in their subject area</li> </ul>	<ul style="list-style-type: none"> <li>Subject evidence file to be reviewed for quality of information; link to the curriculum; demonstration of standards</li> </ul>	April 17	E01	NR	•
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>SLT to review impact of assessments</li> </ul>	April 17	E01	NR	•
Writing is moderated across year 6 and 7	<ul style="list-style-type: none"> <li>Local primary and secondary schools take part in moderated</li> </ul>	<ul style="list-style-type: none"> <li>Link schools with moderation task and provide activities and necessary</li> </ul>	April 17	E03	NR	•

schools	writing tasks	documentation				
Expectations and Performance Management	•	• Sponsor county assessment advisor to coordinate cross school moderation of writing	April 17	E08	NR	•
Key Stage 1 and 2 SATS results remain significantly above national averages	• Standards at KS1 and 2 are maintained in 2017 SATs	• Year 2 and 6 teachers to attend training to update their knowledge of the new end of key stage expectations	April 17	E19	NR	•
	•	• Training information from above to be disseminated to all staff.	April 17	E01	NR	•
	•	• Booster support for class 6 provided from September	April 17	E01	NR	•
	•	• Interventions carried out to support SEND children in Year 2 and 6	May 17	E03	INCO	•

## LEADERSHIP

**Focus:** Supporting the underperforming child will be a key area in performance management, along with identifying teaching techniques that include questioning

Academisation: HRS needs to be prepared to address the academy agenda. This means understanding what an academy trust looks like, how we get there and how we bring everyone along with us. It also means knowing what is best for HRS as we are a unique school with unique qualities.

Work/Life Balance: SLT and School Governors agree that there needs to be a balance between paperwork and being hands on with children.

Staffing Review: Due to a decreasing budget, it is necessary to review what is the most cost effective way of moving forward without compromising standards and progress

Targets (What do we want to achieve)	Success Criteria/Anticipated Impact	Actions (How to be achieved)	Time Frame	Resources Needed	Lead Person	Actual Impact
Performance Management (PM) targets focus on supporting underperforming children	• All pupil centred targets identify underperforming children where possible	• Pre-Interview Notice (Performance Management) to include target relating to underperforming children	Sept 16	E01	NR	
	•	• Interventions to be agreed in PM meetings	Oct 16	E01	NR	
	•	• LSA training to be linked to interventions required and supported by INCO	Dec 16	E01/ E03	INCO	
Governors and staff are clear about what academisation means for HRS and steps are taken to move towards	• Reports written and presented to governors	• Reports are written half termly outlining the current published academy practices of: <ul style="list-style-type: none"> <li>○ How academy trusts work</li> </ul>	Half termly	E01	NR & BW	



it		<ul style="list-style-type: none"> <li>○ The process that needs to be taken to get there</li> </ul>				
	<ul style="list-style-type: none"> <li>• SI Committee agree best approach to becoming a MAT</li> </ul>	<ul style="list-style-type: none"> <li>• Models of Multi Academy Trusts (MAT) are analysed by SI Committee to identify best approach</li> </ul>	July 17	E01	NR/BW/MM	
	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Liaison with local/similar primary schools with the view of forming a MAT</li> </ul>	Sept-March 17	E01	NR	
	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Attend HfL MAT information sessions (CoG/HT)</li> </ul>	Ongoing	E01	NR/MM	
	<ul style="list-style-type: none"> <li>• A clear time scale has been agreed and plans begun</li> </ul>	<ul style="list-style-type: none"> <li>• Plans begin to be drawn up preparing HRS to become a MAT</li> </ul>	July 17	E01	NR/MM	
All teacher paperwork impacts of pupil progress	<ul style="list-style-type: none"> <li>• Teacher questionnaire written</li> </ul>	<ul style="list-style-type: none"> <li>• Write a teacher questionnaire identifying areas of paperwork that teacher's feel does/does not impact on pupil progress</li> </ul>	Dec 16	E01	NR	
	<ul style="list-style-type: none"> <li>• Teacher questionnaire completed and evaluated with feedback given to SLT and governors</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers to complete questionnaire</li> </ul>	Jan 17	E01	NR	
	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers, Governors and SLT to review outcomes of questionnaire and identify implications and/or next steps</li> </ul>	Mar 17	E01	NR	
	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• SLT review level of administrative work carried out by teachers/LSAs that are considered 'taking adults away from children'</li> </ul>	Jan 17	E01	NR	Rising stars assessments to be inputted by office admin (July 16)
	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Report outlining next steps to be agreed</li> </ul>	May 17	E01	NR	
Review staffing structure	<ul style="list-style-type: none"> <li>• Staffing structure is fit for purpose as it: <ul style="list-style-type: none"> <li>○ Is financially viable</li> <li>○ Best supports pupil progress</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• SLT to review HRS staffing model against other schools staffing models</li> </ul>	Jan 17	E01	NR	•
		<ul style="list-style-type: none"> <li>• SLT to present review outcomes to governors</li> </ul>	Feb 17	E01	NR	•
Excellent MSA practices are ensure that children are safe and happy on the playground	<ul style="list-style-type: none"> <li>• Pupil questionnaire indicates: <ul style="list-style-type: none"> <li>○ 90%+ feel safe</li> <li>○ 90%+ are happy in school</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• HT to run a series of MSA training sessions that underpin values and practices.</li> </ul>	Feb 17	E01	NR	•
	<ul style="list-style-type: none"> <li>• MSA guidance document written and used by MSAs</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance notes written and disseminated to all MSAs</li> </ul>	March 17	E01	NR	•

## SAFEGUARDING

e-Safety: New changes have been brought in linking this area to child protection

The evacuation off site that took place in 2015/16 held several problems leading to the need to identify a new venue for us to evacuate to.

British Values agenda key area for HRS. Issues including radicalisation and female genital mutilation have been brought into the child protection policy

Targets (What do we want to achieve)	Success Criteria/Anticipated Impact	Actions (How to be achieved)	Time Frame	Resources Needed	Lead Person	Actual Impact
e-Safety practices and expectations are known and followed by all staff	<ul style="list-style-type: none"> <li>New e-safety policy adopted that reflects new expectations</li> </ul>	<ul style="list-style-type: none"> <li>HfL model e-safety policy reviewed by new IT leader.</li> </ul>	Sept 16	E01	BP	
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>e-Safety roles allocated clearly to specific people</li> </ul>	Sept 16	E01	BP	<ul style="list-style-type: none"> <li></li> </ul>
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Staff meeting presentation on e-safety changes</li> </ul>	Sept 16	E01	BP	<ul style="list-style-type: none"> <li></li> </ul>
All staff know how to respond to an emergency evacuation of the school building	<ul style="list-style-type: none"> <li>Evacuation of the building takes place within 3 minutes following the new procedures</li> </ul>	<ul style="list-style-type: none"> <li>New fire exit route signs and instructions written and displayed in all rooms</li> </ul>	Sept 16	E01	NR	<ul style="list-style-type: none"> <li></li> </ul>
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Fire assembly sign moved to KS2 playground</li> </ul>	Sept 16	E03	TM	<ul style="list-style-type: none"> <li></li> </ul>
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>New playground markings are drawn indicating where children will line up</li> </ul>	Sept 16	E03	TM	<ul style="list-style-type: none"> <li></li> </ul>
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Evacuation of school site to Rickmansworth school arranged (drill to be carried out summer term 2017)</li> </ul>	Sept 16	E01	NR	<ul style="list-style-type: none"> <li></li> </ul>
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Group of staff taken to Rickmansworth school to be familiar with route and location of emergency meeting area</li> </ul>	Oct 16	E01	SBM	<ul style="list-style-type: none"> <li></li> </ul>
British values (BV) are positively promoted and discussed throughout the school	<ul style="list-style-type: none"> <li>Activities are planned within the curriculum that link to British values</li> </ul>	<ul style="list-style-type: none"> <li>INSET is used to review the impact of our focus on British Values in 2015/16.</li> </ul>	Sept 16	E01	NR	<ul style="list-style-type: none"> <li></li> </ul>
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Agree curriculum that will be covered in 2016-17 that will meet the British Values agenda</li> </ul>	Sept 16	E01	NR	<ul style="list-style-type: none"> <li></li> </ul>
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Publish agreed curriculum on the school website</li> </ul>	Sept 16	E01	NR	<ul style="list-style-type: none"> <li></li> </ul>
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Governor's action group to review anti-radicalisation self-audit and report to governing body</li> </ul>	June 17	E09		<ul style="list-style-type: none"> <li></li> </ul>

## SUPPORTING THE VIEWS OF FAMILIES

The last parent questionnaire (2016) indicated that 11% of parents believed that they were not well informed about the progress of their child. Through consulting with teachers, it is felt that this is partially caused by: the change in the national curriculum and assessment systems; a new HRS annual report format; and changes in parental expectations. This last point has been broken down into 2 areas of: Parents are expecting their child to be working above ARE while the standards have jumped significantly making this possibility much less likely; Views on what the level of parental involvement should be to support their child at home is increasingly varying between parents.

Targets (What do we want to achieve)	Success Criteria/Anticipated Impact	Actions (How to be achieved)	Time Frame	Resources Needed	Lead Person	Actual Impact
Parents know HRS homework expectations	<ul style="list-style-type: none"> <li>New Home/School agreement form re-written, circulated and signed by families</li> </ul>	<ul style="list-style-type: none"> <li>Home school agreement reviewed by teachers in INSET</li> </ul>	Sept 16	E01	NR	•
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Home School Agreement rewritten and circulated to parents</li> </ul>	Sept 16	E03	NR	•
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Copies of Home School Agreement signed by parents at Parent Consultations</li> </ul>	Oct 16	E01	NR	•
Parents are well informed about their child's progress	<ul style="list-style-type: none"> <li>Celebrating Progress events held twice in the year</li> <li>Celebrating Progress events well attended by parents</li> </ul>	<ul style="list-style-type: none"> <li>Parents invited to the Celebrating Progress meetings to run from 2.45pm once per term (during the half term where there is no parent consultation or celebration evening)</li> </ul>	July 17	E01	NR	•
	<ul style="list-style-type: none"> <li>Parents state that they understand how well their child has progressed through the annual report</li> </ul>	<ul style="list-style-type: none"> <li>Review of annual report format with parents</li> <li>Parent questionnaire to specifically link annual reports to how well they are aware of their child's progress</li> </ul>	Feb 17	E01	NR	•
	<ul style="list-style-type: none"> <li>Parent questionnaire shows more than 90%+ of parents are well informed of their child's progress</li> </ul>	<ul style="list-style-type: none"> <li>Parent questionnaire written and completed that includes questions relating to this</li> </ul>	Feb 17	E01	NR	•

## Abbreviations Explained

Initials	Name	Position	Initials	Name	Position
NR/HT	Nick Rowlands	Headteacher, School Leadership and Management, Assessment, CPD, Curriculum, INSET	CofG	Miriam Mugan	Chair of Governors
CT	Clair Tustin	Deputy Headteacher, SLT, Literacy & T & L Leader	RD	Richard Doughty	Chair of School Improvement Committee
INCO	Jo Shillibeer	Inclusion Coordinator: TAG; Pupil Premium, Children Looked After	BW	Belinda White	Chair of Resources Committee and Vice Chair of Governors
BP	Beth Palfreyman	IT Leader	SBM	Clare Wallis	School Business Manager
<b>OTHER</b>			PA	Nicola Boichat	Personal Assistant to Headteacher
SM	Staff Meeting		TM	Tim Molloy	Site Manager
SLT	Senior Leadership Team		GB	Governing Body	
SC	School Council		FGB	Full Governing Body	
NCT	Non-Contact Time		EYFS	Early Years Foundation Stage	
SLs	Subject Leaders		PM	Performance Management	
EHCP	Education Health Care Plan		ARE	Age Related Expectations	
SL	Subject Leadership		HRS	Harvey Road School	
T & L	Teaching and Learning		GLD	Good Level of Development	
HLTA	Higher Leading Teaching Assistant		GR	Guided Reading	