



School Development Plan

2017-2018

Action Complete

To be continued

Not addressed

ACTION PLAN FOR HERON PRIMARY**Key issue/Area for improvement****Reading**

Action to achieve to target	Led by? Team?	Start	Action to Be achieved by?	Monitoring leader and method	Resources Cost? Source? Time?	Comment/Evidence of Progress
To improve reading results for all pupils		September 2017	July 2018	SMT and Governors		
1.1 Share current data with all staff	C Brookes	Autumn 2017	Dec 2017	1.1 All staff aware of the most recent end of KS data as well as results of pupil progress meetings	Time/ staff meeting	Whole staff training detailing results of 2017 tests. All staff are clear about the need for the SDP focus on reading.
1.2 Ensure all staff are familiar with end of KS reading test samples	Year 6/ Year 2 staff	Autumn 2017	Dec 2017	1.2 All staff to complete part of a KS1 and KS2 SATs paper and discuss strategies used to answer	Time/ staff meeting	Staff meeting in teams to participate in completing a selection of SATs papers from KS2 led to staff returning to their own planning to ensure that aspects of reading are clearly planned for and taught within their year group
1.3 Ensure all staff are familiar with the criteria to meet the expected standard in reading	CBrookes M Kitson	Autumn 2017 Spring 2018	May 2018	1.3 All staff have a copy of the school criteria/ targets for reading from EYFS-Year 6 in order to see the expected progression. Staff to be aware of criteria to meet national expected standard or above	Time/ staff meeting	Revisited the criteria with all staff (linked to above objective). Staff are clear regarding the minimum criteria pupils are required to meet ARE- in particular the key objectives. Planning has been updated.
1.4 Ensure accurate 'levelling' of reading takes place across the school	SLT	Autumn 2017	On-going	1.4 Moderation opportunities for all staff across the school	Time/ staff meeting Supply cover for staff to visit other schools for moderation	Staff meeting moderating reading outcomes has shown that some assessments are not consistently moderated across year groups. More staff training/ moderation opportunities to follow.

1.5 All teaching and support staff to have a secure focus on improving reading	M Kitson	Autumn 2017	October 2017	1.5 All teachers and TAs to have a whole school reading related appraisal target. These targets will be monitored through pupil progress meetings and appraisal review meetings	Time/ staff meeting	HT, teacher, support staff appraisal carried out with pupil progress target focus on reading. All interim appraisal reviews show positive progress towards reading targets.
1.6 Staff training on effective questioning	EYFS team SBM	Autumn 2017	September 2017	1.6 Analysis of KS1/2 reading tests over the last 4 years have identified 7 strands of questioning that children must be able to identify and respond to Revisit previous training on AF question stems and Blooms Taxonomy	£400 X2 (£800)	Staff training to refresh the previous work done on questioning (and to train new staff). This links with future training on Accelerated reader Predators/ Vipers. Both staff and pupils are focussing on reading comprehension as a way to improve reading skills and outcomes. See data.
1.7 Purchase appropriate resources for all EYFS teachers to deliver Guided Reading sessions outside the classroom e.g. kidney shaped tables	EYFS team	Autumn 2017	September 2017	1.7 Audit resources and space within school to facilitate GR sessions for EYFS. Purchase suitable furniture	Time/ staff meeting	All furniture in place and used daily. Staff have given feedback to suggest that this has made a positive impact on the pupils ability to focus during GR sessions.
1.8 Ensure all phonic based reading materials for EYFS are up to date and engaging	J Mason	Autumn 2017	December 2017	1.8 Audit and replace EYFS phonics based home reading books e.g. Dandelion Launchers	£300	DL purchased and being utilised in EYFS both in school and at home. Staff report that the resources are used keenly by all children including those reluctant to read/ children with reading objectives on myplans.
1.9 Ensure adequate resourcing of reading material to support SEND pupils	English team	Autumn 2017	December 2017	1.9 Purchase further resources to support reading of children with SEND	Included in above cost	“
1.10 Further promote the use of Bug Club to support independent reading and comprehension skills (as well as at home)	All staff	Spring 2018	On-going	1.10 Monitor consistent allocation of books through bug club. Send parents a reminder of what bug club is about and how they can support their child at home	Annual subscription	The decision was taken (after staff consultation) to not renew our subscription to Bug Club. It was felt that it was not well used and did not represent value for money. The children and parents have been reminded about using Oxford Owls online. The new Accelerated Reading

						Programme will deliver the elements of Bug Club that were used most frequently.
1.11 Promote reading for pleasure	All staff	Autumn 2017	On-going	1.11 Implement Buddy reading system. Staff will pair their classes with another year group. Buddy reading sessions will be timetabled Launch the 'Catch Me Reading' Initiative in assembly and share 'entries' regularly to promote engagement and participation Ensure up to date and attractive displays of reading	Time/ staff meeting/ curriculum time	A Buddy reading programme is currently being organised between Year 1 and Year 6 to further promote shared reading and discussion
1.12 Create further opportunities for pupils to read 1:1 with an adult	SMT	Autumn 2017 Spring 2018	On-going	1.12 Invite adult helpers into school to support reading (parents/ grandparents etc) via parent mail/ posters etc	Materials £20 DBS £161	CR has recruited a group of 17 volunteer readers. We are awaiting DBS checks to be completed for these adults. CR has devised and issued a 'training pack' for the volunteers. DBS and training now complete and helpers in classes.
1.13 Ensure the consistent teaching of reading comprehension throughout the school	All staff	Ongoing	December 2017 May 2018	1.13 Carry out classroom observations focussing on reading with particular emphasis on the teaching of comprehension/ questioning	Supply cover for SMT for observations £65 per teacher per observation (half day release)	Lesson observations show that the teaching of the skills of reading are effective and consistent across the school. Feedback given in Autumn 2017 was acted upon and evidenced in Spring 2018 observations.
1.14 Identify pupils needing extra support in reading and implement appropriate intervention strategies	All staff School council	Spring 2018	On-going	1.14 Use regular pupil progress meetings to identify children, identify needs and implement most suitable intervention eg Rapid Reading, Dancing Bears	Supply cover for SMT and class teachers for observations £130 per SMT. £130 for supply for CT	Early identification of need through pupil progress meetings with class teachers ensures that children receive extra/ other provision to close the gap between peers. See Year group provision maps for examples.
1.15 Utilise pupil voice in promoting improvements in reading	SMT Y5/6 TAs	Spring 2018	January 2018	1.15 Meet with the school council. They will gather (through class reps) thoughts and ideas of all pupils. Analyse results and implement most viable	Time/ staff meeting/ curriculum time	Pupil questionnaire/ conference not complete

<p>1.16 Ensure all TAs have access to up to date training for intervention</p>	<p>All staff</p>	<p>Spring 2018</p>	<p>February 2018</p>	<p>1.16 Facilitate TA peer to peer training in new interventions such as Rapid Reading</p>	<p>Supply cover for KS1 TAs where necessary</p>	<p>Key staff have held peer to peer training sessions regarding Rapid Reading. These have included observations of the implementation of the programme. This has led to specific interventions being utilised in a range of Year groups as a further alternative.</p>
<p>1.17 Displays and book 'corners' are (further) developed</p>	<p>All staff</p>	<p>Spring 2018</p>	<p>February 2018</p>	<p>1.17 Carry out a learning walk to look at current displays. Discuss possibility of funding from FOH</p>	<p>Any external training costs</p>	<p>Learning walk carried out in staff meeting. The focus of LA visit has been based on writing. All staff have adapted their display to incorporate the recommendations. These will be transferred into displays with a reading focus from September. FOH donated funds to each class to further enhance their reading corners. Feedback from the staff is that the corners are well used by the children. Feedback from the children is that they are happy that they could help 'choose' what is in their book corners and that they would like further input in future.</p>
<p>1.18 To increase parental engagement</p>			<p>March 2018</p>	<p>1.18 Facilitate parent workshops focussing on individual year groups to demonstrate the requirements of reading in the NC and to support parents in supporting their child at home.</p>	<p>Time/ staff meeting/ curriculum time</p>	<p>Parent workshops for reading began implementation in the Spring term. The Year 1/2 workshop saw 4 parents attend. This was the session that we thought would be most well attended. One session was cancelled due to staff illness. In consultation with staff, it was decided that a number of changes would be needed in our approach before advertising again:</p> <ul style="list-style-type: none"> • Time change • More explicit focus • Title change (not workshop) <p>Staff have voiced that they feel the 'workshops' should restart from September</p>

ACTION PLAN FOR HERON PRIMARY
Key issue/Area for improvement

Inclusion

Action to achieve to target	Led by? Team?	Start	Action to Be achieved by?	Monitoring leader and method	Resources Cost? Source? Time?	Comment/Evidence of Progress
To achieve Level 1 accreditation for Impact Autism Mark to further support inclusion	J Mason	January 2018	July 2018			
1.1 Gather information regarding Autism mark	J Mason	Autumn 17	December 17	1.1 Identify contact lead (Jill Wade) at Advisory Teaching Service	Time/ twilight staff meeting/ curriculum time	JM met with AM lead from the Local Authority. Staff meeting to discuss implications and possible impact.
1.2 Make links to other schools in order to share good practise	J Mason	Autumn 17	On-going	1.2 Identify local school/s (Harewood Junior) that have already achieved IAM and make links	Time/ staff meeting. Travel costs	JM previously met with BW at Harewood to discuss their steps in achieving Autism Mark. Class teachers/TAs
1.3 Establish current provision at Heron and plan training/ action required	J Mason	Autumn/ Spring 17/18	January 17	1.3 Carry out an audit throughout the school with a focus on the autism standards	Time/ staff meeting SENDCO time	JM met with Tanya Walter (EP) to review and update action plan (June 2018) Next review Nov 2018.
1.4 Train all staff	J mason/ Jill Wade	Spring 18	January 18	1.4 Facilitate whole staff training- twilight	Time/ twilight staff meeting	Level 1 training delivered to all staff in October 2018 during twilight. Level 2 training booked for Jan 2019

1.5 Implement strategies (through tasks set by JM) in school and feedback impact in staff meetings 1.6	All staff	Spring 18	February 18-on-going	1.5 Class observations/ discussions with children	Supply cover for pupil conferencing	Make me smile lunchtime club set up (June 2018) to enable children with autism and with other social communication needs to share interests/play together once a week. New pupil passport developed and trialled with a number of pupils.
1.7 Audit approach to environmental inclusiveness/ adapt approach	J mason/ all staff	Spring 18	February 18	1.6 Learning walks will show evidence of an inclusive environment eg pictorial cues	Time/ staff meeting	Staff completed sensory audit for classrooms,
1.8 Attend professional support forums to keep up to date and share good practise	J Mason	Spring 18	On-going	1.7 Staff will be aware of latest updates to Autism Mark and will implement as appropriate	Course attendance costs/ travel costs	Learning walks did not take place (Oct/Nov 2018) with focus on inclusive classroom environments- to include safe space in learning environment & visuals Forums to be attended in Spring term 2019

Some elements will be resourced through the use of sports premium funding

<p>ACTION PLAN FOR HERON PRIMARY Key issue/Area for improvement</p>
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Wellbeing

Action to achieve to target	Led by? Team?	Start	Action to Be achieved by?	Monitoring leader and method	Resources Cost? Source? Time?	Comment/Evidence of Progress
To promote staff and pupil wellbeing						
1.1 Ensure all staff are aware of how to identify potential mental health issues	C Brookes K Doherty	Autumn 17	October 17	1.1 CB to contact GHLL Lead Teacher to organise initial training. KD to work toward Mental health champion accreditation	Meeting time	KD began the process and led a staff meeting to explain the MHC. KD left school and recently the role has been taken on by HS
1.2 To address the issues raised from the 2016 On-line Pupil Survey results	C Brookes All staff	Spring 18	January 18	1.2 Produce a list of issues identified in the results and timetable opportunities to address these e.g. through circle time/ PSHE sessions, assemblies, department meetings	Staff meeting time/ curriculum time	Issues raised in OPS have been incorporated into PSHCE planning for relevant year groups
1.3 Ensure all staff are familiar with new SCARF resources and plan/ teach from them	K Doherty	Autumn 17	September 17	1.3 Implement new PSHE resources linked to Life Education Bus- SCARF	Staff meeting time	All staff are using the SCARF resources as basis for their PSHCE teaching
1.4 Ensure that all staff (and children) are trained/ reminded of previous work relating to R and R	C Brookes	Spring 18	February 18	1.4 Revisit work with all pupils about Rights and Responsibilities- evidence in planning and books	Staff meeting time/ curriculum time	R and R addressed through assemblies and drivers. Further work needed in class

1.5 Implement consistent approach to behaviour across the school	SMT	Autumn 17	On-going	1.5 Review behaviour policy, strategies and sanctions. Implement traffic light system across whole school. Facilitate daily sanction room and recording of incidents. Inform parents of behaviour code.	Staff meeting time/ curriculum time Staff members on duty	All staff and pupils understand and follow behaviour code. Behaviour across the school is good. Behaviour policy updated Parents need to be made aware of school approach to behaviour
1.6 Facilitate staff training	C Brookes	Autumn 17	January 18	1.6 Work with PSHE lead at Abbeymead Primary to facilitate twilight meeting based on staff well being	Staff meeting- twilight	PSHCE lead delivered training to all staff
1.7 Increase the level of daily physical activity of all children	J. Brentley	Autumn 17	December 17	1.7 Ensure the Daily Mile/ Active 15 is established in all classes and being implemented daily. Inform parents about the DM and its aims. Adapt the school PE policy to ensure consistent message regarding PE kit.	Staff meeting time/ curriculum time	All children actively involved in active 15/ daily mile.
1.8 Implement consistent approach to behaviour management across all year groups	C Brookes	Autumn 17	January 18	1.8 CB to attend training- Managing children with challenging behaviour and to feedback key messages to all staff including MDSAs	Travel costs Course fees £150 Staff meeting time/ curriculum time	Feedback complete. All staff are more aware of conflict resolution strategies to support promoting positive behaviour
1.9 Introduce strategies to promote positive behaviour	SMT	Autumn 17	January/ February 18	1.9 Investigate possible strategies to promote positive behaviour at break times including Play Pods and Play leaders. Discuss with school council. Visit other schools already implementing the above to ascertain effectiveness	Travel costs Storage costs? (1000s!) Annual costs £800	Music and equipment available for use outside at break times. Music to be sourced for KS2. Playpods will not be a near future possibility due to the cost. Other options

1.10 Investigate alternative to Thrive approach				1.10 Contact LA/ Abbeymead regarding training for all staff in a nurture programme ie ELSA	Time to meet with Abbeymead staff/ LA staff	being investigated Outcome of investigation is that Thrive suits our needs
1.11 Continue to ensure best value in relation to Thrive materials	CB	Autumn 17	March 18	1.11 Continue to use our Thrive trained staff and resources to address issues demonstrated by most vulnerable pupils	£30 per pupil	Identified pupils continue to follow the Thrive programme with successful outcomes. The principles of the Thrive approach have been further utilised to support small groups of children.
LM	Spring 1	February 18				

ACTION PLAN FOR HERON PRIMARY
Key issue/Area for improvement

Writing

Action to achieve to target	Led by? Team?	Start	Action to Be achieved by?	Monitoring leader and method	Resources Cost? Source? Time?	Comment/Evidence of Progress
To improve handwriting across the school	English team	September 2017	Ongoing	SMT and Governors		
1.1 Purchase resources to support staff in ensuring thorough coverage of the teaching of handwriting	CB	September 17	Nov 17	1.1 English team to meet with handwriting company reps to decide on scheme for whole school use. Resources to be purchased	£2500	Scheme purchased (3 assessed for suitability)
1.2 Ensure that all staff are familiar with the new resources and are aware of the expectations regarding the teaching of handwriting	CB	November 17	Dec 17	1.2 Staff training facilitated by scheme rep to all staff including support staff	Staff meeting time/ curriculum time	Penpals rep delivered training to all staff in twilight meeting
1.3 Handwriting is taught discreetly every week/ children are given daily opportunities to practise formation and/ or joins taught	English team	On-going	On-going	1.3 Staff to ensure that handwriting is timetabled on a weekly basis and daily sessions are facilitated for children to practise	Staff meeting time/ curriculum time	Handwriting planned for and taught every week (more often in KS1). Daily practise opportunities provided. LA advisor commented on the high standard of handwriting on learning walk
1.4 All staff are aware of the progression in skills and fluency between their year group and others	English team	March 18	May 18	1.4 Staff meetings to look at handwriting and in particular consistency of approach and progression of skills across the school	Staff meeting time/ curriculum time	Further staff moderation needed to ensure progression is clear between year groups

1.5 Whole school celebration of good handwriting	All staff	March 18	On-going	1.5 Displays demonstrate common approach to handwriting. Displays celebrate children's handwriting.	Staff meeting time/ curriculum time	LA advisor commented on quality of writing on display
1.6 Ensure consistency of expectation of handwriting across the school	All staff	Feb 18	April 18	1.6 Staff and governor learning walk identify examples of good handwriting on display and in books across all classes	Staff meeting time/ curriculum time	SMT/ LA scrutiny of work resulted in positive comments regarding the consistency of handwriting and presentation across the school

Writing

Action to achieve to target	Led by? Team?	Start	Action to Be achieved by?	Monitoring leader and method	Resources Cost? Source? Time?	Comment/Evidence of Progress
<p>To increase % of children achieving a GLD in EYFS by improving writing outcomes</p> <p>To ensure the number of children who are working at ARE in writing by the end of the year is at least in line with National</p> <p>In particular: KS1 SEN/ boys KS2 Lower attainers/ boys</p>		September 17	July 18	SMT and Governors		
1.1 Early identification and intervention for those children below at baseline in writing	EN	Jan 18	Mar18	EYFS staff to use ongoing assessment of all children to identify those that will need small group support to achieve expected standard to allow for GLD	Part of usual classroom practise	Children identified and targeted intervention initially for Prime Areas of Learning, before targeting Specific Areas of Learning.
1.2 Regularly monitor the curriculum focus to ensure engagement of all children in particular boys	All staff	Feb 18	Ongoing termly	Discussions at staff meetings to identify how best to meet the needs of specific groups of children through the delivery of the wider curriculum. Pupil conferencing to ascertain pupil voice	Staff meeting	Outcome of staff meeting/pupil conferencing led to appropriate adaptations to planning.
1.3 Identify small groups of children to participate in relevant intervention programs	All teachers	Jan 18	May 18	Teachers to carry out regular assessments thorough big write/ class tasks. Share data at pupil progress meetings to identify groups/ support	Pupil progress meeting time	Pupils identified through tracking data. Outcomes of interventions monitored to ensure progress.
1.4 Promote children's enthusiasm for writing to improve skills	All staff	Jan 18	July 18	Encourage writing through use of writing table (EYFS) and practical activities e.g. writing with water squirters/ foam Write for a purpose. Use a hook to engage the children. Give opportunities to write across the curriculum	Part of usual ppa time	2017 – 58%GLD 2018 – 78%GLD (EYFS) 2017 – 62% 2018 – 68% (KS1) 2017 – 73% 2018 – 93% (KS2)
1.5 Monitor children's writing regularly to ensure input to close the gap is swift	SMT	Sept 17	On-going	Pupil progress meetings	Pupil progress meeting time	Whilst some disadvantaged groups have performed better, further work needs to be done

ACTION PLAN FOR HERON PRIMARY
Key issue/Area for improvement

Writing

Action to achieve to target	Led by? Team?	Start	Action to Be achieved by?	Monitoring leader and method	Resources Cost? Source? Time?	Comment/Evidence of Progress
1.6 Identify the children in Y1 who did not achieve GLD due to writing	Year 1 teachers	Jan 18	Feb 18	SMT Year 1 staff to utilise EYFS data Assess the children's current attainment/ progress and identify the gaps Use the ELG and NC information to plan a program of intervention	Staff meeting time	Children were identified from EYFS data. Intervention programmes implemented.
1.7 Liaise with SENDCO to establish most appropriate intervention program	SENDCO	Sept 17	July 18	SENDCO Support teachers and TAs with intervention programs	Staff meeting time	SENDCO regularly meets with class teachers/TAs to discuss effectiveness of interventions
1.8 Regularly monitor the children's progress and record on tracking system	Class teachers	Dec 17	On-going	SENDCO/ SMT Periodic teacher assessment- half termly (of children identified as not meeting ARE) Ensure consistency through moderation	As part of usual class assessment. Whole school moderation meetings	Progress checked regularly by SMT through pupils progress meetings and scrutiny of work
1.9 Ensure that writing is constantly modelled	Class teachers	Jan 18	July 18	SMT As part of a regular classroom observations	As part of usual classroom practise	Classroom observations demonstrated clear modelling of writing across the curriculum
1.10 Ensure daily opportunities to practise writing throughout the curriculum	Class teachers	Jan 18	July 18	SMT/ LA support. Carry out cross curricular writing book scrutiny	Feb 18 SMT/ LA book scrutiny	Topic books show clear and high expectations of writing
1.11 Facilitate opportunities for staff to observe the teaching of writing in other settings- outstanding schools	CB	Spring Term	Summer 18	Year 2 and Year 6 staff participate in external moderation Staff to visit CH/ CH schools	Supply cover	Y2 and Y6 staff participated in external moderation. This was further used to moderate internally

ACTION PLAN FOR HERON PRIMARY

Key issue/Area for improvement

Maths

Action to achieve to target	Led by? Team?	Start	Action to Be achieved by?	Monitoring leader and method	Resources Cost? Source? Time?	Comment/Evidence of Progress
To ensure that our vulnerable groups perform at least as well as those children nationally in Maths In particular: KS1 Lower attainers/ SEN KS2 Girls/ Black Caribbean						
1.1 Ensure that staff have the opportunity to visit other schools to see how Maths is taught	CB	Feb 18	Summer 18	CB to arrange for specified staff to visit local outstanding schools to observe lessons/ look at books/ look at planning	Supply cover	A number of staff have visited other schools. This will need to continue specifically for higher ability
1.2 Early identification of pupils not making progress/ not meeting ARE	Year 2/ Year 6	Dec 17/Jan 18	May 18	MK/ KM to carry out 'mock' tests in order to group children according to provision needed	CR to facilitate Year 2 intervention x2 mornings weekly SR to facilitate Y6 boosters x2 mornings weekly JP to facilitate Y6 boosters x 2 mornings weekly	Successful booster groups in place for Y2 and Y6 resulting in much improved SATs results (compared to 2017)
1.3 Continued professional development for staff	MK/ Maths team	Jan 18	July 18	Maths team to share current development in maths/ look at resources to support differentiation in planning to meet the needs of all children	Staff meeting time	Further work on differentiation needed including for middle and higher prior attainers
1.4 Regularly monitor the children's progress and record on tracking system	Class teachers	Dec 17	On-going	SENDCO/ SMT Periodic teacher assessment- half termly (of children identified as not meeting ARE) Ensure consistency through moderation	As part of usual class assessment. Whole school moderation meetings	Progress checked regularly by SMT through pupils progress meetings and scrutiny of work
1.5 Ensure daily opportunities for children to practise basic skills	Class teachers	Sept 17	July 18	All children to participate in daily Magic 15	As part of usual class provision	Magic 15 embedded in curriculum for all children
1.6 Ensure children in Year 2 and Year 6 are familiar with SATs	Year 6/ Year 2	Dec 17	May 18	Children talk about the different question styles Practise questions/ papers	Photocopying costs	Practise papers at school and home

ACTION PLAN FOR HERON PRIMARY
Key issue/Area for improvement

Safeguarding

Action	Led by? Team?	Start	Action to Be achieved by?	Monitoring leader and method	Resources Cost? Source? Time?	Comment/Evidence of Progress
1.1 To ensure that all staff are fully aware of the Offer of Early Help including the graduated pathway and are aware of and are using the GSCB Neglect Tool Kit	CP/ JM	Spring 1	Feb 18	Training for all staff led by SENDCO and Family support worker	Staff meeting time	Staff twilight training complete.
1.2 To ensure that all key policies are up to date and cross referenced with the CP procedures and Safeguarding policy	LM	Spring 1	Apr 18	Governors to check and ratify policies HT to share with staff	SBM/ HT meeting time Staff meeting time Governor meeting time	Most policies up to date. Statutory polies on website
1.3 To ensure that staff are provided with 'practice reflection' opportunities	CB	Spring 2	Jul 18	CB to contact Jane Bee to gather information CB to inform staff	HT meeting time	Not complete
1.4 To ensure that Safer working practice is referred to and discussed more regularly	SMT	2018	On-going	SWP to become a regular item on the agenda for staff meeting AOB	Staff meeting time	SWP discussed with staff. On staff meeting agenda regularly from Sept 18
1.5 To write an overarching staff behaviour policy	CB/ EN	Spring 2	May 18	Governors to check and ratify All staff to sign	Meeting time	Not complete
1.6 To facilitate MDSA training regarding FGM and Prevent	CB/LM/EN	2018	On going	Safeguarding training - Twilight	MDSA costs to attend Twilight	Training for MDSAs complete?
1.7 Purchase and distribute encrypted memory stick for all staff/ liaise with IT support to facilitate	PH	Spring 2	May 18	All staff to be using encrypted data storage before the GDPR implementation deadline	Memory sticks	Cost of encrypted data storage was deemed not best value. School to pursue the use of Office 365 as an alternative.

2016 / 2021 Heron Primary – Asset Management Plan

Priority: Maintenance / Minor Improvements and Capital Projects

Area: Buildings & Grounds Leader: Team Members:

Achieved by:

Year: 2021

Targets/Success Criteria/Expected Improvements:

- ✓ To comply with H & S requirements
- ✓ To maintain the fabric of the school and grounds
- ✓ To facilitate minor improvement projects leading to better working environment for staff and children
- ✓ To bid for and manage capital projects to improve the fabric, energy efficiency and suitability of the building

Evaluation due:

Evaluation led by:

Reporting to:

Precise Action	Led by? Team?	When?	Expected Improvement	Monitoring: Who? When? How? Reporting to?	Resources Cost? Source? Time?	Action to Be achieved by?	Comment/Evidence of Progress
Fire Doors replaced in the Main Hall.	LA Property Services/SBM	June 2017	Hall doors and windows are secure and safe Energy efficiency (thermally broken screen)	SBM/Facilities Cttee/LA Property Services	£12,611 + VAT quoted. GCC to pay 75%. £3153.00 to be paid by school	September 2017	Consider replacement of rotten boards in hall when doors being replaced. SBM to await confirmation of date and obtain quotes. Completed
Fire signs in Jubilee Hall and call points in Yr 1 classroom.	Fire Risk Assessment/LA Property Services/SBM	April 2017	Increased fire safety in Jubilee Hall and Yr 1 Classroom	SBM/Facilities Cttee/LA Property Services	£326.00 +VAT	June 2017	Completed Easter 2017
Signage – Front of the school and above reception area.	SBM	August/ September 2017	Staffing updated and fascia signage replaced. Fabric of the school improved.	SBM/Facilities	Quote to be obtained: c£1,000.00	September 2017	Awaiting new quotes – October half term change 2018

Rolling programme of redecoration of school classrooms, ICT suite, corridors, toilets and offices.	SBM/Facilities Cttee	August 2017 onwards (Summer holidays)	Maintains fabric of the school – improved environment.	SBM/Facilities Cttee	Estimate £8k – meeting Thurs 09.02.17 to establish costs	2017 Summer Holidays	Liaise with Peter Hobbs re storage/protection of PCs and staff re classroom items. Ongoing TG now completing
Suitability Bid/Capital Maintenance Bid 2017 – 2018 £25k bid to improve lighting and electrical distribution boards	SBM/HT/GCC Property Services/Facilities Cttee	August 2017 onwards	Improves the environment of certain areas of school such as The Beehive and corridors. Improves Energy Efficiency. Improves Business Continuity .	SBM/Facilities/Property Services	£2500.00 if bid approved	2017 (summer holidays) dependant on bid success.	Not approved. Works not going ahead
Replacement of PCs in ICT Suite	SBM/HT/ICT Lead/PH Assist/Facilities Cttee	Summer 2020	Maintains and improves ICT usage in curriculum and across school.	SBM/PH Assist/Facilities Cttee/ICT Lead	Quotes to be obtained	Summer 2020 (August)	Advice and discussions to be sought/had regarding best PCs and usage across curriculum
Rolling programme of carpet replacement throughout the school classrooms, corridors and (where necessary)	SBM/HT/Facilities Cttee	Summer 2018 onwards	Maintains fabric of the school – improved environment	SBM/Facilities Cttee	Quotes to be obtained and programme to be established	Summer 2018 onwards	TG has made some improvements to certain areas – carpet to be assessed on an ongoing basis

offices.							
Re-model First Aid room	SBM/HT/First Aid Lead/Facilities Cttee	Easter 2018	Creates more space, increased privacy and rest area for pupils who need medical aid. Improves fabric of the building and increases storage.	SBM/HT/Facilities Cttee/First Aid Lead	Quotes to be obtained and put forward to Facilities & Finance Cttees	From Sept 2017 onwards	To be explored further dependant on priorities. Quoted £8k by Kilbury for remodel
Re-model The Den	SBM/HT/FSW/SENDCo/Facilities Cttee	Summer 2019	More efficient and suitable space for family support and interventions. Improves the fabric of the building. Increased usable work space and meeting areas.	SBM/HT/SENDCo /FSW/Facilities Cttee	Quotes to be obtained during Spring term 2018-2019.	End of Summer holidays 2019.	Include options for archiving solutions for school (SBM). Consultation in progress for suitability bid Suitability Bid not successful – contingency split and new plan being discussed

Note:

- Decoration
- Carpeting
- Minor Improvements
- Capital Projects