



BRIGSTOCK LATHAM'S PRIMARY SCHOOL SCHOOL DEVELOPMENT PLAN 2017-2018

This document outlines our key priorities for the academic year 2017-2018.

As a school, we have identified five key priorities, outlined below:

KEY PRIORITY 1

To maintain the quality of teaching and learning, and raise achievement across the primary phase.

KEY PRIORITY 2

To increase the percentage of pupils making better than expected progress, with a particular focus on attainment and progress of the more able, vulnerable, and disadvantaged pupils.

KEY PRIORITY 3

To ensure that faith continues to be at the heart of our school, and to ensure that our mission statement is fully embedded in the life of our school.

KEY PRIORITY 4

To continue to improve leadership and management at all levels.

KEY PRIORITY 5

To ensure that the school continues to adhere to up to date best practice with regard to safeguarding.

KEY PRIORITY 1: To maintain the quality of teaching and learning, and raise achievement across the primary phase.

Success criteria:

- Teaching and learning is judged consistently as good or better by April 2018.
- The majority (at least 80%) of children meeting or exceeding end of year age-related expectations by July 2018.
- Attitudes towards learning are positive, and encourage independent learning and challenge; school values are explicit within lessons.
- Each child is making at least expected progress, with a particular focus on those classified as vulnerable.

	AIM	ACTIONS	DATE	LEAD	IMPACT	MONITORING/ SUPPORT/ RESOURCES	MILESTONE 1- TERMS 1-2	MILESTONE 2- TERMS 3-4	MILESTONE 3- TERMS 5-6	EVALUATE
1.1	To maintain the standard of teaching so that it is 100% good or better by April 2018	<p>Review job descriptions to reflect expectations of the school in teaching, linked to the teaching standards.</p> <p>All teachers have appraisal targets that are linked to quality of teaching and pupil progress.</p> <p>Staff to observe good or outstanding teaching within and beyond the school.</p> <p>SLT to ensure that there is effective communication of expectations of the school.</p>	<p>Oct 17</p> <p>Oct 17 Review March 2018</p> <p>Jan 17</p> <p>Jan 17</p> <p>SEPT 2017</p>	<p>VB, SE</p> <p>VB, SE</p> <p>VB, SE</p> <p>VB,SE, GOVS</p> <p>VB, SE</p>	<p>All teachers understand expectations and have targets supporting their delivery of good or better teaching, with senior teachers working towards outstanding.</p> <p>Monitoring shows that 100% of teaching by all staff is good by April 2017.</p> <p>Effective teaching partnerships exist contributing to 100% good or better teaching by April 2017.</p>	<p>SLT Appraisal training SENCO training- starting Sept '17 EVC training- Oct 2017</p> <p>Visits to local schools</p> <p>Staff meetings TA meetings PFA Governor visits and newsletters</p>	<p>80% of observed teaching is good or better</p>	<p>100% of observed teaching is good or better</p>	<p>100% of teaching is good or better</p>	<p>What is the impact of PM in improving teaching and raising achievement?</p> <p>What has been the impact of the support from other schools?</p> <p>Impact of feedback from observed teaching- has it led to improvements?</p>

1.2	<p>All children are given opportunities for independent learning and are suitably challenged</p>	<p>Rigorous monitoring and evaluation put in place to include observations, learning walks, book and planning scrutiny, analysis of progress data and pupil voice.</p> <p>Teachers provided with focused feedback and support, with clearly identified targets for development, which are regularly reviewed.</p> <p>To introduce and embed the tracking and assessment system in line with the national curriculum expectations.</p> <p>Regular drop-in observations and learning walks to monitor the engagement of all learners.</p> <p>Planning to identify opportunities for paired talk, higher order questioning and independent challenge</p>	<p>SEPT 2017</p> <p>SEPT 2017</p> <p>Ongoing</p>	<p>VB,SE</p> <p>VB,SE</p> <p>VB</p> <p>VB, SE</p>	<p>All teaching is good or better by April 2017 to enable all children to make good or better progress.</p> <p>All staff to ensure all teaching is good or better and all children make good or better progress.</p> <p>Staff will ensure areas identified for development are addressed and improvements are made.</p> <p>Ongoing assessment of attainment and progress ensures all children are on track for end of year targets and support is in place for those children not making sufficient progress.</p> <p>Focus on the engagement of all pupils, enabling them to make good or better progress.</p>	<p>SLT ongoing monitoring and evaluation in leadership non-contact time.</p> <p>SLT- observations and feedback. Clear objectives when monitoring and observing.</p> <p>All data entered into tracking system will be regularly monitored Meetings with KS leads to monitor progress and attainment.</p> <p>Pupil voice Learning walks</p> <p>Planning scrutiny, lesson observations, pupil interviews, planning on server</p>	<p>Engagement of children leads to 80% good or better teaching</p> <p>Good use of questions contributes to quality of teaching.</p>	<p>Engagement of children leads to 100% good or better teaching</p> <p>Good use of questioning contributes to quality of teaching.</p>	<p>Engagement of children leads to 100% good or better teaching</p> <p>Good use of questioning contributes to quality of teaching.</p>	<p>SLT will set targets from all monitoring and observations- have these been met? Has time spent on monitoring improved teaching?</p> <p>How effective is the tracking system? What is its impact on raising standards?</p> <p>How are challenging themselves in independent activities? How is questioning improving teaching and learning? Are children becoming more independent in their learning? Judgements made on pupil's attitudes to learning.</p>
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	<p>To ensure that marking and feedback is timely, constructive and is an aid to pupil's learning.</p>	<p>Expectations of marking are clearly defined in the marking policy, which is reviewed annually.</p> <p>Marking provides children with individual targets and challenge to help them to move on their learning.</p>			<p>Marking provides support for all pupils.</p> <p>Marking is personalised and provides next step challenges.</p> <p>Children respond to the marking.</p> <p>Children are aware of their individual targets and their next steps to make progress.</p>	<p>All staff to monitor work through regular book scrutinies- within school and with other schools.</p> <p>Designated staff meeting time.</p> <p>HTs to focus on the effective use of marking in books to ensure progress.</p>	<p>Marking is accurate, showing clear use of the marking policy.</p>	<p>Marking has an impact on progress</p>	<p>Marking has an impact on progress.</p>	<p>Are all children aware of the marking policy and how it applies to them?</p> <p>How is marking impacting on children's progress?</p> <p>Is marking manageable?</p>
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KEY PRIORITY 2: To increase the percentage of pupils making expected and better than expected progress, with a particular focus on attainment and progress of the more able, vulnerable and disadvantaged pupils..

Success criteria:

- Attainment and progress of any vulnerable learners (eg LAC,PP,EAL, MA and T) is at least in line with National, all pupil, attainment and progress data.
- In year progress data for all year groups indicates that all pupils are on target to make better than expected progress
- Majority (80% +) of children are meeting or exceeding end of year data expectations by July 2018.

AIM	ACTIONS	DATE	LEAD	IMPACT	MONITORING/ SUPPORT/ RESOURCES	MILESTONE 1- TERMS 1-2	MILESTONE 2- TERMS 3-4	MILESTONE 3- TERMS 5-6	EVALUATE	
2.1	To ensure the majority (80%+) of children are meeting or exceeding end of year expectations in reading and writing by July 2018.	All children to have access to high quality, systematic synthetic phonics teaching taught daily through the RWI scheme. To improve spelling attainment in KS1 and KS2 through weekly Spelling investigations. To develop opportunities for reading across the curriculum.	Sept 17 Ongoing	VB, SE NW SE, VB Link gov All CTs VB, SE, JB All CTs	Observations show that teaching is at least good. _____% of children to achieve GLD from EYFS 86% of Y1 children to pass the KS1 phonics screening. 86% to reach expected standard for Spag at end of KS1, and 88% at end of KS2. Weekly use of library by all classes.	RWI phonics training-CK. Release time for NW Learning walks. Governor visits. HT observations. Governor visits. CTs to monitor weekly spellings. Half-termly spelling champions Governor visits JB- release time, each half-term.	RWI observed teaching – 80% good or better 80%+ achieving ARE	RWI observed teaching- 100% good or better 80%+ achieving ARE	RWI observed teaching- 100% good or better 80%+ achieving ARE	How is RWI improving phonics outcomes? What impact is RWI having on spelling outcomes? Are weekly spelling scores improving? Enthusiasm of children for reading. Are children choosing a range of books to broaden their reading?

		<p>To improve outcomes in reading at the end of KS1 and 2 through using comprehension tasks, daily interventions for identified children, reading assessments (Y2-6), planned guided reading sessions.</p> <p>Develop creative opportunities for wider reading and writing throughout the curriculum- to the standard evidenced in Literacy lessons. All teachers to trial a creative approach to writing during the school year.</p> <p>Moderation partnerships to be further developed to ensure secure assessment of writing.</p> <p>Raise the profile of writing through half-termly writing champions.</p> <p>Raise the profile of reading through a cross-curricular Day 10 project- Jan-April 2018.</p>		<p>SE,VB, Link gov</p> <p>SE, VB, Link gov</p> <p>VB, SE</p> <p>SE</p>	<p>88% of chn to reach the expected standard at the end of Key Stage 2. 21% of children to achieve the greater depth standard in reading at the end of Key Stage 2</p> <p>Evidence of extended, independent writing in Science, Topic, RE and Literacy books. Opportunities for wider reading and writing during moderation of books.</p> <p>Monitoring is consistent and accurate. Standards files</p> <p>Efforts and achievements recognised and rewarded-all ability levels. Cross-curricular reading and writing project to promote a love of books.</p>	<p>Learning walks Governor visits Standards committee report to gov. Pupil progress meetings Data analysis Tracking system</p> <p>Learning walks Governor visits Standards committee-HTs report Work sampling Creative outcomes-sharing of ideas at staff meetings, and with other schools.</p> <p>Staff meetings. Cluster writing moderation with local schools-termly</p> <p>Display-certificates in assembly Newsletter</p> <p>Day 10 project Resources-£250 Possible author visit Involvement with Oundle. Displayed work</p>	<p>80%+ achieving ARE</p> <p>80%+ achieving ARE</p> <p>80%+ achieving ARE</p> <p>Staff meeting</p> <p>Writing champion 1,2</p>	<p>80%+ achieving ARE</p> <p>Creative outcome 1</p> <p>Local schools</p> <p>Writing champion 3,4</p> <p>Oundle</p>	<p>80%+ achieving ARE</p> <p>Creative outcome 2</p> <p>Local schools</p> <p>Writing champion 5,6</p>	<p>Have assessment results shown improvement?</p> <p>Is writing across the curriculum to the standard of the work in Literacy lessons?</p> <p>Is moderation accurate?</p> <p>Have writing standards improved as a result of the creative focus? Are children being challenged to achieve greater depth?</p> <p>Have standards of writing improved through the use of these initiatives?</p>
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2.2	To ensure the majority of pupils (80%+) are meeting or exceeding end of year expectations in Maths by July 2017	Consistent approach to handwriting and presentation to be embedded.	Sept 17 Ongoing	JK HTs	All children making at least expected progress. Identified children given interventions to enable them to reach greater depth.	Children to earn pen licences.	80%+ meeting or exceeding ARE	80%+ meeting or exceeding ARE	80%+ meeting or exceeding ARE	How effective are interventions in raising standards? What is the impact of TA support?
		To ensure all children in all groups make at least expected progress, with the opportunity to work at greater depth.	Sept- Oct	JK	Set of labelled maths resources in all classrooms. Improved access to resources will support their understanding.	TAs used to support children to close gaps and to achieve GDS. Resources to support more able pupils. JK to work with TAs on expectations in Maths.				What is the impact of practical resources?
		To review practical maths resources across the school	Ongoing		Children will be tested on times tables knowledge and application. Children will continue to improve fluency and application through regular testing.	Inventory of resources. Monitoring of use and impact of practical resources. Ordering of resources where gaps are identified.				Are children accessing resources independently to support their learning?
		To improve knowledge and application of times tables. To apply understanding in test situations.	Half- termly			JK to monitor through observations, tracking data, pupil interviews.				Has regular testing improved application and understanding? Have times table results improved? Have tests improved attainment and progress?
		To inform parents about how to support their children in Maths.	Oct	JK	Parents understand how to help their children's learning in Maths leading to improved results.	Information for parents- newsletter, maths session for parents.				Are parents informed of how to support their children in Maths? Has this improved results?
		To raise the profile of maths through half-termly 'Maths Champions'.	Oct onwards	JK	Effort and achievement recognised and rewarded.	Certificate presented in assembly- involvement of Maths gov. Display, newsletter	Maths champion 1,2	Maths champion 3,4	Maths champion 5,6	Have standards in Maths improved as a result of these initiatives?

2.3	<p>To ensure that more able, vulnerable and more able disadvantaged pupils make expected and better than expected progress.</p>	<p>Children identified as vulnerable have individual profiles</p> <p>Children identified on SIMS and this is translated to our school Assessment system</p> <p>Identified children's profiles are monitored, reviewed and updated regularly.</p> <p>Pupil Progress meetings are conducted each half-term to ensure children are tracked and interventions are in place to raise attainment.</p>	<p>Sept onwards</p> <p>Oct, Jan, April, June</p> <p>Ongoing</p> <p>Half-termly</p>	<p>JG</p> <p>JG</p> <p>JG, JB All CTs</p> <p>JG CTs with HTs</p>	<p>Profiles up-dated with evidence and data. Up-to-date info kept by class teachers and TAs</p> <p>Data analysed and used in PPMs</p> <p>Profiles monitored by SENCo, outcomes shared.</p>	<p>JG to monitor profiles, and observe children. Work scrutiny, pupil interviews.</p> <p>Pupil progress meetings, governor visits.</p> <p>Individual feedback given to HTs regarding impact of interventions or targeted work.</p>				<p>Is there evidence of pupils making expected progress?</p> <p>Evidence of interventions?</p> <p>Accurate record-keeping, feeding into individual plans?</p>
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KEY PRIORITY3: To ensure that faith continues to be at the heart of our school and that our vision statement is embedded within the life of our school

Success criteria:

- The use of prayer within school continues to be developed.
- Children are involved in decision making through the church council and the link with Foundation Governors.
- Links with St Andrew’s church are developed, and a partnership established with the new vicar.
- Worship assemblies are developed to include a range of styles

	AIM	ACTIONS	DATE	LEAD	IMPACT	MONITORING/ SUPPORT/ RESOURCES	MILESTONE 1- TERMS 1-2	MILESTONE 2- TERMS 3-4	MILESTONE 3- TERMS 5-6	EVALUATE
3.1	To develop the use of prayer as a form of worship across the school community.	To develop opportunities for daily prayer in the classroom. Develop a range of styles of prayer and worship for use in assembly.	Sept 17 Oct 17	SE, CK SE	Prayer spaces in all classrooms-a place for prayer and reflection. Children are confident to contribute and take an active part in prayer activities within assembly.	Church council Foundation governor-learning walks, pupil chats. Prayer books Foundation governor New vicar Opportunities for planning alongside PAP and HL Pupil chats Involvement of church council	Visible prayer space in all classes by term 2			Are children accessing the prayer spaces? Are children leading prayer in the classroom? Is there wider involvement in assembly activities?
3.2	To raise the profile of Christianity within RE teaching in school	To enhance the SACRE units through the use of the ‘Understanding Christianity’ units within the school RE syllabus.	From Sept 17	SE, CK	Children have a greater depth of understanding of Christianity and its relevance in our everyday lives.	SE and CK to attend ‘Understanding Christianity’ course. Implement new units. Monitor RE teaching. Book scrutiny. Pupil chats	Introduce new units	RE syllabus to include new units	Monitor impact	Are the children showing a greater understanding of Christianity through the use of the course materials?

	<p>To continue to develop an awareness of different cultures and faiths</p> <p>To ensure children are making expected or better than expected progress in RE.</p> <p>To maintain and build on our OUTSTANDING grading from SIAMS.</p>	<p>Awareness of different cultures and faiths promoted throughout the curriculum. Pupils have a greater understanding of different faiths and cultures. Invite different faiths into school for assemblies.</p> <p>Subject lead to track progress and attainment through assessment grids, lesson observations, work sampling and pupil interviews.</p> <p>Continue with and develop creative approach to prayer activities.</p> <p>Establish links with the new vicar and strengthen links to St Andrew's church.</p> <p>Embed and develop the values-led approach to learning across the curriculum, and establish a new Christian 'creature'</p>	<p>From Sept</p> <p>From Sept</p>	<p>All CTs</p> <p>SE, CK</p> <p>CK</p> <p>SE, CK</p> <p>SE</p>	<p>Pupils will have knowledge, awareness, appreciation and experience of different faiths, festivals and cultures.</p> <p>Children to make at least expected progress. Child</p> <p>Prayer activities and spaces in all classes. Work with diocese to develop further. Involvement of H.Lowe within the school- assemblies, prayer activities, church services. Day 10 project will raise profile of values.</p> <p>The school will continue to be recognised as an outstanding church school with faith at the heart of daily life.</p>	<p>RE- subject lead release RE link governor Pupil interviews</p> <p>Children to be involved in faith tour. External visitors. Visits to different places of worship.</p> <p>RE subject lead release Governor visits Learning walk Book scrutinies</p> <p>Staff meeting time to discuss. Involvement of Moray to develop prayer.</p> <p>New vicar to work within school-PAP and SE to liaise.</p> <p>Resource materials needed for project- approx. £200.</p>	<p>Values Day 10 project.</p>	<p>Can the children articulate awareness of different faiths and cultures?</p> <p>Is the work in RE at the same level as work in Literacy? Are the children showing reflective responses- in RE books and pupil chats?</p> <p>Is prayer used in a range of ways within classrooms?</p> <p>Are there good links established with the church and the clergy?</p> <p>Can the children identify the relevance of each creature within their learning?</p>
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KEY PRIORITY 4: To continue improving leadership and management at all levels.

Success criteria:

- Senior and middle leaders effectively monitor and evaluate teaching and learning and pupil outcomes.
- Improvement targets and actions are regularly reviewed, evidence and outcomes evaluated and reports on impact of actions provided termly to governors.
- Senior and middle leaders are clear on the strengths and weaknesses in their area of responsibility and actions they take to improve teaching and learning, and progress and attainment of pupils.
- Governing Body is highly effective at being a critical friend, with regular visits from all governors.

AIM	ACTIONS	DATE	LEAD	IMPACT	MONITORING/ SUPPORT/ RESOURCES	MILESTONE 1- TERMS 1-2	MILESTONE 2- TERMS 3-4	MILESTONE 3- TERMS 5-6	EVALUATE
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4.1	To ensure clear actions plans are in place, with time limited targets for sustaining improvements in teaching and learning, and pupil outcomes.	<p>School Development Plan to be implemented, identifying:</p> <ul style="list-style-type: none"> • Clear actions for improvement • Timings • Measurable milestones for improvements in teaching and pupil achievement • Monitoring action • Evaluation arrangements <p>School Development Plan communicated clearly to all staff and governors with areas of responsibility understood. SLs and SENCo to develop Action</p>	<p>Sept onwards</p> <p>Sept 17</p>	<p>HTs, AM-F, SO</p>	<p>Teaching is improving in line with milestones and achievement milestones are met.</p> <p>SLs action plans are focused on key priorities and impacting on quality of teaching and pupil outcomes within their areas.</p>	<p>Teaching is improving in line with milestones and achievement milestones are met.</p> <p>SLs action plans are focused on key priorities and impacting on quality of teaching and pupil outcomes within their areas.</p>	<p>80% of observed teaching is good or better</p> <p>80%+ meeting or exceeding ARE</p>	<p>100% of observed teaching is good or better.</p> <p>80%+ meeting or exceeding ARE</p>	<p>100% of observed teaching is good or better.</p> <p>80%+ meeting or exceeding ARE</p>	<p>How effective are the school action plans?</p> <p>How are SLs using the action plans?</p> <p>Are governors using the action plans to monitor school effectiveness?</p>
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4.2	<p>To ensure rigorous monitoring and evaluation is in place with impacts on improvements in teaching and learning and pupil outcomes</p>	<p>Plans in line with actions on the School Development Plan. HTs to develop a rigorous monitoring and evaluation plan, to include:</p> <ul style="list-style-type: none"> • Data analysis • Observations • Work scrutiny • Focused learning walks • Monitoring of assessments • Planning scrutiny • Pupil interviews • Review of SIP actions & impact • Triangulation of evidence • Monitor interventions <p>Clear areas of responsibility to be identified in plan so staff have clarity on their roles</p>	<p>Sept 17 Ongoing</p> <p>Sept 17</p>	<p>HTs</p> <p>ALL</p>	<p>Monitoring and evaluation and resulting actions impact on teaching and pupil achievement</p> <p>All staff have clear plans for development of their subject areas.</p>	<p>Time for HTs to discuss monitoring and evaluation schedule together.</p> <p>Time on Thursday pms for subject leads.</p> <p>HTs to monitor impact of action plans, with regular reviews.</p> <p>Monitoring and evaluation reports are shared termly with governors.</p>	<p>80% of teaching observed is good or better.</p> <p>80%+ meeting or exceeding ARE</p>	<p>100% of teaching is good or better.</p> <p>80%+ meeting or exceeding ARE</p>	<p>100% of teaching is good or better.</p> <p>80%+ meeting or exceeding ARE</p>	<p>Are the monitoring and evaluation systems effective in improving teaching and raising standards?</p> <p>How is the role of the middle leader being developed?</p> <p>Are the HTs being supported to develop and improve?</p> <p>What is the impact of middle and senior leadership on school improvement?</p>
4.3	<p>To increase the effectiveness of middle and senior leaders to allow them to have increased impact on the quality of teaching and learning, and pupil outcomes.</p>	<p>HTs to have opportunities to access training to develop capacity to become effective in leading all school improvements. HTs to work with class teachers to develop skills in subject leadership.</p> <p>Subject leaders to develop files to demonstrate impact on standards in their subject-standardised sub-headings.</p>	<p>Ongoing</p> <p>From Sept 17</p>	<p>HTs</p> <p>SLS</p>	<p>Partnerships established with other HTs</p> <p>Subject leaders confident to lead staff and improve outcomes.</p>	<p>HT partnerships/mentoring. Training courses to support SLs. Partnership work with local schools. SL management time SL staff meetings. EVC –course for CK SENCo accreditation</p>				

		<p>The named Computing Governor continues to review the school website regularly to ensure that all statutory requirements are fulfilled in terms of policies and information. The website needs to reflect the character of our school.</p> <p>The named Governor for Pupil Premium and more able disadvantaged children to meet with SLT to track impact of provision and progress</p>	<p>From Sept</p>	<p>AM-F, VB, FS</p>	<p>Website meets statutory requirements, and reflects the church status of the school.</p>	<p>Computing governor monitoring termly. FS to keep website up-dated each week, sending relevant information to the provider.</p>	<p>Up-dated website</p>	<p>Website has all relevant info and is a true reflection of the life of our school.</p>	<p>Website has all relevant info and is a true reflection of the life of our school.</p>	<p>Has the website got all statutory information available? Do the website reflect the life of our school?</p>
				<p>AM-F, VB</p>	<p>Progress data checked against national judgements. Pupil premium fund checked for actions and impact.</p>	<p>Governor visits. Pupil progress meetings.</p>	<p>Pupil premium report</p>	<p>Analysis of PP spend to date.</p>	<p>Impact analysis</p>	<p>Is the school getting maximum impact for the PP children?</p>

KEY PRIORITY 5: To ensure that the school continues to adhere to up to date best practice with regard to safeguarding.

Success criteria:

- Governing body to be aware of their roles and responsibilities in accordance with safeguarding practice.
- All staff and governors to receive annual training and to be made aware of changes to local and national guidance relating to safeguarding.
- The school ensures safeguarding procedures are regularly updated and the school continues to be compliant.

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<p>All staff and governors to have initial or refresher safeguarding training in line with statutory requirements.</p> <p>All involved in staff recruitment to have Safer Recruitment Training every 3 years</p> <p>Ensure the relevant Safeguarding policies and guidance are reviewed annually by staff and governors.</p> <p>Ensure all staff and visitors are issued the code of conduct for safe practice.</p>	<p>All staff and governors to complete child protection training in line with statutory requirements. Register of those trained.</p> <p>Create a time table of statutory training and organise safer recruitment training for key personnel.</p> <p>Statutory safeguarding policies and guidance notes to be circulated to staff and governors and signed as read.</p> <p>There is a code of conduct for safe practice which reflects DCSF guidance, which applies to all staff, visitors and volunteers who come into school</p>	<p>Ongoing</p> <p>Sept</p> <p>From Sept Ongoing</p>	<p>VB, JK, AM-F</p> <p>HTs AM-F PA-P</p> <p>DSLs</p> <p>HTs FS</p>	<p>All staff and governors to undertake child protection training and have up-to-date understanding of safeguarding issues and procedures.</p> <p>All staff and governors involved in staff recruitment will have up-to-date understanding of key issues.</p> <p>All staff and governors understand safeguarding procedures in school.</p> <p>All staff and visitors receive a copy of the school safeguarding leaflet.</p>	<p>AM-F to offer training to all staff and governors- training day.</p> <p>Refresher course every 3 years.</p> <p>Policies to be circulated when renewed, and signed when necessary.</p> <p>Office staff to issue visitors with outline of safeguarding procedures and school leaflet.</p>	<p>All trained by Sept 17</p> <p>VB and SE complete training</p> <p>Ongoing</p>			<p>Have all stakeholders accessed up-to-date safeguarding training?</p> <p>How will information be shared with all stakeholders?</p> <p>Are governors kept up-dated about safeguarding concerns in school?</p> <p>Are there regular meetings with DSL and named governor?</p> <p>Are all visitors aware of school safeguarding procedures?</p>

	<p>Ensure that all safeguarding files are updated and in line with current best practice.</p> <p>Ensure that governors are kept up to date with all relevant safeguarding legislation.</p>	<p>Information about the code of conduct and about Safe Working Practice is known to all staff, visitors and volunteers who come into school</p> <p>Continue to overview current cases and ensure all files are stored in an appropriate way. DSLs to meet weekly and discuss cases. DSLs will meet with the named governor each month to review all cases. HTs to ensure that governors are provided with up to date information and latest advice from Ofsted and the DfE</p>	<p>From Sept 17</p> <p>From Sept 17</p>	<p>VB SE JK AM-F</p>	<p>All files kept in accordance with LA and national guidance</p> <p>School safeguarding procedures are in line with LA and national guidance.</p> <p>School remains updated with current legislation and suggested actions are implemented: -home visit policy -CP files stored safely -chronologies kept up to date -Personnel files</p>	<p>Filing cabinet to be used for storage of files</p> <p>DSL release time</p>	<p>Ongoing</p> <p>Ongoing</p>			<p>Has the school responded to all issues raised from the Safeguarding Audit?</p>
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