

**Storth CE
Primary School**



School Development Plan

2022 – 2023

School Vision

‘Everything is possible’

Storth Church of England Primary School is a happy and welcoming community, where everyone is included, valued and supported to reach their potential as we learn and laugh together. Through our trust in God, we believe that everything is possible, doing all that we can to care, help and love each other.

Introduction

This school development plan outlines the main priorities for the work of our school during the coming school year. It also indicates possible areas for improvement in the subsequent two years. These future priorities are not outlined in detail as they may change.

Related documentation

In addition to this plan, the following documents provide supplementary information:

- Peer-to-peer evaluation statement
- ASP (analyse school performance) report
- ASR (annual school return) document
- School budget
- July 2022 Ofsted inspection report
- Nov 2016 SIAMS report

Summary of self-evaluation. Based upon Ofsted, data, parental feedback and parents' evenings.

Evaluation and strengths

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| <p>Teaching Learning Curriculum</p> | <p>The school remains in a very strong position after the summer. We currently have 93 children on role with more Nursery children waiting to join. We have increased the PAN (temporarily) to 14 which means we can accommodate the new starters. The EYFS remains the focus of the school and the team are working hard to ensure it “works”. We have many challenges in terms of SEND, but the very experienced staff ensure that all children are treated equally. The school has recruited heavily over the last year to ensure the needs of all have been met and we currently have 18 staff members. Financially this is a burden on the budget, but close monitoring will ensure value for money across the board. The education, welfare and progress of all the children remain the absolute priority for all and budgetary constraints must be taken into account, but are not the sole consideration. The quality and flexibility of our provision are a massive plus point with very positive parent feedback on their children’s development and progress. Assessments are closely monitored across the classes and close targeting of those children that may not be making the expected progress or those who have additional educational needs is a priority. The school now has a dedicated SENDCO who has come out of the classroom to ensure that interventions take place and that all paperwork and meetings are duly met. This is in response to the increasing amount of SEND within the school. This situation is reflected in all schools, but we are in the fortunate position of being able to address it. The dedicated SENDCO role will continue until it is no longer required. Phonics continues to be streamed and interventions in place – the school has subscribed to a new scheme and this is being trialled across KS1 and KS2 and the effectiveness closely monitored. Phonics results were poor and need to be improved (55% of Y1 and 0% of Y2 achieving). KS2 sats were far better than expected with 57% of the cohort achieving the expected in both maths (100% achieved the standard) and literacy (including SPaG). Year 4 times tables were equally as successful with 75% achieving the standard. The FSP was also encouraging with 60% achieving the ELGs. Careful monitoring, targeted support and intensive intervention all help to bring those children who join mid-term in line with the main cohorts. KS1 results and phonics are hoped to improve with the new teacher in the Infant classroom, again close monitoring will need to be implemented. Staff have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils understand these expectations and rise to them. As a result, most pupils achieve well. Leaders have designed a broad and ambitious curriculum from the early years to Year 6. They have carefully considered the essential knowledge they want pupils to learn. Teachers check that pupils know more and remember more of the curriculum. This helps them to identify any gaps in pupils’ learning and informs future teaching. All pupils, including</p> |
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| | <p>those with SEND, are supported to learn the full curriculum. Leaders identify any additional needs that pupils may have quickly and act to ensure that there is appropriate support for these pupils.</p> <p>We pride ourselves in the way the Junior children will help the Nursery children at meal times and at play. We are one big family. Pupils value the opportunities that leaders provide for learning beyond the academic curriculum. Some pupils have the opportunity to be on the pupil parliament. Pupils experience an annual trip to London and the Houses of Parliament. Pupils value trips to the opera and theatre. Some attend the writing club and write articles for the village newsletter. These experiences help pupils to become curious about the wider world and prepare them well to be citizens of modern Britain. Pupils learn about other faiths and cultures and have a respectful understanding of difference. They told inspectors that everyone should be treated fairly and equally.</p> <p>We also extend the curriculum into local events such as dancing and singing in Kendal and at Booths. Governors take a keen interest in what the children are doing and regularly help in lessons and on excursions.</p> |
| <p>Achievement</p> | <p>Assessments – End of Key stage 2 assessments were surprisingly good. Numbers achieving the standard in writing – 57%; reading – 57%; SPaG – 71%; Maths – 100%; science – 100%. Key stage 1 results show 60% achieving the standard. Phonics – 55% achieved the standard at Y1 Times tables saw 73% reach the standard. FSP – 60% achieved the ELG. Governors have been scrutinising tracking and monitoring assessment. We have new members of staff to help the children move forward and give the support where necessary. Pupils are very happy at this school. Staff warmly welcome them into school each day. Pupils arrive excited and ready to learn. Staff know pupils well and have positive relationships with them. Pupils have adults they can talk to in school. They told inspectors that adults help them to resolve any worries they may have. This helps pupils to feel safe and supported. Leaders and governors have a clear understanding of the priorities for the school. They have taken action to increase the number of classes and to add further staffing to better support pupils. Staff are overwhelmingly positive about the support they receive from leaders for their workload and well-being. Behaviour remains very good. Pupils behave well around school, at play times and in lessons. Staff ensure that routines are established in the early years. Children and pupils across the school follow these sensibly. Pupils are kind and considerate to each other and to adults. Pupils told inspectors that they enjoy learning and that lessons are rarely disrupted by poor behaviour.</p> |

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| <p>Leadership and Management</p> | <p>School leaders have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils understand these expectations and rise to them. As a result, most pupils achieve well. Leaders have designed a broad and ambitious curriculum from the early years to Year 6. They have carefully considered the essential knowledge they want pupils to learn. Leaders have prioritised reading from the early years to Year 6. They have introduced a new phonics curriculum. Leaders and governors have a clear understanding of the priorities of the school. They have taken action to increase the number of classes and to add further staffing to better support pupils. Staff are overwhelmingly positive about the support they receive from leaders for their workload and well-being. The arrangements for safeguarding are effective. Leaders have ensured that staff have regular training to help them to identify pupils who may be at risk of harm. All statutory policies have been updated as have all the website requirements. Curriculum policies have been reviewed.</p> <p>All staff and Governors know about the changes in the most recent safeguarding guidance and have completed at least level 1 safeguarding training. The school may face a Health and Safety audit this year and staff are all up to date with statutory Health and Safety requirements. All staff know about preventing extremist or radical views from their online training on this. All staff are familiar with new GDPR guidelines and are compliant. Teaching staff and support staff have to work extremely hard under the pressures of the budget and the increased demands of a growing number of children. Governance continues to be effective and the Chair continues to support the Headteacher and the staff. Governors ask challenging questions of leaders, review progress information and visit the school to find out about the quality of teaching and learning for themselves. Budgetary issues are also closely monitored and scrutinised.</p> <p>External support in the cluster is supportive and useful.</p> <p>The school has a distinctive Christian character and is raising standards and improving outcomes for all learners. We have re-vamped the school prayer and Christian Values in preparation for SIAMS. All stakeholders are involved in making decisions for the school and we welcome all visitors in to watch the school. An appraisal is used to monitor the effectiveness of staff and is a positive undertaking. Strong community links are an integral part of the school and the children benefit from this.</p> |
| <p>Personal Development and Well-being</p> | <p>The arrangements for safeguarding are effective. Leaders have ensured that staff have regular training to help them to identify pupils who may be at risk of harm. The staff know how to report any concerns they may have. Leaders act swiftly to address any concerns raised by staff, pupils or parents and carers. Leaders work with other agencies to access help and support for vulnerable pupils. Pupils are taught how to keep themselves safe, including when online. For example, pupils learn how to be safe when they play outside and on their bicycles. School</p> |

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| | <p>council share the responsibility to make sure no one feels left out or excluded from games at playtime. If they see a younger pupil struggling with anything, they offer their help.</p> <p>Pupils' excellent behaviour and very positive attitudes to life and learning reflect their understanding of Christian values of friendship, trust and respect. The new reflective area helps support mental well-being and has been a very positive addition to the school. Parents and visitors comment on the feel of the school in a very positive way. The Vicar has established his presence within the community, delivering a weekly act of worship and we hope our weekly visits from open the book will recommence when time allows. Forest school activities are now a regular part of school life. School now has a designated forest school area where bi-weekly events are timetabled. Health and safety remain a priority under the umbrella of Kym Allan. The school is part of the South Lakes Pupil Parliament. The new infant classroom has been a great addition and is fully open and established with toilets following shortly. The addition of a new full-time teacher has enabled the stresses of teaching across EYFS and KSI have been eliminated and things are working much more smoothly. The creation of the new SENDCO role has meant much more intervention for the children who require it and a tightening up of paperwork and meetings. Monitoring and assessment of the role will ensure the best possible outcomes.</p> |
| <p>Community</p> | <p>Highly effective links with the church and local community contribute significantly to the school's Christian character and to pupils' personal and spiritual development.</p> <p>Excellent relationships between staff, pupils and parents reflect the Christian values of love and compassion. Staff have a very positive influence on pupils' progress and achievement. Members of the community are invited to school functions and the school supports village initiatives, as well as events in the wider community. The school also takes part in many community events and in County wide events which help raise its profile and keep the school in the public eye. The school continues to work hard to support different events in the community and hopefully, these will be extended. The PTA has been re-vamped with a new committee and Chair – whilst the old committee remain involved to support the new leadership. New initiatives are being constantly announced and the future of the PTA and the invaluable support it gives to the school looks assured.</p> |

Areas for Development

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| <p>Teaching Learning Curriculum</p> | <p>Improvements to teacher knowledge and subject leadership to ensure all subjects in the National Curriculum are taught equally well To implement, monitor and assess the new phonics scheme to help support spelling and reading in EYFS and Infants.</p> |
| <p>Achievement</p> | <p>Improvements to Key Stage 1 results to ensure pupils are equipped to tackle the Key Stage 2 curriculum. Those children that require interventions to be identified and interventions put in place with careful monitoring and review in order for them to make the necessary progress through the creation of a new dedicated SENDCO role.</p> |
| <p>Leadership and Management</p> | <p>All Safeguarding and Prevent duties are kept up to date and new staff have relevant expertise. All Health and Safety procedures are up to date in readiness for audit. Information provided on the school website is kept up to date and policies are renewed when necessary. Careful monitoring of the situation in the new infant class to ensure teaching standards remain high and the children can access learning.</p> |
| <p>Personal Development and Well-being</p> | <p>Ensure provision in the school is adequate by through making teaching staff-full time and employing more support staff to make the classrooms work. Re-focus on the Christian Distinctiveness of the school with an eye on the upcoming SIAMS inspection. To improve the provision in the school through the creation of new toilets and a re-vamp of the playground area. A re-vamp too of the EYFS playground and classroom, as well as the implementation of a five-year re-decoration programme.</p> |
| <p>Community</p> | <p>Establish effective links with schools or communities in the UK or other areas of the world. This is to support children's understanding of cultural diversity and global issues. To re-establish the new, re-vamped PTA through events and renewed fundraising initiatives. This will put the school at the heart of the Community once again and herald the commencement of more fundraising activities going forward.</p> |

Focused priorities for Teaching, Learning and Curriculum (TLC)

These are the important whole-school priorities which will form the focus for school improvement this year. Each of the priorities has an individual action plan.

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| Focused priority 1 | To make improvements to the teaching of non-core subjects across the curriculum and both key stages to ensure that staff receive the training they need to deliver the curriculum well in these subjects. |
| Focused priority 2 | To implement, monitor and assess a new school phonics scheme to aid, and improve, the teaching of phonics, reading and spelling across the school. |

Background priorities for Teaching, Learning and Curriculum

These include ongoing work and continuations of work from the previous year.

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| Background priority 1 | Staff training and cpd on all core and non-core subjects which should ensure that the curriculum clearly sets out the knowledge that pupils should learn and when they should learn it. |
| Background priority 2 | Staff to implement, monitor and assess the effectiveness of the new phonics scheme (No Nonsense Phonics) across EYFS, Infants and LKS2 to ensure it is the correct one for the school. |

Focused priorities for Achievement

These are the important whole-school priorities which will form the focus for school improvement this year. Each of the priorities has an individual action plan.

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| Focused priority 1 | To ensure those children that require interventions are identified and interventions put in place to assist them in their learning through the development of a dedicated SENDCO role. Careful monitoring and review in order to measure the effectiveness of this. |
| Focused priority 2 | To improve results at Key Stage 1 at both end-of-year assessments and phonics by implementing a new teaching pattern within the class and splitting previous roles. |

Background priorities for Achievement

These include ongoing work and continuations of work from the previous year.

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| Background priority 1 | Whole staff involvement in highlighting and recognising those children that require intervention. These children to be given prolonged and dedicated interventions by school SENDCO to aid improvements. Careful monitoring, assessment and reviewing of children to ensure they are on track to make the expected progress. |
| Background priority 2 | New Infant teacher to be supported in their new class through staffing and professional advice. Assessments to be monitored and any necessary CPD will be offered. Phonics screening and KSI results to be monitored and reviewed to ensure that the necessary progress has been achieved. The situation within Infants to be carefully monitored by Governor staffing committee and Headteacher. |

Focused priorities for Leadership and Management

These are the important whole-school priorities which will form the focus for school improvement this year. Each of the priorities has an individual action plan.

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| Focused priority 1 | Ensure all Health and Safety procedures are reviewed and up to date in preparation for Health and Safety audit. |
| Focused priority 2 | To monitor and support the new - and potentially new - staff across the school and ensure all essential Safeguarding, Prevent and Hygiene training has been completed as well as further relevant training. |

Background priorities for Leadership and management

These include ongoing work and continuations of work from the previous year.

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| Background priority 1 | Renewal of policies/procedures from County with immediate transfer onto school website. Health and Safety procedures up to date and reviewed. |
| Background priority 2 | CPD for staff where needed to ensure subject knowledge is secure. Staff training in Safeguarding, Prevent, and Food Hygiene, alongside legislation and policies. Staffing levels to remain consistent within the school to support learning and children with additional needs. Monitoring and review where required. |

Focused priorities for Personal Development and Well-being

These are the important whole-school priorities which will form the focus for school improvement this year. Each of the priorities has an individual action plan.

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| Focused priority 1 | To prepare for SIAMS through the involvement of all stakeholders in re-focusing Christian Values, the school Prayer and the Ethos of the school. |
| Focused priority 2 | To build new toilets for Class 2 and re-vamp the play area and EYFS outside space. To build new toilets for Class 2, re-tarmacking and re-marking of the playground as well as changes to the EYFS play area. |

Background priorities for Personal Development and Well-being

These include ongoing work and continuations of work from the previous year.

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| Background priority 1 | Collective Worship is fully integrated across the whole school. A concerted effort to ensure the Vicar and other parties come back into school to deliver high quality Worship to all the children. A refocus on the whole school's Christian Values, Prayer and Distinctiveness. |
| Background priority 2 | Alleviation of problems of toilets in the infants. Children to be consulted on how the playground should look and necessary improvements costed and implemented. Rejuvenation of EYFS area with new equipment and layout. |

Focused priorities for Community

These are the important whole-school priorities which will form the focus for school improvement this year. Each of the priorities has an individual action plan.

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| Focused priority 1 | To develop effective links with UK school or overseas community. |
| Focused priority 2 | To support the new PTA committee in maintaining the school at the heart of the village community. |

Background priorities for Community

These include ongoing work and continuations of work from the previous year.

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| Background priority 1 | To work with other adults, Governors and schools to develop a firm contact within a more diverse setting. |
| Background priority 2 | To support the brand new PTA committee in their work and to re-introduce a varied programme of events and functions in the wake of the restrictions. To work closely with the village and Heron Hall committee in joint ventures. |

Teaching, Learning and Curriculum focused priority 1:

To make improvements to the teaching of non-core subjects across the curriculum and both key stages to ensure that staff receive the training they need to deliver the curriculum well in these subjects.

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| <p>Position statement / or key question</p> <ul style="list-style-type: none"> • Ofsted highlighted that in a small number of subjects, it is not clear when pupils should learn essential knowledge. This means that pupils do not progress through the curriculum as quickly as they should. Leaders should ensure that the curriculum clearly sets out the knowledge that pupils should learn and when they should learn it. Also staff need to have training in how to deliver the curriculum well in some (non-core) subjects. | <p>Target/s</p> <ul style="list-style-type: none"> • To ensure that progression maps are clear in all subjects – not just non-core subjects. • Subject Leaders to implement a more detailed approach to all subjects that supports the existing curriculum in class teaching. • To ensure all staff are confident in their specific subject knowledge and terminology through training, CPD, networking and INSET. • To closely monitor and review the effectiveness of Subject Leadership with the help of Governors. • To improve the recording of assessment in all areas of the curriculum to help highlight areas of need. Ensure any relevant training is accessed when it becomes available. |
| <p>What will success look like?</p> <ul style="list-style-type: none"> • Children working at the expected standard in all subjects across the curriculum. • Clear pedagogical progression within each subject area. • Subject Leaders familiar with this progression and clear on end of year expectations within their subjects. | <p>What will be different for children?</p> <ul style="list-style-type: none"> • More confident teaching of curriculum subjects. • More resources and visual aids. • More challenge within the subjects. • Greater enjoyment of the subjects. • Changes to assessment. • Use of expertise within teaching and support staff. Use of adult volunteers in monitoring and frequency of work. |

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| <ul style="list-style-type: none"> • Clear recording of these expectations to aid succession planning. • Subject assessments will show most children working at the expected levels for that particular subject. • More confident and focused teaching of the subject. • Planning will show a more developmental approach to subjects with clear established steps to improvement. • Class room displays to demonstrate good practice. | |
| Key people, including governors <ul style="list-style-type: none"> • Subject leaders and all staff • Subject Governor • Pupils and parents | Funding and resources <ul style="list-style-type: none"> • Staff meeting and INSET time • CPD/training as and when it is available. • New resource aids • Networking through the cluster. |

| Tasks | Who | When | Monitoring and Evaluating |
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| <ul style="list-style-type: none"> • Ensure all staff are aware of changes to the emphases of non-core curriculum subjects. | Class teachers | By Oct 2022 | All staff Subject Leaders |
| <ul style="list-style-type: none"> • Monitor the effectiveness of the new approach | Class teachers | Half- termly | All staff Head Curriculum Governors |
| <ul style="list-style-type: none"> • Tailor assessments to reflect effectiveness of new approach. | Class teachers | Half termly/termly | All staff |
| <ul style="list-style-type: none"> • Resource subjects where necessary | Head Subject Leaders | As needed | All staff |

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| • Subject audits | Subject Leaders | 2022/23 | Subject leaders Head |
| • Monitor KSI and KS2 assessments | Head | Termly | Head Governors |

Headlines of evaluation

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| <p>Autumn</p> <p>Subject Leaders to have curriculum coverage.</p> <p>Review tracking.</p> <p>Routine assessment at end of term.</p> <p>Checking of curriculum/audit.</p> <p>Essential resources highlighted.</p> <p>Check rolling programme to ensure complete coverage of subjects.</p> | <p>Spring</p> <p>Monitoring and assessment of progress.</p> <p>Review of effectiveness of new approach.</p> <p>Implement suggestions/improvements.</p> | <p>Summer</p> <p>Review Assessments.</p> <p>Inset.</p> <p>Governor feedback.</p> <p>Next steps.</p> |
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Teaching, Learning and Curriculum focused priority 2:

To research and implement a new school phonics scheme to aid, and improve, the teaching of phonics, reading and spelling across the school – **No Nonsense Phonics**.

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| <p>Position statement / or key question</p> <ul style="list-style-type: none">• The previous phonics scheme within school has served its purpose and needs to be refreshed.• Currently phonics does not support reading and spelling as well as it should in EYFS and Infants.• All staff are very keen for a new scheme of work to follow to make the necessary improvements that may be needed.• Staff have chosen No Nonsense Phonics after trialling other schemes.• The literacy coordinators will monitor the success and class teachers and support staff to implement the scheme.• Assessment will be every half term to demonstrate progress and areas of need, as well as highlighting children for intervention.• The recording system will also highlight areas of need and progression.• A review will take place in the autumn term to monitor its effectiveness. | <p>Target/s</p> <ul style="list-style-type: none">• Ensure daily phonics sessions take place across the three classrooms.• Assessments take place at regular times – half termly.• To ensure all relevant staff are confident in delivering the scheme through CPD, networking and INSET.• To resource new system as appropriate – through new assessment materials or software.• Displays around the school highlighting the key points of teaching.• Children happy to take part in phonics sessions.• Streaming and interventions in place where necessary.• An honest review to take place to ascertain its effectiveness. |
| <p>What will success look like?</p> <ul style="list-style-type: none">• A phonics scheme that supports the children in the learning of phonics. | <p>What will be different for children?</p> <ul style="list-style-type: none">• New phonics sessions that will be interactive and much more relevant.• A clearer understanding of phonics.• Support in spelling and reading. |

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| <ul style="list-style-type: none"> • All children that need phonics teaching to be enjoying the subject and activities with clear and focussed phonics sessions every day or when required. • Improvements in the learning of phonics. • A system of recording that reflects half-termly coverage and ties in with DFE expectations. • All staff confident in its use. • Parental awareness through discussion at parent's evenings or meetings. • A central system that is accessible to all staff members • Staff enjoyment when delivering the materials. | <ul style="list-style-type: none"> • More confidence in the subject area. • New assessment materials. • Greater levels of success. |
| <p>Key people, including governors</p> <ul style="list-style-type: none"> • All staff • Pupils and parents • Curriculum governors | <p>Funding and resources</p> <ul style="list-style-type: none"> • Subscription to new phonics scheme – No Nonsense Phonics • Resources to support the scheme • Staff meeting and INSET time • CPD. • New assessment materials if needed. |

| Tasks | Who | When | Monitoring and Evaluating |
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| <ul style="list-style-type: none"> • Implement the new system of phonics – No Nonsense Phonics | All staff Subject leaders | Autumn 2022 | Subject leaders Class teachers Support staff |
| <ul style="list-style-type: none"> • Monitor and review the new system | Subject leaders Governors | Half termly | Subject Leaders Governors Head |
| <ul style="list-style-type: none"> • Use of new assessment materials | All staff | By Spring 2023 | Head and Governors Subject Leaders |

Headlines of evaluation

| Autumn | Spring | Summer |
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| Begin the use of No Nonsense Phonics. | Monitoring and assessment of progress. | Assessment and recording of pupils' progress. |
| Resource the scheme. | Review of targets. | Monitoring of assessment and progress predictions for FSP and KSI phonics. |
| CPD and Inset on implementation Careful evaluation and monitoring of effectiveness. | Streaming where necessary. | Review of phonics screening results and judgement as to the success of the scheme. |
| Feedback to Governors and staff as to the effectiveness and next steps. | Half-termly assessment and recording | Next steps. |

Achievement focused priority 1:

To ensure those children that require interventions are identified and interventions put in place to assist them in their learning through the development of a dedicated **SENDCO** role. Careful monitoring and review in order to measure the effectiveness of this.

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| <p>Position statement / or key question</p> <ul style="list-style-type: none">• For various reasons some children have fallen behind their expected levels, whilst some have not yet reached those expected levels.• Classroom staff need to highlight those children that have fallen behind and put in place interventions that will assist them in regaining that lost ground.• IEPs to be written to support them and these to be shared with parents to highlight that their children will be receiving extra support.• The new role of dedicated SENDCO will be used to implement focused and meaningful interventions to these identified children.• Careful monitoring and assessment of those children by the SENDCO and class teachers will ensure this support is meeting the needs of the children.• Setting up of a dedicated intervention space.• Where extra support is needed, outside agencies can be approached.• All staff and relevant Governors to be involved.• Role of SENDCO to be a dedicated position to ensure the school is meeting the needs of all children. | <p>Target/s</p> <ul style="list-style-type: none">• Most children will make expected progress and some will make better than expected progress by the end of Key Stage 2.• Those children identified as needing additional support outside of the classroom will be monitored and assessed regularly by the class teacher and SENDCO to ensure they finish close to or at the expected levels.• Meanwhile, assessment will show pupils are making the necessary progress through the school.• Raise the levels of intervention across the whole school.• INSET on whole school strategies.• Use of Governors to monitor progress and strategies.• Parents to be involved in helping their children more at home.• Development of a whole-school approach to SEND |
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| <p>What will success look like?</p> <ul style="list-style-type: none"> • The vast majority of children should be at least achieving expectations at the end of KS2. • Some children (more than currently) will exceed expectations by the end of KS2 • School tracking will show targeted support for those children not making necessary progress through interventions and this will be constantly monitored. • Less children identified as needing interventions by the end of the year. • All staff to have played a part in supporting those children that need intervention. • Positive parent feedback on strategies. • Development of SENDCO role to keep class teachers and support staff informed of progress and strategies to help identified children. | <p>What will be different for children?</p> <ul style="list-style-type: none"> • More consistent teaching across the whole school. • More opportunities provided for using intervention in the pod with SENDCO. • Focus on creative, practical, quality and varied teaching techniques to ensure all children can access the curriculum. • More targeted support for children not making expected progress. • More celebration of success. • More adult-led (SENDCO) intervention groups. • Increased confidence and belief within the children. |
| <p>Key people, including governors</p> <ul style="list-style-type: none"> • All staff • SENDCO • Head • Curriculum Governors • SEND Governor | <p>Funding and resources</p> <ul style="list-style-type: none"> • Resources for pod. • Training and CPD for SENDCO. • Networking. • Intervention packages as and when required. |

| Tasks | Who | When | Monitoring and Evaluating |
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| <ul style="list-style-type: none"> To discuss children every half term and identify those that require intervention. | Staff | Half- termly | All Staff |
| <ul style="list-style-type: none"> Targeting of children who are not making expected progress. | All staff | Ongoing | Regular tracking scrutiny Staff meetings |
| <ul style="list-style-type: none"> Delivery of interventions every day in the pod. | SENDCO | Ongoing | SENDCO Class teachers |
| <ul style="list-style-type: none"> Monitoring and evaluation of success of interventions | SENDCO Class teachers | Half- termly | Head Governors |
| <ul style="list-style-type: none"> Feedback to parents and children on interventions and progress through IEPs and parents evenings. | Class teachers | Termly | Head Governors |

Headlines of evaluation

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| <p>Autumn Install new class teacher into Key Stage 1</p> <p>Develop role of dedicated SENDCO</p> <p>Review of assessments and tracking.</p> <p>Highlight children for intervention.</p> <p>Ensure adequate staffing levels within Infant class.</p> <p>Monitor and evaluate.</p> | <p>Spring Monitoring and assessment of progress.</p> <p>Review of targets.</p> <p>Half- termly assessment and recording.</p> | <p>Summer Assessment and recording of the pupils' progress.</p> <p>Monitoring of assessment and progress predictions against SATs.</p> <p>Next steps.</p> |
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Achievement focused priority 2:

To improve results at Key Stage 1 in both end of year assessments and phonics by implementing a new teaching pattern within the class and splitting previous roles.

| Position statement / or key question | Target/s |
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| <ul style="list-style-type: none"> • The increasing needs of the school have necessitated the splitting of the roles of class teacher and SENDCO • A new KSI teacher has been appointed and the role of dedicated SENDCO has also been created to alleviate pressures of the combined responsibilities. • Interventions can now take place and meetings and paperwork are not impacted upon by split responsibility. • The new class teacher has sole responsibility for Year 1 and 2 and phonics screening. • Support through staff will be implemented to ensure teaching transition is smooth and successful. • Infant class to be monitored and assessed regularly to ensure that most of the children reach age related expectations. • Assessment will be every half term to demonstrate progress and areas of need, as well as highlighting children for intervention. • Recording systems will also highlight areas of need and progression. • Parental and staff feedback will be used to monitor the success. | <ul style="list-style-type: none"> • Ensure assessments take place at regular times – half termly – to monitor progress and attainment within the infant class. • SENDCO role will be monitored with half termly assessments of those receiving intervention to monitor progress. • Abacus maths assessment used effectively across infants and is tailored to match the coverage of the term. • New systems of end of key stage assessment for Literacy and SPaG implemented in KSI • RE and Science all monitored and progress recorded accordingly. • Other subjects assessed appropriately through Twinkl resources. • Regular Inset and staff meetings to highlight areas of need in KSI. • CPD and collaborative cluster meetings for KSI teaching staff. • Improvements in KSI end of year assessments. • Improvements in phonics screening results. |

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| <p>What will success look like?</p> <ul style="list-style-type: none"> • A more comprehensive system of SEND with regular and daily interventions taking place for highlighted children. • Improvements across all classes in those children targeted for extra support. • Parental awareness through discussion at parent’s evenings or meetings. • A central system of assessment that is accessible to all staff members and shows progression. • Happy, well-supported children throughout the school. • Better school/parent liaison. | <p>What will be different for children?</p> <ul style="list-style-type: none"> • Daily interventions for those children that require additional support. • Small group work for other highlighted children within class that has not been previously available. • Renewed emphases on supporting those children that require it. |
| <p>Key people, including governors</p> <ul style="list-style-type: none"> • KSI class teacher and support staff • SENDCO • Pupils and parents • Governors | <p>Funding and resources</p> <ul style="list-style-type: none"> • Resources for pod • Staff meeting/INSET time • CPD. • New assessment materials if needed. |

| Tasks | Who | When | Monitoring and Evaluating |
|--|--------------------------------|------------------------------|---|
| <ul style="list-style-type: none"> • Develop role of new class teacher in Key Stage I | <p>Head KSI teacher</p> | <p>Autumn 2022</p> | <p>Head and Governors</p> |
| <ul style="list-style-type: none"> • Develop role of SENDCO | <p>Head and SENDCO</p> | <p>Autumn 2022</p> | <p>Head and Governors</p> |
| <ul style="list-style-type: none"> • Monitor progress in both areas and highlight any areas of need. | <p>All staff</p> | <p>By Summer 2023</p> | <p>Head, staff and Governors</p> |

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| <p>Autumn Install new class teacher into Key Stage 1</p> <p>Develop role of dedicated SENDCO</p> <p>Review of assessments and tracking.</p> <p>Highlight children for intervention.</p> <p>Ensure adequate staffing levels within Infant class.</p> <p>Monitor and evaluate.</p> | <p>Spring Monitoring and assessment of progress.</p> <p>Review of targets.</p> <p>Half termly assessment and recording</p> | <p>Summer Assessment and recording pupils' progress.</p> <p>Monitoring of assessment and progress predictions against SATs.</p> <p>Next steps.</p> |
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Leadership and Management focused priority 1:

Ensure all Health and Safety procedures are reviewed and up to date in preparation for Health and Safety audit.

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| <p>Position statement / or key question</p> <ul style="list-style-type: none"> • Health and Safety checks are a priority within and throughout the school. • Under Kym Allen all policies are reviewed annually and are all up to date. • Staff undergo relevant training when appropriate. • Safeguarding and keeping children safe in education is an active document and reviewed at every update. • School needs to be ready for Health and Safety audit. • Weekly Health and Safety inspections and checking by Health and Safety Governor | <p>Target/s</p> <ul style="list-style-type: none"> • To ensure the policies are the most recent. • To ensure all information is relevant • Ensure relevant training undertaken by staff and Governors. • Ensure training by leadership team in necessary areas (legionella, etc.). • Use of Kim Allen’s policies to ease the pressures. • Any issues dealt with quickly and efficiently. • Accurate logging of all H+S issues. |
| <p>What will success look like?</p> <ul style="list-style-type: none"> • A website that withstands close scrutiny • An up to date set of policies and information. • School is Health and Safety ready in terms of statutory information. • All staff fully trained in safeguarding, Prevent and food hygiene. | <p>What will success look like?</p> <ul style="list-style-type: none"> • A website that withstands close scrutiny • An up to date set of policies and information. • School is Health and Safety ready in terms of statutory information. • All staff fully trained in Safeguarding, Prevent and Food Hygiene. |
| <p>Key people, including governors</p> <ul style="list-style-type: none"> • Head • Health and Safety Governor • Staff • Children/parents • Governors | <p>Funding and resources</p> <ul style="list-style-type: none"> • Inset • Use of Kim Allen H and S and her vast information portal. • Access to portal for up to date policies, information. • Online training / in house training. • Additional resources to make the school compliant. |

| Tasks | Who | When | Monitoring and Evaluating |
|---|---------------------------|--|----------------------------------|
| <ul style="list-style-type: none"> • Checking of policies online for review dates | Governors Head | Immediately | Governors Head |
| <ul style="list-style-type: none"> • All staff to be re-trained in Prevent, Safeguarding and Hygiene preferably online. | Head Staff | Ongoing | Head Governors |
| <ul style="list-style-type: none"> • School to be audited for Health and Safety readiness. | Head Governor | Early 2023? [postponed form 2020] | Head |

Headlines of evaluation

| Autumn | Spring | Summer |
|--|---|--------------------------------|
| Review of policies. Renewal of out-of-date policies. Uploading of relevant material. Monitoring by Governors. Staff training. | Monitoring. Renewal where necessary. | Monitoring and renewal. |

Leadership and Management focused priority 2:

To monitor and support the new - and potentially new - staff across the school and ensure all essential Safeguarding, Prevent and Hygiene training has been completed as well as other further relevant training.

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| <p>Position statement / or key question</p> <ul style="list-style-type: none"> • To ensure there is adequate staffing across the school in all classes, new classroom assistants have been appointed to assist. These are general assistants as well as 1:1 support workers. To alleviate the overcrowding in juniors (49 children), the school has appointed a new class teacher to teach Year 3 and 4 in the mornings. This means there is a much more even split of children throughout the juniors and makes the teaching of maths and literacy far more manageable. • All classrooms need to be supported as much as possible through adequate staffing levels and allocating staff to the areas of greatest need. • All Safeguarding, Prevent and Hygiene training will be provided for the staff members that require it to make us Health and Safety compliant. • Monitoring of uptake of this training. • Future training highlighted and bookmarked. • Governor monitoring to be used to help assess the situation. | <p>Target/s</p> <ul style="list-style-type: none"> • To ensure all new staff are firmly established and supported within the school. • Deficiencies in staffing levels and need highlighted and targeted. • Evaluate and monitor the effectiveness of new staff members. • Provide training for those that need it • Purchase of new training • Attend and deliver relevant CPD and INSET • Governors to help monitor. • Use Kym Allan’s system of recording training information. |
| <p>What will success look like?</p> <ul style="list-style-type: none"> • Adequate staffing levels across the school. • All staff trained in Prevent, Safeguarding and Hygiene. | <p>What will be different for children?</p> <ul style="list-style-type: none"> • More staff members across the school • A much calmer learning environment |

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| <ul style="list-style-type: none"> • New training accessed by whomever needs it when they require it. • Positive Governor monitoring of the situation. • Next steps clearly highlighted. | <ul style="list-style-type: none"> • Confidence within staff that all safeguarding issues will be recognised and dealt with correctly • Re-assurance for parents. |
| Key people, including governors <ul style="list-style-type: none"> • Staff • Children/parents • Governors | Funding and resources <ul style="list-style-type: none"> • Online/face to face training packages. • Inset and CPD • Support and PPA cover • Networking across classes |

| Tasks | Who | When | Monitoring and Evaluating |
|---|---------------------------|--------------------|----------------------------------|
| <ul style="list-style-type: none"> • Install new staff members | Head Governors | Immediately | Governors Head |
| <ul style="list-style-type: none"> • Purchase new training materials | Head | When needed | Head Governors |
| <ul style="list-style-type: none"> • Staff to access and complete training modules. | Head | When needed | Head |

Headlines of evaluation

| Autumn | Spring | Summer |
|---|---|---|
| New staff to be in place. | Monitoring of training needs. | Monitoring of training needs. |
| Appraisals used to set targets, etc. | New training accessed if required. | New training accessed if required. |
| Training highlighted, purchased and completed. | | |

Personal Development and Well Being focused priority 1:

To prepare for SIAMS through the involvement of all stakeholders in re-focusing Christian Values, the school Prayer and the Ethos of the school.

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| <p>Position statement / or key question</p> <ul style="list-style-type: none"> • After a successful Ofsted inspection the focus switches to preparing for our SIAMS inspection. • A renewed focus on the school's Christian Values is to be implemented. • A new prayer is to be written. • A new mission statement or ethos is to be prepared. • Ways to raise awareness of Christian values in the wider context to be sought. • Governors, Parents, children and staff to be consulted and involved in this preparatory period. | <p>Target/s</p> <ul style="list-style-type: none"> • To involve children, parents, Governors and other stakeholders in our acts of Worship through celebrations – Harvest, Christmas, Education Sunday, etc. • To write a new prayer, re-evaluate Christian Values and revamp the ethos. • Network with other schools to see how they provision worship. • Change display board to reflect the changes the school will make. |
| <p>What will success look like?</p> <ul style="list-style-type: none"> • Whole school acts of worship to be held daily by staff. • Outside agents to help implement these acts of worship. • Christian Values to once again become the heart of the school's ethos. • A new school prayer to be read at lunchtimes by the children. • New ethos or mission statement to be used on website and in communications. • Much greater awareness of others through mindful activities. • Staff and Governors much more SIAMS aware. | <p>What will be different for children?</p> <ul style="list-style-type: none"> • Children will have much more Collective Worship again. • Timetabled routine of Worship. • More opportunities for mindfulness • Support for mental health • Opportunities to lead and assess Worship. • New display board with Christian values. • New school prayer which they will read. |

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| <p>Key people, including governors</p> <ul style="list-style-type: none"> • Staff • Children • Parents • Governors • Other groups and individuals – community members • Diocese | <p>Funding and resources</p> <ul style="list-style-type: none"> • Online Collective Worship areas • Music sites • More Worship resources to help deliver meaningful acts of Worship. |
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| Tasks | Who | When | Monitoring and Evaluation |
|--|--------------------|-------------|----------------------------|
| <ul style="list-style-type: none"> • SIAMS meetings to discuss the changes and prepare for inspection. | Staff Governors | Termly | Head Staff Governors |
| <ul style="list-style-type: none"> • Write new prayer and circulate amongst children and parents. | Governors Head | Autumn 2022 | Head Staff Governors |
| <ul style="list-style-type: none"> • Consolidate Christian Values and re-write school mission statement. | Governors | Autumn 2022 | Head Governors |

Headlines of evaluation

| | | |
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| <p>Autumn Consolidation of the 12 Christian values down to six over two years.</p> <p>Re-write and circulate new school prayer.</p> <p>Rewrite the school ethos.</p> <p>SIAMS meetings with staff and</p> <p>Governors in preparation of inspection.</p> | <p>Spring Child-lead Collective Worship.</p> <p>Daily acts of worship as routine.</p> <p>SIAMS readiness meetings.</p> | <p>Summer Child lead and daily acts of worship.</p> <p>SIAMS readiness meetings</p> |
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Personal Development and Well Being focused priority 2:

Alleviation of problems of toilets in the infants. Children to be consulted on how the playground should look and necessary improvements costed and implemented. Rejuvenation of EYFS area with new equipment and layout.

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| <p>Position statement / or key question</p> <ul style="list-style-type: none"> • The school has a large number of children • The new classroom has highlighted the need for new toilets which will be built. • Currently there is only 1 toilet for the upper KS2 girls. • The playground is a mess after the new classroom has been built. • There is a need to re-surface and re-mark the playground. • EYFS outdoor area needs revamping. | <p>Target/s</p> <ul style="list-style-type: none"> • To build a new toilet block adjacent to the new classroom. • Re – organise the EYFS space as a result of the new toilets. • Re-tarmac the playground and consult children in the markings that are to be put down. |
| <p>What will success look like?</p> <ul style="list-style-type: none"> • New toilets for the infant classroom • A newly covered playground with fresh markings. • A refreshed EYFS playground • A more satisfactory and manageable school environment • Happy parents • Happy children and happy staff. | <p>What will be different for children?</p> <ul style="list-style-type: none"> • A fully functioning and exciting new toilet block. • More opportunities to learn outside • More space and a calmer environment • A much tidier area for the children • New markings to encourage more play and interaction. |
| <p>Key people, including governors</p> <ul style="list-style-type: none"> • All staff • Governors • Children • Parents | <p>Funding and resources</p> <ul style="list-style-type: none"> • PTA • Formula capital • School budget |

| Tasks | Who | When | Monitoring and Evaluation |
|--|---------------------------|---------------------------------|--|
| <ul style="list-style-type: none"> • Building work completed | Contractors | Autumn 2022 | Head Building committee |
| <ul style="list-style-type: none"> • Implementation of new toilets | Staff children | Autumn 2022 | Head Building committee |
| <ul style="list-style-type: none"> • New playground surface and EYFS space | Contractors | Autumn/spring 2022/3 | Head Governors Children Parents |

Headlines of evaluation

| Autumn | Spring | Summer |
|---|--|---|
| Toilets completed and opened. Re-surfacing of playground Re-vamp of infant play area. Consultation on markings | New markings painted onto playground EYFS play area completed | Further improvements to be suggested |

Community focused priority 1:

To develop effective links with UK or overseas community.

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| <p>Position statement / or key question</p> <ul style="list-style-type: none"> • As part of the SIAMS inspection it has been recommended that school develops its links with an overseas school or one from a different locality to enable children to broaden their experiences. • Governors and members of staff have expressed a desire to help establish such links. • Possible foreign setting has also been highlighted. | <p>Target/s</p> <ul style="list-style-type: none"> • To collaborate with a school in contrasting locality. • To explore and establish setting up a link with an overseas school. • To discuss with consortium schools about their existing links. • To develop these links. |
| <p>What will success look like?</p> <ul style="list-style-type: none"> • Strong links with a UK or overseas school. • Children communicating with other children and experiencing their community. • Governors and parents being involved with link schools. | <p>What will be different for children?</p> <ul style="list-style-type: none"> • Strong links with a contrasting UK locality • Strong links with an overseas school. • More opportunities to use IT and other communication methods. • More project based learning. |
| <p>Key people, including governors</p> <ul style="list-style-type: none"> • Governors • Children • Staff | <p>Funding and resources</p> <ul style="list-style-type: none"> • Costs incurred when setting up links. • Updating of IT provision where needed. • Literature and possible inter school visits to see how things can work. |

| Tasks | Who | When | Monitoring and Evaluating |
|---|-------------------------------------|-----------------------|----------------------------------|
| <ul style="list-style-type: none"> • Communication with Consortium schools. | Head Children | By Spring 2023 | Head Governors |
| <ul style="list-style-type: none"> • Establish a UK link through contacts. | Staff Head Governors | Summer 2023 | Head |
| <ul style="list-style-type: none"> • Investigate an overseas link through Diocese or British Council. | Governors | Summer 2023 | Head |

Headlines of evaluation

| Autumn | Spring | Summer |
|--|-----------------------------|-----------------------------|
| Investigation of UK and Overseas links Contact with Consortium schools Inter – schools visits | Development of links | Development of links |

Community focused priority 2:

To support the new PTA committee in maintaining the school at the heart of the village community.

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| <p>Position statement / or key question</p> <ul style="list-style-type: none"> • To further develop the schools excellent links with the community in general. • Build upon the successes of the school in the local community • Support new committee in future fundraising and village events. | <p>Target/s</p> <ul style="list-style-type: none"> • Establish a relationship with village groups in general and ensure those links remain strong. • Open school up to any opportunity that may offer • Ensure school events take place regularly. • Utilise parental skills base in this promotion. • Support wider programme of activities. |
| <p>What will success look like?</p> <ul style="list-style-type: none"> • A regular programme of fundraising activities within school. • School representation on village and Heron Hall events. • More opportunities. • Broader and richer range of opportunities and experiences for the children. • Renewed focus for school as heart of the village. | <p>What will be different for children?</p> <ul style="list-style-type: none"> • More out of school events. • Possible further links outside of school with other organisations (AONB/ Milnthorpe/ Arnside etc.). • Stronger and higher profile presence for school within the Community. |
| <p>Key people, including governors</p> <ul style="list-style-type: none"> • PTA committee • Governors • Children/parents • Staff | <p>Funding and resources</p> <ul style="list-style-type: none"> • Time and commitment from parents and staff • Equipment • Venue hire |

| Tasks | Who | When | Monitoring and Evaluation |
|--|----------------------|----------------------------------|----------------------------------|
| <ul style="list-style-type: none"> • Establish a new PTA committee | PTA | Autumn 2022 | Head |
| <ul style="list-style-type: none"> • Plan and implement more events | PTA Staff | Ongoing | Head |
| <ul style="list-style-type: none"> • Attend village and Heron Hall meetings and assist where possible. | PTA Staff | Ongoing | Head |
| <ul style="list-style-type: none"> • Implement and devise a programme of activities. | PTA Staff | Autumn/Spring 2022/23 | Head |

Headlines of evaluation

| Autumn | Spring | Summer |
|---|--------------------|-------------------------------|
| Appoint new committee at PTA AGM | Promotion | Promotion |
| Devise new activities | Fundraising | Fundraising activities |
| Hold fundraising activities | | Review effectiveness |

The year at a glance

| | Focused priorities | Background priorities | Other important things |
|-----------------|---|--|---|
| Autumn 1 | <p>Implementation of new subject leaders and whole school approach to non-core subjects.</p> <p>Rolling out of new phonics scheme.</p> <p>New class teacher and SENDCO roles implemented.</p> <p>Assessments carried out and scrutinised.</p> <p>Staff training in Prevent, Safeguarding and Hygiene purchased.</p> <p>Review of policies and updating.</p> <p>Review of Prevent and Safeguarding needs.</p> <p>SIAMS preparation - ongoing</p> <p>Website to be updated when necessary</p> <p>Toilet works completed and tarmac laid.</p> <p>New PTA committee appointed and fundraising plan drawn up.</p> | <p>Training or CPD for staff in subject leadership of specific subjects.</p> <p>Children to be monitored and reviewed as and when needed.</p> <p>Updated policies to be uploaded to website.</p> <p>Online Safeguarding and Prevent duty training.</p> <p>Complete building.</p> <p>Enquire as to overseas link.</p> | <p>INSET</p> <p>Twinning</p> <p>Re-establishment of the whole school Collective Worship and village/local events</p> |

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| Autumn 2 | <p>Assessment review in all subjects to check all is working.</p> <p>Review of phonics scheme.</p> <p>Assessments carried out and scrutinised.</p> <p>Staff training completed.</p> <p>Building work completed.</p> <p>Parent and community events.</p> <p>Playground marking completed.</p> | <p>Looking at assessment and whether this is working.</p> <p>IEP reviews and SEND discussions.</p> | <p>Parents evenings</p> <p>Village Christmas events.</p> |
| Spring 1 | <p>Phonics to be monitored and assessed.</p> <p>Assessments carried out and scrutinised.</p> <p>Writing and spelling approach developed.</p> <p>Introduction of new assessments to be carried out half termly.</p> <p>Completion of toilets.</p> <p>Open new building.</p> <p>New links established.</p> | <p>Review of maths, literacy, science and RE assessment schemes.</p> <p>Policy review for the year.</p> | <p>Reviews.</p> <p>Parent feedback on website and Governor review.</p> |
| Spring 2 | <p>Review of phonics if necessary.</p> <p>Assessments carried out and scrutinised.</p> <p>IEP reviews.</p> | <p>Review and refine.</p> | <p>Parents' evenings.</p> |

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|-----------------|--|--|---|
| Summer 1 | <p>Phonics screening to take place. Assessments carried out and scrutinised.</p> <p>Writing approach to be focused in preparation for SATs.</p> <p>IEP reviews.</p> <p>Overseas link established.</p> | <p>Assessment and review.</p> | <p>Next steps for children.</p> |
| Summer 2 | <p>Review and refinement of assessments, including phonics.</p> <p>Review of staffing structure to ensure the best for the school.</p> <p>Advertising of new school support staff if necessary.</p> <p>Assessments carried out and scrutinised.</p> <p>Links with overseas schools established.</p> <p>PTA schedule completed.</p> | <p>Review of effectiveness of assessments.</p> <p>Full establishment of new playgrounds.</p> | <p>Reports and SATs feedback to parents.</p> <p>Analysis of SATs results.</p> |

Governing body planner

| Targets for this academic year | |
|---|---|
| Target: | Success criteria : |
| Establishment of new Chair of Governors | New Chair fully familiarised with school. |
| Appoint one new co-opted Governor | New appointment made |
| To establish and maintain the Governing body and integrate the new members of the Governing body. | New Governors to have roles and know their responsibilities and duties. |
| To further develop individual roles within the Governing Body, including monitoring and evaluation | All Governors understand the areas they are responsible for and are able to act as 'critical friends'. |
| All governors to undertake training whenever possible to update knowledge and skills | Extended knowledge will ensure the smooth and effective running of the school |
| To ensure all financial systems are fully compliant with requirements | Achievement of the Schools Financial Values Standard (SFVS) |
| Governors to take an active role in the fabric of the school. | Governors to visit lessons and have relative high profile within school. |
| Undertake Good Governance meetings when appropriate to tackle separate issues. | Governors to attend according to skills base. |
| Governors to begin thinking about SIAMS | Any training undertaken |

| Governing body year planner | | |
|------------------------------------|----------------------|----------------------------------|
| | Full GB | Good Governance Committee |
| Autumn | October 2022 | When required |
| Spring | February 2023 | When required |
| Summer | May 2023 | When required |

Thinking ahead

| | 2022 - 2023 | 2023 – 2024 |
|--|--|---|
| School improvement priorities | Develop Key Stage 1 Develop phonics Keep website and policies current Be Health and Safety ready through adequate training for all. SIAMS readiness | Develop maths and science SIAMS SEND provision Re-evaluation of sats, phonics, Year 4 tables, FSP. |
| Site and premises improvements | New toilets New playground surface and EYFS play area Plans for new conservatory Autumn 2022 Decorate Class 1 Autumn 2022 Decorate Class 3 Spring 2023 Decorate Class 4 Summer 2023 | Decorate cloakroom Autumn 2023 Decorate Entrance Spring 2024 Complete decorating summer 2024 Conservatory re-design 2024 Create servery 2024 New entrance area |
| Externals issues and influences | SEND cutbacks Budget Increasing role Neighbours | SIAMS |

Simon Brabant

Head teacher

11th October 2022