

Grimsargh St Michael's 2021 -2022 SIP Development Plan



SCHOOL IMPROVEMENT PRIORITIES	Current Situation/Critical Analysis	INTENT
<p>1. To support all children, in particular those identified by staff and parents/ carers, who require additional support (social, emotional and/ or academic) due to lost or restricted education during the COVID-19 lockdown.</p>	<ul style="list-style-type: none"> • During Lockdown 3 (January 5th to March 8th), we had between 29% -42% of children attend school as children of critical workers or identified as being 'vulnerable'. The majority of children attending school did so on a needs basis and thus did not attend school every day. Our focus for the return of all children, on March 8th, was to ensure they were 'happy and safe'. We continued with the existing pre-Covid nurture sessions (identified children in KS2) and added to these for children in reception and KS1- children were identified by parents/ carers or by staff as needing this additional nurture support. There were 25 children across KS2 accessing nurture pre-Covid and an additional 23 across EYFS and KS1 post-Covid, taking this to 48 children (23% of the school population). • We did not use tests to assess the children on their return to school. Teaching staff did however, use their teacher judgements to assess gaps in learning and used their assessments to inform planning. • At the end of the summer term, children in years 1-6 did complete formal tests. Summative results were, as we predicted, below what would be expected under 'normal' educational circumstances (see assessment analysis). • Teaching Assistant hours for those who were not working full-time, were increased to FT to ensure all classes had FT TA support each day. • Three Teaching Assistants and our English subject leader received training for the 'Lancashire Reading Partners' programme. 	<p>To ensure all children with gaps in learning, especially the basics in English and maths with regards academia, and with anxieties affecting their social and/ or emotional needs, caused by lost/ restricted education during lockdown, are supported in this recovery.</p>
<p>2. To develop a reading environment and reading culture across the school community.</p>	<p>It is vital that, as a school, we prioritise reading as a foundation for future learning. This 1-year SIP is part of a 3-year whole school reading development plan.</p> <ul style="list-style-type: none"> • Over the past 5 year, the school has not had consistent leadership, there have been 3 associate headteachers and the permanent head teacher was in and out of school due to ill health. As a result, there is now a new headteacher in post but there has also been considerable staff turnover and changes, as well as the restrictions to learning due to Covid19. 	<p>To encourage all children to be lifelong readers.</p>

	<ul style="list-style-type: none"> • The two library areas have become cluttered and mainly used for intervention activities. The books are outdated and the library areas are not inviting environments that encourage our children to read. • The school is lacking in that all-important reading culture that help shape our children to be lifelong readers. • There are inconsistencies to guided reading, home reading, provision and 1:1 reading throughout the school. Class libraries also need to be re-vamped to ensure the reading culture is evident throughout each classroom. • Due to no phonics screening checks taking place in July 2021, Year 2 children will need to be taught a programme of systematic and synthetic phonics during the autumn term of Year 2 to equip them with the knowledge and skills to pass the screening checks due to take place in Autumn Term 2. It is important that we ensure any children who did not pass the internal phonics screening check we carried out at the end of Year 1 are receiving extra, high-quality interventions to support their progress. • It is also important to identify children who, as a result of Covid19 interruptions to learning, have not met the expected standard for reading, are fully supported and receive extra, high-quality interventions. • No published data for EYFS/KS1 /KS2 for academic years 20/21. At the end of the summer term, children in years 1-6 did complete formal tests. Summative reading results were, as we predicted, below what would be expected under 'normal' educational circumstances (see assessment analysis), particularly in years 1-4. <p>Year 1: R: 47% Year 2: R: 67% Year 3: R: 47% Year 4: R: 60% Year 5: R: 84% Year 6: R: 83%</p>	
<p>3. To embed the children's understanding of diversity to ensure all children value uniqueness.</p>	<ul style="list-style-type: none"> • During our last SIAMs inspection (June 2019), it was identified that some children's understanding of diversity seems superficial. As a school, we focused on this during the 2019-2020 and 2020-2021 academic years, however Covid 19 restricted progress in this area. • During the Autumn Term of 2019, senior leaders gained an insight into the subject knowledge of teachers in this area. They audited current strengths and areas for development. Since September 2019, quality first teaching of RE and PSHE lessons became a focus. Teachers aimed to enhance, develop and 	<p>To ensure all children have a sound understanding of diversity, resulting in them valuing uniqueness in all aspects of their lives socially, morally, culturally and emotionally.</p>

	<p>deepen the children's understanding of diversity. Teaching staff, identified the children's understanding of diversity including faith, culture and ethnicity.</p> <ul style="list-style-type: none"> • The RE and Worship subject leader, aimed to provide time for the teachers also provided feedback to the senior leadership team on the current strengths, areas for development and what the children would like to learn about diversity, including other faiths, cultures and ethnic groups. Unfortunately, Covid 19 restricted the time available to fully complete this objective (see below). • Class teachers are beginning to personalise RE, PE and worship plans for their cohort, taking into account the children's requests about what they would like to learn about diversity (see below). • Senior leaders (SB and HS) cascaded information to teaching and non-teaching staff, to enable them to develop and deepen children's understanding of diversity. • HS planned to liaise with teaching staff regarding visits and visitors to further enhance the RE curriculum. Unfortunately, COVID 19 restrictions inhibited this, although we facilitated some very successful visits from a diverse range of backgrounds and ethnicities to support this objective (disability awareness and multi-cultural visitors to support the delivery of the RE curriculum). • We had two racist incidents in the summer term of 2021. Senior leaders are keen to monitor the children involved in the incidents and work with all children to minimise the chance of this happening again, via quality first teaching and our children truly valuing uniqueness. 	
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INTENT & IMPLEMENTATION			
	Critical Analysis/ Current Situation	Objective (INTENT)	Action (IMPLEMENTATION)
QUALITY OF EDUCATION	<p>End of year formal summative assessment results for years 1-6 show the negative impact of lost education due to the Covid pandemic- results were, as predicted, below what would be expected under 'normal' educational circumstances. Our year 5 and 6 cohorts achieved relatively well and not significantly below that expected.</p> <p>Teacher judgements in Early Years were below what would be expected in all areas.</p>	<p>To effectively deliver a well sequenced curriculum personalised to the needs of our children, so they know and can articulate why they are learning what they are learning and how it relates to the outside world.</p>	<p>Subject leaders to ensure their 'Progression' document enables children to build their knowledge and apply this knowledge as skills.</p> <p>Each year group's curriculum accounts for delays and gaps in learning that have arisen as a result of the Covid pandemic.</p> <p>All subject development plans reflect our SIP 2 and 3 with maths and English also reflecting on SIP 1 and a fidelity to a scheme and/ or pedagogical approach made clear.</p>

	<p>Progression documents completed for some subjects before lockdown but not all.</p> <p>No specific fidelities to schemes/ pedagogy or consistency across the school for any subject.</p> <p>New subject dev plan template for leaders to complete with a focus on key actions and links to our SIP.</p>		<p>CPD for staff to ensure teachers and teaching assistants have expert knowledge in the subjects they teach.</p> <p>SENCo to support teachers and teaching assistants in ensuring disadvantaged children as well as those with a SEN receive the support needed to enable them to access and be appropriately challenged by the curriculum.</p> <p>A statement of curriculum Intent, Implementation and Impact to be written and shared with all stakeholders- to include golden threads to run throughout all subjects.</p>
<p>IMPACT</p>	<ul style="list-style-type: none"> - Teachers and teaching assistants have received relevant CPD to ensure they are appropriately trained to teach and lead subjects effectively. We now have subject leaders in school, driving subjects forward rather than subject co-ordinators. SDPs reflected our SIP. - We now have a school shared vision for our curriculum which will focus around 5 'Golden threads' and 3 subject-specific 'Big Ideas'. We will now have consistency in teaching and learning with regards our vision. During staff meetings, we have pulled apart the NC to ensure progression in the subjects presented in key stages, to avoid unwanted repetition and to ensure there are no gaps in knowledge and skills. - 100% of year 2 children passed their phonics screening test in the autumn term 2021/22. 		
<p>BEHAVIOUR AND ATTITUDES</p>	<p>A new behaviour policy in place (March 2021).</p> <p>Lines of communication have been modernised- no longer include staffroom and office diaries and sign-in book. Now e-mail, Google calendar, InVentry electronic sign-in system, WhatsApp, Signal.</p> <p>A positive feeling evident in school, among staff and pupils, during lockdown 3 and on return of all pupils.</p>	<p>To create a safe, calm, orderly and positive environment which permeates into the behaviours and attitudes of all children.</p>	<p>Staff to feedback and share their main takeaways from the summer read- <i>'The Happiness Revolution'</i>.</p> <p>Implementation of our new Behaviour Policy.</p> <p>Clear and open lines of communication in place.</p> <p>SENCo and nurture leader to support children with a SEN as well as those deemed to be disadvantaged as necessary through small group and/ or 1:1 nurture sessions.</p>

	<p>Children do not enter or exit school quietly and not all move around school in a sensible manner.</p>		<p>Staff praise children for entering, exiting school and moving around school quietly and sensibly and pull up those who do not.</p>
<p>IMPACT</p>	<p>- Most staff following our school behaviour policy- a more consistent approach across the school.</p> <p><u>Parent voice</u> 70 Ofsted questionnaires were returned:</p> <ul style="list-style-type: none"> - 99% (69 responses) of parents/ carers agreed that their child feels safe at our school. - 96% of you agree/ strongly agree that your child is happy at our school - 90% of you agree/ strongly agree that our school makes sure pupils are well behaved - 71% of you feel your child has not been bullied; 75% (15/20) of you who feel their child has been bullied, agree/ strongly agree that we dealt with it quickly and effectively. <p>*I still feel some members of staff could follow the behaviour policy more closely and could work harder to ensure children enter/ exit school and move around school in a more sensible and calm manner.</p>		
<p>PERSONAL DEVELOPMENT</p>	<p>The main message given to all stakeholders on the children's return after lockdown, was that of 'happiness and safety'.</p> <p>Increased nurture provision to support children returning to school after lockdown. This will continue as needed into the autumn term 2021/22 and possibly beyond.</p> <p>Current staff and pupil lack of knowledge and understanding of Growth Mindset.</p> <p>Regular opportunities for children to worship during lockdown- separate key stage via 'Zoom'/ 'Google Meet' each Monday, class worship during the week and then celebration worship on Friday. Rev Neil led end of year key stage</p>	<p>To provide extensive opportunities, including how to build confidence and resilience, to support the personal development of all children as preparation for their adult lives.</p>	<p>Our GSM curriculum incorporates 'diversity' (SIP 3) and opportunities are provided for children to see and listen to people of different faiths, ages, with disabilities, race etc.</p> <p>Growth Mindset ethos evident throughout school, within policies and procedures, modelled and taught by all staff. Session to be delivered during staff inset (Weds 1st Sept 2021).</p> <p>As a school we will continue to focus on a Christian Value each half-term and ensure this is reflected within all weekly Worship planning and into the classroom.</p> <p>Provide opportunities for children to apply for positions of responsibility- for example: school council, Eco-council, sports council, Head Boy/ Girl.</p>

	<p>worship and will continue to support worship throughout the year.</p> <p>Roles of responsibility opportunities to be added to. School council and Eco council opportunities, formed pre-Covid, have been negatively affected by lockdowns and restrictions.</p> <p>Pre-Covid, sporting opportunities were available for children to represent school but these were limited. The aim this year and beyond is to maximise these opportunities and enter all competitions.</p> <p>New PSHE policy and procedures to be implemented.</p>		<p>Provide opportunities for children to let their lights shine- sport, including inter-school competitions, music (choir), including entering inter-school events, drama (school productions) and through supporting children deemed to be gifted and talented through out of school opportunities.</p> <p>PSHE is taught as directed by our new school policy and guidelines.</p>
<p>IMPACT</p>	<ul style="list-style-type: none"> - Many opportunities provided for children to develop as people. These include through staff providing appropriate challenge so children know what it is like to make mistakes and thus learn to be resilient and persevere. I know this because many of our certificates are awarded linked to these qualities. - We have had close to 50% of our children represent school this year in a competitive sporting event which we are incredibly proud of. We have enjoyed some wins but also some loses which again ensure the children feel what it is like to lose. - Our reception, year 1-4 children have all performed on stage in school/ St Michael's Church and year 5 as part of Sing Together. Year 6 will be performing on stage at the end of this academic year. Some of our children were afraid to stand up in front of an audience, but they all did, including one year 3 boy who has never done so before. - We appointed GSM's first ever head boy/ girl and deputies. They have represented school at various school and community events- parents' evening, prospective parent/ carer 'show rounds', induction evening, picnic on the park being some of them. They have had to interact with adults and speak in front of audiences- we have seen them grow in confidence. They have also shared that before starting in these roles, they would have been too nervous to stand in front of adults to talk- great personal growth. - Children who have needed additional nurture support, have received this on either a 1:1 or small group basis. Our nurture lead, Morgan Walwin-Holm, has led these sessions (every afternoon) and when possible makes sure they are bespoke to the needs of the child/ children attending. - 87% of parents/ carers agree/ strongly agree that we support their child's wider personal development (I was disappointed with this response from the parent/ carer Ofsted Questionnaire more than any other!) 		

<p>LEADERSHIP AND MANAGEMENT</p>	<p>Significant recent changes in leadership and staffing. New HT as of January 1st 2021. DHT recently moved on so the acting DHT will continue in this role throughout 2021/22. The Chair of Gov left role mid 2020/21 and is yet to be replaced.</p> <p>As of January 2021, 4 new teachers started, including 3 NQTs (one staff member retired, 2 on mat leave and one off having a significant operation). Another staff member returned from mat leave in Jan and another was with school on longer term supply. From Sept 2021, 2 members of staff will remain on mat leave. One to return autumn 2nd half-term; the other to return towards the end of autumn 2.</p> <p>Changes to subject leadership as of 2021/22 although English and maths to remain as previous.</p> <p>No Pupil Premium action plan in place for 2020/21.</p> <p>No parental engagement during Covid due to restrictions.</p> <p>Engaged with Optional LSIP.</p>	<p>Leaders to ensure the education we provide has a positive impact on all our children.</p>	<p>Support all staff to effectively lead the areas of the curriculum they have responsibility for- ensure they have the necessary training through external and/or internal CPD, through a supportive monitoring process and through an open- door policy to support and guide.</p> <p>Create a positive and supportive environment within school in which all staff feel valued- through regular and clear communication, a supportive monitoring process, being proactive in ways to reduce workload while increasing effectiveness and an open- door policy.</p> <p>Create new and clear Governor roles within school- subject and class links; areas to oversee (for example: website compliancy).</p> <p>Ensure budgets for Pupil Premium and School PE & Sport Premium are planned for and spent effectively.</p> <p>Ensure all staff are effectively trained to ensure a culture of Safeguarding within school.</p> <p>Effective Safeguarding systems and procedures in place, understood and used accurately by all staff to ensure all children are protected.</p> <p>Re-engage parental support.</p> <p>Outcomes of OLSIP to be shared although difficult to draw comparisons between schools at this particular time in education post Covid.</p>
<p>IMPACT</p>	<p>We have:</p>		

- a more stable staff team with DHT soon to be in post which enables us to drive our vision
- a 'team' rather than a group of people working together- ensures staff work together effectively to deliver the best possible school experience
- subject 'leaders', who have received recent and relevant CPD to ensure leadership rather than simply 'co-ordination';
- a curriculum with golden threads and big ideas bespoke to our school and what we believe our children need;
- a focus towards ensuring we develop the 'whole child' rather than narrowing the curriculum for the benefits of English and maths and year 6 SATs;
- new and clear governor roles/ responsibilities which will ensure Gov are aware of subject developments and in turn provide additional focus and support for subject leaders
- 93% of parents/ carers agree/ strongly agree that their child does well at our school

EARLY YEARS

New class teacher in EY (since Jan 2021)- an NQT.

NQT entitlement being met- HT as mentor.

£1,029 spent on CPD including relevant training around the new EYFS Framework.

An external mentor put in place by our school advisor.

Experienced teaching assistant to continue in reception class.

To ensure the curriculum meets the needs of the children and supports their ability to know and remember more.

The Early Years curriculum meets the needs of all children, including those with a SEN.

Sequencing and progression in the 7 areas of learning is clear and enables children to build their knowledge and apply this knowledge as skills.

The class teacher ensures children know and can articulate why they are learning what they are learning and how it relates to the world outside.

Staff to develop children's love of reading through reading aloud and telling stories and rhymes; by teaching children to read using synthetic phonics; by actively promoting reading at home, ensuring that books match the children's phonic knowledge.

Effectively use formative assessment to shape teaching and learning experiences without requiring prolonged breaks from interaction with children or excessive paperwork.

CPD for the class teacher and teaching assistants to ensure they have expert EY knowledge.

SENCo to support the class teacher and teaching assistants to ensure disadvantaged children as well

			<p>as those with a SEN receive the support needed to enable them to access and be appropriately challenged by the curriculum.</p> <p>Staff engage with the 'Mastering Number' Maths Hub programme.</p>
<p>IMPACT</p>	<p>Comments from MT, school advisor, after spending time in EYFS with the team:</p> <p><i>'From the discussions and learning walk, the teacher can confidently articulate the intent, implementation and impact of the Early Years curriculum. She clearly knows the children well as a result of a thorough and appropriate base-line assessment and is planning to meet their individual needs. This includes meeting the needs of very able pupils for whom phonics sessions, in particular, have to be adapted to ensure challenge and inclusion. The provision, indoor and outdoor, is thoughtfully and purposefully resourced to meet the needs of the cohort. Thank you. It was a privilege and pleasure to have an opportunity to carry out this discussion and learning walk. Thank you also for sharing with me the assessment tracking sheets that you have designed, so that these can be shared to support other practitioners.'</i></p> <ul style="list-style-type: none"> - A significant amount of CPD for the class teacher to ensure she is able to effectively lead EY; the teaching assistant has also received relevant CPD 		
<p>CHRISTIAN LIFE and RE</p>	<p>Close links between church and Reverend Neil Salt continued throughout 2020-2021 despite Covid 19 restrictions.</p> <p>New RE and Worship subject leader (HS) due to previous RE and Worship leader being on maternity leave.</p> <p>RE and Worship leader worked closely with Reverend Neil Salt to plan worship throughout the year and ensure continuity through lockdowns (During lockdown- separate key stage via 'Zoom' / 'Google Meet' each Monday, class worship during the week and then celebration worship on Friday. Rev Neil led worship for the key Christian festivals</p>	<p>To further develop links with our church community, Diocesan advisors and members of other faith communities to ensure that all children have access to high quality religious education enabling them to grow in faith and develop their understanding of diversity to ensure that all children value uniqueness.</p>	<p>All children benefit from the expertise of the clergy, experience faith in action in our church and wider community and that all pupils are able to access the RE curriculum. Positive feedback from staff and children regarding improvements in worship. HS attending Diocesan Training in June 2022, Developing Excellent Worship to develop further. More children involved in worship in church, whole school, key stage and class. Children and families supported a range of charities. Supporting Ukrainian families (our global neighbours through prayer, reflection and donating supplies was a great success story. HC provided feedback to the whole school so the children understand the impact of their efforts.</p> <p>Strong links between SB, HS and Reverend Neil.</p>

Harvest, St Michael's Day, Advent, Christmas, Lent, Easter, Ascension and Pentecost plus end of year key stage worship. He will continue to support worship throughout the year.

Headteacher (SB) RE and Worship leader (HS) worked closely with our Diocesan Advisor to ensure that teaching RE objectives linked to diversity (see above) and ensure that the school is moving forwards.

Changes in staffing (senior leaders, teachers and non-teaching staff) therefore update training required on teaching and assessing RE using Questful RE or new RE resources (due to be published September 2021), the Big Frieze and supporting resources.

Changes in staffing (senior leaders, teachers and non-teaching staff) therefore update training required on worship and reflection areas.

Wider range of visits and visitors (diversity) to support the curriculum and make learning real.

New HT and new RE lead accessed/ will continue to access Diocesan training and SIAMS training, cascade to staff, support the implementation of new initiatives and monitor the impact. HT and new RE lead to continue to access support from our Diocesan advisor to support whole school development in RE and worship.

RE and worship leader to continue to seek support from the Diocese and work closely with Reverend Neil to plan worship, provide support for teaching staff and monitor the impact of worship, ensuring that when appropriate SIP objective 3 is incorporated into worship.

See whole school SIP priority 3 document and RE improvement plan for detail

RE/ worship leader to provide an opportunity for parents/ guardians to receive information about ways to support their child in understanding diversity to ensure that all children value uniqueness. 2022 via SEN forum Target to continue next year

Information night/ outside visit from Adult Education provider and/or Diocesan advisor in school.

RE/ worship lead to attend training and cascade information to staff (teaching and non-teaching staff) to further improve the delivery of the RE curriculum and improve standards.

RE/ worship lead to deliver training/ allocate funding to enable class teachers to develop their reflection areas to further improve the quality of RE and worship in school. RE/ worship lead to purchase new resources for reflection areas in the entrance hall and hall.

<p>IMPACT</p>	<p>Strong links with Reverend Neil (worship, leading worship, supporting families, supporting staff members, fully informed re SIP priorities and involved in resourcing/ supporting school in achieving targets). September 2021 HS cascaded SDP for RE to teaching staff during staff meeting. September 2021 HS cascaded Picture News in Church Schools to teaching staff during staff meeting Good feedback about Harvest and St Michael's Day Service in church (Children leading- readings Y6, poetry Y1, prayers Y6, Y3 and Y1 (written by chdn Y3, Y1), Y2 shared thoughts on St Michael and the impact he has on our lives today during St Michael's Day service at church). Community links- pupils contributed to Angel Festival at church, parents, guardians, family members and friends joined us at church for whole school worship. Contributed donations of food/ produce Harvest- distributed to those in need in the parish. Contributed to Bishop's Harvest Appeal Diversity workshops 30th September 2021 to launch SDP priority- positive feedback, parents informed via newsletter (HS to showcase via website and Instagram) October 3rd SB and HS met with Jo Snape from Diocese SIP priorities discussed Jo Snape to deliver training for teaching staff on using Questful RE and Understanding Christianity December 2021 HS now sourced contact to purchase cloths for worship tables (C Garner Diocese Awaiting phone call- missed each other October 4th) Staff meeting. Teachers purchased resources for worship tables 18.10.21. Worship areas rejuvenated. Moved worship table in the hall so easier for children to interact with it. Training all booked in. Purchase 9 x worship table cloths in each liturgical colour- supplier now sourced via Blackburn Diocese (x10 now as two worship tables in the hall). Y2 whole school worship (Bible Society) Diversity/ supporting our global neighbours ' loving your neighbour as yourself and do to others as they do to you.' (Donations to enable others to learn to read and learn more about God).</p>		
<p>PREMISES MANAGEMENT</p>	<p>There is a painting rota for school each summer. However, this summer specific places, aside from the rota, have been identified to be painted to support the instalment of the wall graphics and libraries.</p> <p>The two libraries (one on KS1 and one in KS2) overtime have seemingly turned more into intervention spaces than libraries.</p> <p>School grounds are overgrown, including the two woven willow structures, the outside classroom is being assessed for rot and may need ripping out, the raised</p>	<p>Ensure premises are in good repair and are a suitable, safe and stimulating learning environment for staff and pupils to work in.</p>	<p>Display boards to be removed, re-plaster where needed and paint of walls. Wall graphics to be fitted (23rd August 2021)</p> <p>Electrical points to move into hall corridor, display boards removed, re-plastered and painted. Computer area to be moved from the library into the hall corridor. Two new libraries to be fitted (24th August 2021)</p> <p>Quotes to be received for the outdoor classroom and the raised planter. The two woven willow structures to be maintained twice yearly. The RE and Worship leader to look into developing the 'God's Wonderful Creation' area.</p>

	<p>planters are rotten and need replacing, some trees have been identified as needing to be pulled down and the 'God's Wonderful Creation' area needs attention.</p> <p>The EYFS outdoor area needs developing to ensure more effective outdoor provision. Staff have been spending their own money to develop over the past few years.</p> <p>Due to Covid we've had a deep clean at the end of each term.</p> <p>The gate at the back of school and outside year 6 can be opened from inside school grounds and so is not safe. Three KS2 classes make their way through this gate and another (off the staff carpark) to gather on the playground as part of the Fire Procedures. The first gate is unsafe and the second needs a code entering to get onto the playground.</p> <p>Weak WiFi outside of the school building.</p> <p>Hall walls and floor affected by the leaking hall roof (fixed June/ July 2021).</p>		<p>Site Supervisor to incorporate relevant grounds work within daily/ weekly items.</p> <p>EYFS class teacher and teaching assistant to work alongside our school advisor to plan and develop an improved outdoor area.</p> <p>Two gates to be linked to the fire alarm- when sounded both will release to allow children and staff to safely pass through.</p> <p>Connection point to be installed on the outside of the building to ensure strong WiFi speed- needed during our fire alarm evacuation procedures.</p> <p>Contingency remaining to address the hall floor and walls.</p>
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IMPACT

- Our school grounds are now fully secure- all gates are now either locked with a coded padlock or require a code to be entered. Gates used to support a safe, quick fire- exit are now linked up to the fire alarm and release on activation.
- New site supervisors appointed and new cleaning company- works around school are completed in a much quicker time.
- Two new libraries installed and books purchased- children spend time reading in our school libraries which they were not doing previously.
- Wall graphics also installed to promote a reading culture and to add to our stimulating learning environments.
- Extensive works to be carried out over the summer, including playground re-surfacing (safer space to play), drainage on the school field (increased access), new 'God's Creation' area structure and water-tight roof



(provide children with a space to relax and reflect during break and lunch time in particular) and new outdoor gym equipment to be installed (further opportunities to improve physical health and fitness).