

# Grimsargh St Michael's C of E Primary School



*Let your light shine before people so that they may see your good works and glorify your Father in heaven (Matthew 5: v.16)*

Inspiring, believing and achieving in our loving Christian community

## **Headteacher's Report** **Autumn Term 2022/23 (October)**

Welcome to the autumn term report.

### **Leadership and Management**

#### **Context of the school**

Grimsargh St Michael's is a one form entry primary school with 208 pupils on roll, of which 111 are boys and 97 are girls. The proportion of pupils from minority ethnic groups is well below average as is the proportion of pupils whose first language is not English (5 pupils). A below-average proportion of pupils have a special educational need (17 children) and a below-average proportion have an Educational Health Care Plan (4 children). The proportion of pupils supported through the pupil premium is below average (23 children). The pupil premium is funding for those pupils who are known to be eligible for free school meals (14 children), children from service families (3 children) and those children that are looked after, including those post looked after (8 children post looked after/ special guardianship order).

\*2 FSM children are also post looked after

<b>Numbers on Roll</b>	<b>Rec</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>	<b>Total</b>
Autumn	30	30	29	30	29	30	30	208
Spring								
Summer								

#### **Mobility**

##### 2021/22

Inward (pupils who joined late after 30<sup>th</sup> September in year R): 11

Lancashire average: 31.7

Outward (pupils present on Jan Census 2021 but NOT in school on Jan Census 2022): 5

Lancashire average: 8.1

##### 2022/23

Pupil in year 5 did not return in September- moved to a new school

Pupils in years 2 and 4 left in September- moved to a new school closer to home

## **Safeguarding and Child Protection**

- Stuart Booth, Headteacher, is the Designated Safeguarding Lead.
- Helen Smith, deputy headteacher and SENCo, is the school's deputy Designated Safeguarding Lead.
- DSLs attended Designated Safeguarding Lead training (8<sup>th</sup> July 2021).
- Safer Recruitment Training- headteacher (Nov 2020); deputy headteacher (Sept 22).
- Prevent Training- headteacher and deputy headteacher (Sept 22)
- All school staff received Level 1/Level 2 Safeguarding and Child Protection Training- Sept 22. New staff receive this as part of their induction.
- Online Safety training delivered, to all school staff, by Rob Musker, teaching and learning consultant, on 2<sup>nd</sup> September 2022.
- CPOMS (Child Protection Online Management System) used to record all safeguarding and child protection concerns. All teaching assistants have received in-house CPOMS training from the school SENCo.
- Emma Threlfall (year 1 class teacher) is our Computing and Online Safety leader. Emma met with Rob Musker, (Teaching and Learning Consultant for Computing including Online Safety) to develop our Computing Curriculum.
- Online Safety has a regular segment in our weekly school newsletter.
- Our school website contains a 'Safety' tab which includes information to support parents/ carers in all areas linked to safeguarding and especially online safety.
- The '360 degree safe online safety self-review' tool is currently being used, section at a time, at the start of each staff meeting to generate and support our school action plan.
- 'National Online Safety' (NOS) used as a platform for all CPD and guidance for all school stakeholders.
- Filtering and virus protection is carried out via Netsweeper and Sophos AV, the school has control of assignments and filtering policies, excluding categories that are deemed inappropriate by default.

## **Children's Services/ Social Care**

### **Referrals to DSL**

No referrals to the DSL since the last on 19<sup>th</sup> March 22

## Attendance

2022/23

Attendance	Current Attendance	Authorised Absence	Unauthorised Absence
Autumn (208 pupils)			
Spring			
Summer			

2021/22

Attendance	Groups	Attendance	Authorised Absence	Unauthorised Absence
<b>Autumn</b>	School (208)	<b>96.8</b>	3.1	0.1
	Boys (115)	97.1	2.75	0.15
	Girls (93)	96.5	3.48	0.02
	FSM (16)	97.6	2.4	0.0
	EAL (3)	98.6	0.93	0.47
	PP (25)	97.05	2.95	0
	SEN (18)	96.65	3.35	0
<b>Spring</b>	School (209)	<b>94.3</b>	5.6	0.1
	Boys (115)	94.4	5.5	0.1
	Girls (94)	94.1	5.8	0.1
	FSM (16)	93.2	6.7	0.1
	EAL (3)	97.9	2.1	0
	PP (25)	93.6	6.2	0.2
	SEN (18)	95.1	4.9	0
<b>Summer</b>	School (211)	<b>96.7</b>	2.65	0.65
	Boys (116)	97.1	2.49	0.41
	Girls (95)	96.3	2.79	0.91
	FSM (16)	97.8	1.57	0.63
	EAL (5)	97.9	2.1	0
	PP (25)	97.7	1.77	0.53
	SEN (18)	96	4	0
<b>OVERALL</b>	<b>School</b>	<b>95.9%</b>		

We aim for a minimum attendance of 96.4%, as stated in our school Attendance Policy.

## School Priorities for Improvement 2022/23

<b>Priority 1: Curriculum</b>	To 'implement' our new GSM mastery curriculum in all year groups and for all pupils.
<b>Priority 2: Reading</b>	To develop a rich reading environment, with deeper vocabulary understanding, that supports children progress in reading and writing across the school community
<b>Priority 3: Diversity</b>	To further embed the children's understanding of diversity to ensure all children value uniqueness.

### Priorities (linked to Ofsted Framework)

- **QUALITY OF EDUCATION:** See SIPs 1 and 2
- **BEHAVIOUR AND ATTITUDES:** To create a safe, calm, orderly and positive environment which permeates into the behaviours and attitudes of all children.
- **PERSONAL DEVELOPMENT:** To support and provide opportunities for our pupils to become confident members of our school and society.
- **LEADERSHIP AND MANAGEMENT:** Subject leaders to ensure our implementation statement is reflected through their subject across school.
- **EARLY YEARS:** Review of outdoor environment to facilitate easier and safer management.

### Additional School Improvement Priorities

- **CHRISTIAN LIFE AND RE:** See SIP 3
- **PREMISES MANAGEMENT:** Provide pupils with a safe and stimulating outdoor environment.

### Performance Management

- All class teachers and school business manager had their appraisal with the headteacher before the October half-term.
- All teaching assistants will have an appraisal again this autumn term.
- The school admin officer will have an appraisal with the school business manager.
- HT appraisal completed

## Subject Development Plan Priorities

<b>Subject</b>	<b>Leader</b>	<b>INTENT</b>	<b>Link Governor</b>
<b>English</b>	Lucy Cross	To develop a rich reading environment, with deeper vocabulary understanding, that supports children progress in reading and writing across the school community.	Greg Lindley
<b>Maths</b>	Penny Todd	Allow children to acquire a deep and meaningful knowledge that will prepare them for life beyond school.	Will Clarke
<b>RE</b>	Helen Smith	To ensure that our RE syllabus reflects our vision, with children developing an understanding of our big ideas for RE (empathise, reflect and react) and a better understanding of different faiths, valuing uniqueness.	Reverend Neil
<b>PSHE</b>	Lucy Cross	To boost the profile of PSHE in line with our school golden threads.	Greg Lindley
<b>Science</b>	Alison Loughran	To continue to ensure that learning within science is made as real as possible (authentic) and that the curriculum is adjusted to enable pupils to build up their knowledge of key scientific skills and concepts, being particularly mindful of outcomes for children with SEND and their access to the curriculum, without barriers linked to reading and writing or other.	Jonny Galbraith
<b>PE</b>	Terry Brooks	See 'Evidencing the Impact of the Primary PE & Sport Premium document	Will Clarke
<b>History</b>	Hannah Coupe	To ensure progression of historical knowledge and embedding knowledge through a concept driven curriculum.	Sarah Locker
<b>Geography</b>	Hannah Coupe	To ensure progression of geographical knowledge and embedding knowledge from EY to Year 6.	Sarah Locker
<b>Art &amp; Design</b>	Hannah Lemmings	To provide opportunities to celebrate talents, share skills, build resilience and learn collaboratively, creatively and responsibly.	Tessa Fryer
<b>Design &amp; Technology</b>	Alison Loughran	Pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and other's needs, wants and values.	Tessa Fryer
<b>Music</b>	Hannah Lemmings	To develop links within the community, particularly regarding musical performances.	Tessa Fryer
<b>MFL-French</b>	Rebecca Slattery	To ensure that learning within French is embedded in the three Big Ideas for French, phonics, grammar and communication.	Neil Maudsley
<b>Computing</b>	Emma Threlfall	To enable children to be confident in the use of equipment, software and safe use of the internet, via progressive work on online safety.	Jonny Galbraith
<b>SEN</b>	Helen Smith	To ensure that SEN provision incorporates our five golden threads, meets the needs of all children on our SEN register and the systems and procedures are child friendly.	Wayne Bretherton

### Staff List

<b>Senior Leadership Team</b>	Mr Stuart Booth Miss Helen Smith Miss Lucy Cross Mrs Lindsay Garner	Headteacher Deputy Headteacher/ KS1 Leader KS2 Leader School Business Manager
<b>Reception</b>	Miss Hannah Lemmings Miss Melissa Begbie Mrs Jennie Lock Miss Morgan Walwin-Holm	Class teacher Teaching assistant Teaching assistant (Mon/ Tues mornings) Teaching assistant (Weds/ Thurs afternoons)
<b>Year 1</b>	Miss Emma Threlfall Mrs Jacky Costas-Walker Mrs Jennie Lock	Class teacher Teaching assistant (Mon/ Tues) Teaching assistant (Weds/ Thurs/ Fri)
<b>Year 2</b>	Mrs Hannah Coupe Mrs Helen Hemmings <b>To be appointed</b>	Class teacher Teaching assistant <b>Teaching assistant (mornings only)</b>
<b>Year 3</b>	Mrs Penny Todd Mrs Rebecca Slattery Mrs Marie Coar	Class teacher Class teacher (Thurs) Teaching assistant
<b>Year 4</b>	Mr Terry Brooks Mrs Joanne Rutherford	Class teacher Teaching assistant (mornings)
<b>Year 5</b>	Miss Erin Reeve Mr Ben Fletcher	Class teacher Teaching assistant (mornings)
<b>Year 6</b>	Miss Lucy Cross Mrs Sharon Wane Mrs Kerry Giddins	Class teacher Teaching assistant Teaching assistant (1:2 support- mornings)
	Miss Morgan Walwin-Holm	Learning Mentor pm
	Mrs Lindsay Garner & Mrs Elspeth Towers	Office staff
	Mrs Sharon Wane & Miss Morgan Walwin-Holm	Site supervisor
	Mrs Sarah Hall, Mrs Debbie Oxley & Mrs Diane Singleton	Kitchen staff

- New year 1 class teacher appointed on Wednesday 19<sup>th</sup> October- Jan 23 start
- New teaching assistant appointed to provide additional support in year 2 (mornings only)

## SEN

SEN	Pupils with additional provision	EHCP	Total
Spring (2021/22)	17	4	21
Summer (2021/22)	20	4	24
Autumn (2022/23)	17	4	21

- 9.95% of children are on the SEND Register. This is slightly below both Lancashire averages (10.3%) and national averages (12.1%).
- 4 children in school have Education Health Care Plans (EHCP). This is below Lancashire averages (3.4%) and national averages 3.3%.

To ensure we meet all children's needs, children have the following support:

- Behaviour Improvement Plans
- Individual Education Plans
- Learning Plans
- Additional nurture support from our school learning mentor
- Support from specialist teachers, speech and language therapists, counsellors, educational psychologists, CAMHS, Cancer Help, Key, the Children and Family Wellbeing service and Child Action North West.
- Staff from other outside agencies provides extra support, guidance, and plans/activities for teaching and non-teaching staff to use with specific children during extra provision time.

All staff use CPOMs to log incidents and access information. Mr Fletcher attended EAL training in the Summer term. We have six children in school who speak English as an additional language. Mr Fletcher gained an insight into how to assess the needs of EAL children, improve quality first teaching and monitor progress. Miss Smith and Mr Fletcher will cascade this information to both teaching and non-teaching staff and improve provision for our children who speak English as an additional language during the second half of the Autumn term. Mrs Hemmings will attend the training this year.

Delays in speech and language development in the early years can be a barrier to learning, therefore, Miss Smith will screen our reception children, to gauge which children require support in this area. Miss Lemmings and Miss Begbie will then plan speech and language intervention accordingly. During the second half of the Autumn term, Miss Smith and Miss Begbie will deliver internal CPD for teaching assistants to enable them to provide better speech and language intervention for individuals or groups of children in key stage one, using either the WELLCOMM or Talk Boost materials.

Our learning mentor, Miss Walwin-Holm continues to work with groups and individuals in our nurture room. She is currently enrolled on ELSA training and by the end of this academic year, she will be a fully qualified Emotional Literacy Support Assistant. The ELSA training is an educational psychology led intervention for promoting the emotional wellbeing of children and young people. Miss Walwin-Holm supports our children with anger/ social emotional and mental health targets. She works closely with Miss Smith, attending regular TAF meetings by sharing her first-hand knowledge of the children, further strengthening relationships with the families of our vulnerable children, children on the SEN register or those who attend nurture groups. She also prepares materials to support the targets on learning plans so both teachers and parents have access to materials for extra intervention.

Councillors from Vine House are currently working alongside Miss Smith, supporting a bereaved family. The children are benefitting from bereavement counselling and Art therapy sessions from Cancer Help. Miss Smith hosts regular TAF meetings to support this family.

Monitoring the progress of our SEN children is ongoing. During a recent staff meeting Miss Smith met with each class teacher, to discuss the nature and frequency of interventions in place for each child on our SEN register. This information is updated each term on a spreadsheet that is shared with staff. We use the information from the meetings alongside internal assessment data, to gauge the impact of the interventions over time and refine our provision accordingly. In July 2022, class teachers worked closely with the teaching assistants and evaluated the targets on the IEPs, to facilitate a smooth transition into the next class/ school.

Miss Smith (SENCO) and Miss Cross liaised with the SENCOs at St Cecelia’s, Longridge High and Archbishop Temple to facilitate a smooth transition to high school for the Year 6 children either on our SEN register and/ or vulnerable children. Vicky Shaw from Rainbow Wood nursery met with Miss Smith and Miss Lemmings, to discuss the needs of some of our reception class new starters and aid a smooth transition to school.

Lancashire Better Reading partners is up and running and children on the program will benefit from intensive reading support. Mrs Todd is working with Mrs Coar and Mrs Wane to implement maths intervention in key stage 2.

Miss Smith continues to build on the success of the half termly SEN forums to provide opportunities for parents of children with SEN to be kept informed about developments in SEN and provide opportunities to pose questions about SEND within school and network. During the second half of the Summer term, Miss Smith shared information with parents about managing transition. The focus will be on attachment and speech and language intervention during the SEN forums in the Autumn term. In addition to the half termly SEN forum, Mr Booth and Miss Smith are hosting a behaviour forum.

Our specialist inclusion teacher, Lynne Crook, worked with us until the end of September 2022. From January 2023 our specialist teacher support will be provided by Amira Helm, from Strive Send. Amira will work with Miss Smith, the teachers, teaching assistants, children and/or parents, for three hours each fortnight. Amira will assess pupils, support staff and also, when necessary, offer advice to the parents regarding assessments, reports and/ or strategies. Miss Smith is currently purchasing a range of resources to assess our SEND children, to enable her to assess the children herself, formulate the learning plans and refine/ improve the way in which we utilise the support from the specialist teacher.

Miss Smith updated the SEN policy and this is on our website. This requires further amendments, since the change in our specialist teacher provision.

## **Finance**

The 2022/2023 budget was set in March 2022 with an anticipated forecast balance in March 23 of £73,975.

<b>Financial Information</b>	<b>Expenditure on target</b>	<b>Anticipated level of balance-year end</b>
Autumn	No	£52,279
Spring		
Summer		

The final outturn figure for 2021/2022 is £107,009. The 2022/2023 budget has been set with an in-year deficit of £33,034 which together with the carried forward figure of £107,009 makes an anticipated level of balance of £73,975. This figure will increase as there has been some misunderstanding with some SEN funding whereby an E4 funding was reduced to E1. This is in the process of being corrected and we are expecting a credit of approximately £10,000.

The estimated brought forward temporarily increased to £81,178 when the SEN correction was applied. Since this time, the anticipated staff pay awards and increase in fuel has been applied to the budget and this has

reduced the estimated carried forward to £52,279. These are significant variances and governors are aware of the impact on the current and future budgets.

## Quality of Education

- Through discussion with our pupils via the ‘Teaching & Learning Pupil Voice’, they tell us that they enjoy learning and relish the wider opportunities, such as having visitors in class/ school, going on educational visits, including to St Michael’s Church and local walks, opportunities to represent school sports teams as well as other memorable experiences. Our school intent is to ensure such experiences are part of what we offer to all children at Grimsargh St Michael’s and our teachers are focused on ensuring this is part of the planning process.
- **93% of parents at least ‘agree’ that their child does well at our school** (Ofsted Questionnaire- 6<sup>th</sup> May 2022)
- Data from 2018/19 (pre- pandemic) showed positive ‘value added’ in all three areas- reading, writing and mathematics.
- Pupils achieved significantly above national average in all reading, writing, maths, combined and in GPS at both the ‘expected’ and ‘higher’ standards at KS2.

### 2018/19

Key Stage 2	Expected standard + National	Expected standard + School	Higher standard National	Higher standard School	Value Added	Average scaled score
Reading	73	85	27	39	<b>1.2</b>	108
Writing	78	89	20	50	<b>2.4</b>	
Mathematics	79	92	27	39	<b>1.3</b>	108
Combined	65	81	11	27		
GPS	78	85	36	46		109

### 2021/22

Key Stage 2	Expected standard + National	Expected standard + School	Higher standard National	Higher standard School	Value Added	Scaled score National	Scaled score School
Reading	74	94	28	61	<b>1.7</b>	105	109
Writing	69	90	13	35	<b>1.9</b>		
Mathematics	71	94	22	52	<b>2.3</b>	104	109
Combined	59	87	7	35			
GPS	72	97	28	52		105	109

### 2021/22

Key Stage 1	Expected standard + National	Expected standard + School	Higher standard National	Higher standard School
Reading	67	77	18	27
Writing	58	66	8	13
Mathematics	68	77	15	7
Combined		60		3

- 100% of year 2 pupils passed the phonics screening in Nov 21 (National 87%).
- 77% of year 1 pupils passed the phonics screening in June 22 (National 75%)
- 70% of reception pupils achieved a GLD (Good Level of Development).

Our Grimsargh St Michael's Curriculum Rationale, Intent, Implementation and Impact statements can be found on our school website.

### **Continued Professional Development (CPD)**

Our 2022/23 (financial year) budget is £5,000. To date, we have spent £4,707 (94%). This includes a significant amount on the whole staff Red Rose Phonics training (£790) and on preparation for deputy headteacher training for Helen Smith (£398) as well as on whole staff Online Safety training (£495). In total, we have 15 training courses booked for the remainder of this academic year, including all relevant assessment training linked to statutory assessments.

We continue to engage with the National Maths Hub- 'Mastering Number' programme (reception, year 1 and year 2); 'Mastery Readiness' programme in which Penny Todd and Terry Brooks attend training sessions and disseminate to staff.

Morgan Walwin-Holm has attended 3 of 6 days of ELSA (Emotional Literacy Support Assistant) training. This is extensive training at a cost of £625. Morgan would be required to attend four supervision sessions with an EP during the two terms after the 6-day training. ELSAs are teaching assistants who have had special training from Educational Psychologists (EPs) to support the emotional development of children and young people in school. ELSAs have regular professional supervision from educational psychologists to help them in their work. The ELSA training is designed to build the capacity in schools to support the emotional needs of their pupils from within their own resources. It recognises that children learn better and are happier in school if their emotional needs are also addressed.

Our teaching assistants continue to receive half termly in-house CPD, delivered by our teaching staff. Further external CPD has also been accessed- they are encouraged to keep abreast of training that meets their role requirements and needs.

## **Behaviour and Attitudes**

We believe the behaviour of children at our school to be excellent. Children follow our school rules as well as those set within their own classrooms. When behaviour is not deemed appropriate, it is dealt with in-line with our school behaviour policy. Children who display more challenging behaviour have their own individual behaviour system, as advised by specialists, to support positive behaviour.

### **Exclusions**

#### 2021/22

- 3 separate exclusions (0.5 days, 1.5 days, 2.5 days) for a year 3 pupil with behavioural needs.
- 1 exclusion (1.5 days) for a pupil in year 4
- 1 exclusion (1.5 days) for a pupil in year 4

#### 2022/23

No exclusions to date

### **Racist incidents**

#### 2021/22

No reported racist incidents

#### 2022/23

No racist incidents to date

## **IMPACT**

- **90% of parents at least 'agree' that our school makes sure pupils are well behaved** (Ofsted Questionnaire- May 6th 2022).
- Our online system (CPOMS) indicates that staff follow our school behaviour policy and related consequences- identified through added incident logs.
- Records from CPOMS show that we do have some incidents of poor behaviour and accusations of bullying but these are all dealt with quickly, consistently, effectively and in line with the relevant policy.
- Significant improvements in the year 4 pupil's behaviour- increased time spent in the classroom and less incidents of poor behaviour, including the significant outbursts that were regularly seen prior to the appointment of our learning mentor and organisation of his support team.
- Staff report a more positive feeling in school and more of a team spirit than has been apparent in previous years.
- Increased attendance for identified pupils following communication with parents/ carers.

## **Personal Development**

### **IMPACT**

- **96% of parents at least 'agree' that their child is happy at our school**  
**87% of parents at least 'agree' that our school supports their child's wider personal development-**  
4/9 'don't know' (Ofsted Questionnaire- 6<sup>th</sup> May 2022)
- Reduction in September 2021, of the number of pupils identified as requiring additional nurture since the return to school after Lockdown 3 in March 2021.
- Staff clear in their delivery of PSHE and HRE and parents/ carers clear in what education in these areas, that their child is receiving.
- 50% of all our pupils represented school in competitive sporting competitions during the 2021/22 academic year.
- Many confident children happy to read in whole school worship and during major Christian Festivals at St Michel's Church. Children in reception and years 1 and 2 perform on stage as part of their Christmas Nativities, year 3 and 4 pupils at Easter and year 5 and 6 pupils at the end of the year.
- Children in reception class made excellent progress towards the PSED Early Learning Goals. At the end of the year, 93% were assessed as being on track to achieve for 'Self-Regulation', 90% for 'Managing Self' and 93% for building relationships. These all increased from the baseline assessments completed in September.

### **Educational Visits- since my previous HT report**

<b>Date</b>	<b>Year</b>	<b>Visit</b>	<b>Focus</b>
7.09.22-09.09.22	6	Borwick Hall Residential	PE- Outdoor and Adventurous Activities
21.09.22	2	Eureka	Animals (including humans)- growth and staying healthy
28.09.22	3	Tatton Park	History- Stone Age
05.10.22	R	Little Lancashire Village	Roles in the community

## Early Years Foundation Stage

- We have 30 children in our reception class, with a class teacher and a full-time teaching assistant.
- The Reception Baseline Assessment (RBA) was completed in September 2022.
- Phonics is taught to all children as soon as they arrive in September.
- Historically, children have entered our school working above the age-related expectation when baseline assessments have been carried out.
- On the 10/12/21, our school advisor spent time in reception and with Miss Lemmings, class teacher. Feedback from our school advisor included, *'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'*.

Further feedback from the visit included, *'A thorough baseline assessment has been carried out which is now accurately informing curriculum planning to meet the various needs of the children. The baseline assessment incorporates the statutory baseline assessment, as well as a thorough school readiness baseline assessment which the teacher has designed, based on Development Matters. Key termly milestones have also been identified to enable ongoing assessment which will facilitate monitoring and evaluation of progress for all children. Targeted, daily interventions are taking place for those children who are not meeting age related expectations. This is reflected in the well-planned provision which provides learning experiences across the seven education programmes.*

*The well-planned provision, indoor and outdoor, provides appropriately targeted learning experiences across the seven education programmes.*

- Our school advisor took away the assessment tracking sheets, as designed by our reception class teacher, so that they can be shared to support other practitioners.
- Parents have shared positive feedback about their child's education in reception.
- The behaviour of our reception children, in and around school is excellent.

## Premises Management

- Unfortunately, our LCVAP bid in for the flat roofs (KS1 corridor) was unsuccessful and will now be considered in the next round of bids.
- Parkinson Builders completed the following works over the school summer holidays:
  - Re-tarmacked half of the playground- this included removing the curb.
  - Improved the 'God's Creation Area' structure- now water tight.
  - Removed the island in the Computing Suite and laid a wood effect vinyl floor.
  - Laid a new path to the nursery building and installed a new fence to outline said path.
  - Removed only 1 of 3 walls in the reception outdoor area, as agreed.
  - Installed a new fence to separate our reception outdoor area with the nursery equivalent.

The following works were not complete:

- Drainage on the school field next to the path near to the outdoor classroom- we are in the process of including this with the flat roofs bid for this round of LCVAP bids.
- Installation of a new roof on the outdoor classroom- this has now been completed but by FRS Roofing Services.
- Wooden sleepers around the activity net- this has now been completed by FRS.

- Premier Play Solutions installed 9 pieces of outdoor gym equipment and an outdoor table tennis table on our playground over the school summer holidays.
- The year 1 classroom, the nurture room and the Computing Suite were painted over the summer holidays.