

# **Brinkworth Earl Danby's C of E Primary School**



## **SCHOOL IMPROVEMENT PLAN September 2021**

Due to Covid-19 restrictions some aspects of the SIP may be delayed or adjusted to meet the latest guidance from the Government and LA. This will be constantly reviewed and updated as and when required.



**Believe to Achieve! “*Roots will grow down into God’s love and keep us strong*” EPH 3:17**

At Brinkworth Earl Danby’s we aim to provide a secure, happy and stimulating learning environment in which EVERYONE is valued, spiritual growth is nurtured and potential maximised.

We believe as a community that each child can reach their vocational potential. We believe each child is of unique worth made in the image of God. We believe in each child being the best that they can be and finding their place in the world.

We believe in

- A child’s potential
- Being part of a community
- Being the best you can be

Our Christian values of friendship, trust, respect, courage, perseverance, and thankfulness help us build a firm foundation, enabling us to grow into strong people building a better world.

**Summary of Ofsted April 2015 – Good:  
Short Inspection December 2019**

**Strengths**

- Pupils generally learn well in all subjects and achieve at or above national standards
- Teachers have strong subject knowledge and use this to plan interesting lessons for the pupils. They provide clear explanations and question pupils carefully to help them learn.
- Pupils feel safe and secure because of robust procedures for ensuring good standards of care.
- Pupils are well behaved, polite, responsible and hardworking. The school has a caring ethos.
- Senior leaders, managers and governors have made effective and consistent changes to improve the quality of teaching and the levels of pupils’ progress. They are keen to develop this further.
- The school’s ethos helps pupils to develop a strong moral compass. The pupils develop a good understanding of different cultures and religions.

**Area for development**

- The quality of teaching is not strong enough to promote overall outstanding progress by the pupils.
- The quality of teaching and the consequent progress of children in the early year’s provision, in the reception class, requires improvement.
- Outcomes for disadvantaged pupils and those with special educational needs are inconsistent. While the majority of these pupils achieve well, the performance of some pupils does not always match that of other pupils in the school.
- The school’s plans to improve feedback between pupils and staff are new and have not yet been implemented fully, and so are not having enough impact.

**Summary of SIAMS March 2020**

**Strengths**

- The headteacher & leadership team have created a vision which is promoting an aspirational, vibrant Christian learning community enabling every member to flourish.
- Collective worship promotes the vision very effectively by enabling everyone to reflect on their behaviour and attitudes thereby placing it at the heart of the life of the school.

**Areas to improve**

- Building upon the shared staff understanding of spiritual development, enhance the way in which it is explored and promoted, so that it is consistently developed in a progressive way across the whole curriculum.
- Enable pupils to think at national and global level on issues of injustice and inequality so that they are motivated to act as courageous advocates and engage in social action projects.
- Widen opportunities for pupils to develop a greater understanding of a range of faiths and ways of living in order to further explore difference and diversity.

<b>Area for Improvement 1 – To ensure that the children in EYFS make consistently strong progress across all areas of learning (Early Years Provision)</b>			
<b>Priority target: All children to make at least expected progress or more in each area of development across the year.</b>			
<b>Success Criteria - Achievement</b>			
<ul style="list-style-type: none"> <li>Teaching is consistently good or better – use of triangulated judgements</li> <li>Progress is consistently strong in all areas of learning – achieve GLOD in line with national</li> <li>Children leave EYFS at least in line with national or above (GLOD – 2018 – School 84%, National 71.7% ) (Literacy 84.2%, Numbers 85%, PSED 93%) (GLOD – 2019 – School 84%, National 71.7% ) (Literacy 84%, Number 84%, PSED 89%) 2021 School 86%</li> <li>Clear planning to ensure child initiated play enables all pupils to be exposed to challenging learning opportunities</li> <li>Oracy is given high priority to ensure that spoken language is not a barrier to learning</li> <li>The second year of the Bristol Standard next cycle will be submitted &amp; achieved</li> <li>Pupils are year 1 ready by the end of their Foundation stage year</li> </ul>			
<b>Monitoring</b> <b>Who</b>  <b>How and When</b>	<p>Link governor for EYFS will meet 3 times a year with the Lead Persons to discuss progress made against the actions by monitoring that detailed actions have taken place in a timely and effective manner; and note any changes to the action plan for area 1.</p> <p>A record of the discussions will be made to the Education Development &amp; Safeguarding committee in term 4, and 6.</p>	<b>Evaluation</b> <b>Who</b>  <b>How and When</b>	<p>Education Development &amp; Safeguarding Committee will meet with LH / SC 2 times a year to receive a report on evidence of progress against the success criteria at the end of term 4 and 6; then provide a summary report to governors at the FGB in term 4 and 6.</p>
<b>External Validation</b>	LA SIA	<b>External School</b>	
<b>Lead Person</b>	HT/ EYFS lead (SC)	<b>Others involved</b>	Subject Leader for English (SC), Maths (CF), Education Development & Safeguarding Committee Governors

Action		Start date	End date	Resources Needed	Cost to School	Evaluation
<b>1.1</b>	Ensure the pupils are year 1 ready in writing through <ul style="list-style-type: none"> <li>• Correct pencil grip</li> <li>• Secure letter formation</li> <li>• Good presentation</li> <li>• Modelled teaching of skills</li> <li>• Early writing skills are taught</li> <li>• Challenging learning opportunities</li> </ul>	Sept 21	Ongoing	Class teacher, HT at pupil progress meetings	£50 – writing aids	
<b>1.2</b>	Ensure the pupils are year 1 ready in reading by being <ul style="list-style-type: none"> <li>• Secure within phonics phase 3 and working within phonics phase 4</li> <li>• Understanding the difference between letters/words/sentences</li> <li>• Able to blend/ segment</li> <li>• Red band book level or higher</li> </ul>	Sept 21	Ongoing	Class teacher, HT at pupil progress meetings		
<b>1.3</b>	Raise the attainment of writing in line with the EYFS curriculum, provide challenging learning opportunities for all children Raising expectations of staff and pupils	September 2021	Ongoing	Class teacher & HT at pupil progress meetings & EYFS meetings	£150 supply costs	
<b>1.4</b>	Continue monitoring all disadvantaged learners <ul style="list-style-type: none"> <li>• Progress</li> <li>• Attainment</li> <li>• Interventions</li> <li>• TA deployment</li> <li>• Equality of opportunity</li> </ul>	September 2021	Ongoing		None	
<b>1.5</b>	Use baseline assessment to support planning & raise expectations	September February July 2021/22	Ongoing	Teacher time	None	

1.6	EYFS leader to meet regularly with EYFS teacher to review planning, assessment & data <ul style="list-style-type: none"> <li>• Review planning against EYFS profile</li> <li>• Monitor class teaching regularly</li> <li>• Ensure quality first teaching</li> <li>• Increased interaction with pupils</li> </ul>	Termly 2021 - 2022 October December February April May July		FS teacher time/ EYFS leader	None	
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<b>1.7</b>	Achieve second year of the new cycle for the Bristol Standard <ul style="list-style-type: none"> <li>Portfolio of evidence</li> </ul>	January 2021	3 year project	FS teacher time	Supply costs	
<b>1.8</b>	Gradually increase teaching time & focus time more towards expectations for year 1 with more independent learning (particularly in English and maths)	September 2021	ongoing	FS teacher time/ EYFS leader	None	
<b>1.9</b>	Continue to increase liaison between Early Years providers and school to aid transition and share good practice.	Term 1/2 onwards		FS teacher time	Possible supply costs	
<b>1.10</b>	Monitoring of books and reading by HT/ DHT to ensure high quality presentation, letter formation	November March July	Ongoing	Head Teacher time SIA time	None	
<b>1.11</b>	Support the introduction of maths mastery CPD for Can Do Maths	Term 2	Ongoing	EYFS teacher Maths SL Headteacher	SDM time	
<b>1.12</b>	Staff training for new guidance <ul style="list-style-type: none"> <li>National College</li> <li>LA</li> <li>SL networks</li> </ul>	Term 1	Ongoing	EYFS teachers EYFS Leader Headteacher	Supply costs	
<b>1.13</b>	The new baseline assessment is delivered	Term 1		EYFS teachers Headteacher	None	
<b>1.14</b>	Internal assessment through observation is recorded	Term 1	Ongoing	EYFS teachers	None	
<b>1.15</b>	The new phonics SSP is <ul style="list-style-type: none"> <li>Taught daily</li> <li>Cued articulation is introduced</li> </ul>	Term 2/3	Ongoing	EYFS teachers	New scheme costs – unknown (04.10.21)	

**Area for Improvement 2 – Teaching: To continue to improve the quality of Education for all pupils**

*Key entitlement is to high-quality teaching and learning that enables all children to make good progress to reach or exceed national expectations*

**Priority Targets:**

**To continue to provide quality first teaching through blended and child centered learning**

**To provide a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.**

**Success Criteria**

- The delivery of the curriculum is consistent regardless of whether children are learning at home or in school
- Teachers have high expectations of all pupils and teaching is consistently effective in challenging the vast majority of pupils and contributing to their outstanding progress
- A very large majority of all pupils achieve expected progress or above in all year groups
- Teaching is stimulating & children are engaged & enthusiastic.
- Pupils acquire knowledge effectively and learn well
- Teaching is effective and promotes learning across the curriculum range. Teachers have good subject knowledge
- Work is presented to a very high standard and handwriting reflects the school’s agreed approach
- Reading is rigorously taught
- Writing is taught across the curriculum. Misconceptions are identified
- Maths mastery and problem solving is taught across all classes. Misconceptions are identified
- The curriculum meets the needs of all pupils
- The new Systematic Synthetic Phonics programme is agreed and implemented
- The diversity of our country is explored for understanding and respect
- Subject Leaders are fully understanding of their curriculum across both sites and stages.

<p><b>Monitoring</b></p> <p><b>Who</b></p> <p><b>How and When</b></p>	<p>Link Governors will meet three times a year with the Lead Persons to discuss progress made against the actions by monitoring that detailed actions have taken place in a timely and effective manner; and note any changes to the action plan</p>	<p><b>Evaluation</b></p> <p><b>Who</b></p> <p><b>How and When</b></p>	<p>Maths/English link Governors will meet with the Head to receive a report on evidence of progress against the success criteria in at the end of term 3, and 6; then provide a summary report to governors at the FGB in term 1, 3 &amp; 6.</p>
<p><b>Lead Person</b></p>	<p>HT</p>	<p><b>Others involved</b></p>	<p>All class teachers, subject leaders, DHT, senior leaders</p>



External Validation		LA SIA	Other External Validation		Ofsted, LA moderation	
Action		Start date	End date	Resources Needed	Cost to School	Evaluation
<b>2.1</b>	<p><b><i>In Class Recovery Provision</i></b>  Staff to identify where children are and plan for filling the gaps.  Staff to continue to remove gaps in learning for all pupils in reading/ writing &amp; maths through catch up/ TA interventions/ teacher interventions</p> <p>Interventions are monitored for impact</p>	Term 1	End of Term 6	Recovery Curriculum Maths Recovery Phonics, Reading, writing		
<b>2.2</b>	<p><b><i>Expectations</i></b>  <b><i>All teaching staff (including TAs)</i></b>  Staff continue to use the Cornerstones Curriculum  Staff plan using the curriculum format using the cross curricular approach  Staff use Cornerstones assessment to track their pupils.  English &amp; Maths planning including assessment to identify gaps in learning</p>	September 2021	Ongoing	PPA time Staff meetings INSET as needed	£1000 resources	
<b>2.3</b>	Staff to continue to monitor and analyse the data for their subject area across the school.	December 2021 March 2022 July 2022	ongoing	Subject lead release time	Supply costs	
<b>2.4</b>	Keep up to date with current initiatives across the curriculum along with current LA guidance – all subjects	Terms 1 & 2	ongoing	Subject lead release time SDM	None	
<b>2.5</b>	Follow the assessment schedule and use assessments to better inform future planning and provision	Term 2 Term 4 Term 6	ongoing	PPA time	None (PPA already in budget)	

<b>2.6</b>	Continue to develop quality feedback and dialogue marking across English and Maths	September 2021	ongoing	Teacher time	None	
<b>2.7</b>	Implement the new phonics scheme for FS-Y3 Purchase more decodable reading books to run alongside the new SSP Evaluate at the end of term 6	Term 3  Term 6		Staff meetings English SL time	Costs associated with the new phonics scheme	
<b>2.8</b>	Carry out moderation internally and externally <ul style="list-style-type: none"> <li>• Class</li> <li>• Key stage</li> <li>• Subject</li> <li>• Cluster moderation (Hobbes &amp; Malmesbury cluster groups)</li> <li>• End of Key Stage</li> </ul>	Term 4		Staff meetings Cluster meetings	Supply costs	
<b>2.9</b>	Further develop the RSE curriculum <ul style="list-style-type: none"> <li>• Relationships and Sex Education Policy (RSE)</li> </ul> Ensure staff use SCARF resources for planning Staff to access further SCARF training as needed.	Term 1 Term 5/6	ongoing	PSHE time/ SLT/ all stakeholders		
<b>2.10</b>	Continue to monitor and review data and interventions for DL pupils, particularly following lockdown <ul style="list-style-type: none"> <li>• Appropriate interventions</li> <li>• Progress made</li> <li>• Attainment</li> <li>• Compare results against National/ LA</li> <li>• TA deployment</li> </ul>	End of terms 2, 4, 6		SL time		
<b>2.11</b>	Ensure all SEND documentation completed & ensure all staff understand their requirements as class teachers	Termly	ongoing	PPA time Teacher time Liaison with Headteacher (SENCO)		

				Pupil progress meetings		
<b>2.12</b>	Performance Management is completed for <ul style="list-style-type: none"> <li>Teaching staff</li> <li>All support staff</li> </ul>	October 31 <sup>st</sup> for teaching staff November 31 <sup>st</sup> for HT 3 <sup>rd</sup> – 5 <sup>th</sup> November for support staff		Time with HT/DHT (Teachers & TA's) SIA & governor time (HT)	Supply time as needed	
<b>2.13</b>	Review the learning needs of staff in IT to ensure there is a good subject knowledge.	Term 2/3		SL time		
<b>2.14</b>	Continue to develop maths mastery across the school <ul style="list-style-type: none"> <li>Review 'Can Do' maths</li> </ul>	Term 1	Ongoing	Maths SL (LS) Maths SL (US) Headteacher		
<b>2.15</b>	Cornerstones curriculum is adapted to create a curriculum that meets the needs of our children	Term 1	Ongoing	Class teachers	PPA time	
CPD Staff meetings and INSET to cover CPD: TD Day Child Protection, Fire Safety Data & Targets Subject Leadership Cornerstones curriculum/ BED Curriculum Computing SEND, DL						

**Area for Improvement 3 – Personal Development, Behaviour and Welfare : Continuing to improve all aspects of personal development, behaviour and safeguarding practices**

*Key entitlement is to high-quality safeguarding practices and excellent behaviour for learning*

**Priority Target: Behaviour & safeguarding is outstanding**

**Success Criteria**

- All statutory requirements for Safeguarding are met
- Approval of risk assessments for both sites are ratified
- All statutory policies are in place
- Personal development continues
- All designated safeguarding leads to have attended appropriate training
- All staff and governors know their responsibilities under KCSIE September 2021
- Communication & record keeping procedures are kept up to date
- Children have an opportunity for an individualized curriculum offer utilizing after school activities/ sport/trips
- *As required: All statutory requirements following covid 19 government and LA guidance are met*

<b>Monitoring</b>		Lead governors will meet three times per year with the Lead Persons to discuss progress.  A record of discussions will be made to the curriculum committee in terms 4 and 6.	<b>Evaluation</b>	Committees will evaluate work presented by HT and other staff 3 times per year through reports and policy updates. To be evaluated against success criteria at the end of terms 4 and 6.		
<b>Lead Person</b>		<b>HT</b>	<b>Others involved</b>	SLT, parents, community stakeholders		
<b>Action</b>		<b>Start Date</b>	<b>End Date</b>	<b>Resources Needed</b>	<b>Cost to School</b>	<b>Evaluation</b>
<b>3.1</b>	All designated safeguarding leads <ul style="list-style-type: none"> <li>• to have attended appropriate training</li> <li>• to continue to record all training attended in line with recommended LA protocols</li> <li>• Additional DDSL's trained to support DSL &amp; DDSL</li> </ul>	September 2021	ongoing	LA updates for HT & DHT	Supply costs for DHT	
<b>3.2</b>	Review the following policies, ratify with governors, involve/ inform staff & other stakeholders, update website	September 2021	ongoing	HT time EDS time FPP time	None	

	<ul style="list-style-type: none"> <li>• Health &amp; Safety</li> <li>• Child Protection</li> <li>• E Safety (in line with KCSIE Sept 2021)</li> <li>• Accessibility</li> <li>• Medical Needs</li> <li>• Social media</li> <li>• Code of conduct</li> <li>• Staff behaviour</li> </ul>					
<b>3.3</b>	<i>When Required: Ensure full compliance of H&amp;S needs taking into account covid 19 guidance. Ensure all Covid – 19 risk assessments are regularly reviewed to follow current government guidance</i>	September 2021	ongoing			
<b>3.4</b>	<i>When Required: Ensure staff understand the procedures for reporting any safeguarding concerns following lockdown</i>	September 2021	ongoing			
<b>3.5</b>	All pupils are able to take part in an external visit <ul style="list-style-type: none"> <li>• Class trips</li> <li>• Whole school trips</li> <li>• Hobbes Alliance activities ( if possible)</li> </ul>	September 2021	ongoing	Staff organisation Admin support	none	
<b>3.6</b>	All pupils can represent the school in a sporting activity during their time at Brinkworth Earl Danby's School	September 2021	ongoing	Staff organisation Admin support	Travel costs (Sports Premium Grant)	
<b>3.7</b>	Variety of After School Clubs investigated to offer pupils a wider offer <ul style="list-style-type: none"> <li>• Coding</li> <li>• Art</li> <li>• Drama</li> <li>• Design Technology</li> <li>• Languages</li> </ul>	Term 3		Staff time Parent volunteers	New resources	

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Training Needs 2021 - 2022

Headteacher – CP training (advanced) updates

DDSL – single agency training

Staff –CP refresher, H&S update, Fire training, asthma, epilepsy & epi pen training

Governors – CP training (for relevant governors)

<p><b>Area for Improvement 4 - Leadership and Management of the school: Further develop the school as a professional learning community</b>  Key entitlement is that school leadership promotes leadership of learning that impacts on pupil progress and attainment</p>			
<p><b>Priority Target: To ensure leadership and management of the school is effective and leads to further sustainable improvements in attainment and particularly rates of progress</b></p>			
<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>• Pupil progress meetings are embedded into the school cycle.</li> <li>• Link governors meet three times per year with their Subject leaders and have a good understanding of their subject area</li> <li>• All staff understand and make every effort to ‘close the gap’ for all disadvantaged groups and SEND pupils</li> <li>• Understand the impact of SEND &amp; Disadvantaged learners interventions</li> <li>• Continue with parental &amp; community engagement</li> <li>• Ensure good communication across the school</li> <li>• Staff wellbeing is supportive for all members of the school community</li> </ul> <p><b>As required – Covid 19</b></p> <ul style="list-style-type: none"> <li>• SLT &amp; governors are fully conversant with the guidance following Covid-19</li> </ul>			
<p><b>Monitoring</b></p> <p><b>Who</b></p> <p><b>How and When</b></p>	<p>Governor(s) on Education Development Safeguarding Committee will meet 2 times a year with the Lead Persons to discuss progress made against the actions by monitoring the detailed actions have taken place in a timely and effective manner; and note any changes to the action plan.</p>	<p><b>Evaluation</b></p> <p><b>Who</b></p> <p><b>How and When</b></p>	<p>Education development committee will meet with the Head and DHT to receive a report on evidence of progress against the success criteria in at the end of term 2, and 6; then provide a summary report to governors at the FGB in 2021/2022 term 2 and 6.</p>
<p><b>Lead Person</b></p>	<p>HT/DHT</p>	<p><b>Others involved</b></p>	<p>All teaching staff, SLT</p>
<p><b>External Validation</b></p>	<p>SIA</p>		

Action		Start date	End date	Resources Needed	Cost to School	Evaluation
4.1	Pupil progress meetings are embedded throughout the school – include discussion regarding all disadvantaged pupils & SEND	Term1 Term 3 Term 5		Planning meeting between HT and class teacher 3 times per year	PE costs	
4.2	Subject leadership information is shared by staff on both sites. SL are able to explain and understand attainment and progress throughout the school for their subject	September January May	ongoing	Staff meetings	Termly SL time – ½ day supply	
4.3	<b>Parents:</b> Build on good communications with parents <ul style="list-style-type: none"> <li>• School newsletters</li> <li>• Class newsletters</li> <li>• regular telephone calls</li> <li>• Class emails</li> <li>• Class assemblies recorded &amp; put on website</li> <li>• Information evenings Phonics &amp; early reading Maths</li> <li>• Reports – interim &amp; end of year</li> <li>• Parents evenings held twice over the school year</li> <li>• Update news and photos on website</li> </ul>	September 2021	Ongoing	Class assemblies booked onto the calendar throughout the year when able Questionnaire, printing & analysis Curriculum evenings organised by staff – when able  Dates are booked in advance and put on the calendar/ communicated to parents	Admin time	
4.4	<b>Governors</b> Governor training as required/ requested <b>All governors</b>	September 2021	Ongoing	Governors able to attend training		



4.5	Governor Improvement Plan is updated	September/October 2021		Governor time	None	
4.6	Continue to monitor provision and progress of Pupil premium children. <ul style="list-style-type: none"> <li>Data and monitoring information is kept routinely across the school and by each class teacher</li> <li>Funding is spent appropriately for the pupils who need it.</li> <li>Impact of appropriate interventions monitored through pupil progress meetings</li> <li>Regular updating of the schools pupil premium tracker</li> </ul>	September 2021	ongoing	Staff meetings and pupil progress meetings. HT/SBM	None	
4.7	Update the monitoring system for SEND children <ul style="list-style-type: none"> <li>Staff are better aware of their role in collating data &amp; information</li> <li>Data and monitoring information is kept routinely across the school</li> <li>Funding is spent appropriately for the pupils who need it.</li> <li>TA's are used to support pupils and carry out interventions</li> <li>Impact of appropriate interventions monitored</li> <li>Regular updating of SEND tab on PP tracker</li> <li>Regular updating of information on SIMS/Pupil Information drive</li> </ul>	November 2021	ongoing	Staff meetings and pupil progress meetings. HT & DHT time. SBM	None	
4.8	Dependent on data available Monitor progress and attainment across the school – throughout the year and at the end of the year using a variety of measures:	September 2021	ongoing	Staff meetings	None	

	<ul style="list-style-type: none"> <li>• Baseline assessment</li> <li>• KS1&amp; KS2 SATs</li> <li>• Phonics screening tests/ assessments</li> <li>• Cornerstones assessment</li> <li>• Spelling &amp; reading ages</li> </ul> <p>Compare with local and national data</p> <ul style="list-style-type: none"> <li>• Fischer Family Trust</li> <li>• Mosaic data</li> <li>• ASP</li> <li>• LA data on perspective</li> </ul>					
<b>4.9</b>	<p>Book Scrutiny –</p> <ul style="list-style-type: none"> <li>• Progression</li> <li>• Presentation</li> <li>• Marking (dependent on covid-19 restrictions)</li> </ul>	<p>October 2021 February 2022 April 2022 June 2022</p>	ongoing	HT & DHT time Staff meetings	None	
<b>4.10</b>	<p>Support staff to meet statutory expectations</p> <ul style="list-style-type: none"> <li>• Staff Meetings</li> <li>• SL updates</li> <li>• Training in house</li> <li>• Training – external</li> </ul>	Terms 1	ongoing	HT, SLT & SL time Staff meetings Governor time		
<b>4.11</b>	<p>Maths Mastery is developed across the school Action plan created following CPD Staff supported on this journey</p>	Term 2	Ongoing	HT Maths SL (LS) Maths SL (US)	Can Do Maths (£614)	
<b>4.12</b>	<p>New Phonics scheme is introduced following decision in October</p>	Term 2		English SL (LS) English SL (US) HT	Costs associated with the new scheme	
<b>4.13</b>	<p>Spelling scheme is agreed and introduced throughout the school</p> <ul style="list-style-type: none"> <li>• Daily lessons – agreed with staff</li> <li>• Groups of words agreed</li> <li>• Homework agreed</li> </ul>	Term 2/3		English SL (LS) English SL (US) Headteacher	Costs associated with the new scheme	

<b>4.14</b>	New statutory EYFS guidance followed in EYFS	Term 1	Ongoing	EYFS teachers EYFS Leader Headteacher	Training costs	
<b>4.15</b>	New assessment is introduced to reflect the guidance <ul style="list-style-type: none"> <li>• Baseline assessment by October 20<sup>th</sup>.</li> <li>• Internal baseline</li> </ul>	Term 1	Ongoing	EYFS teachers EYFS Leader Headteacher	Training costs	
<b>4.16</b>	Subject Leader Action Plans are regularly reviewed	T1 T2 T3 T4 T5 T6		Subject Leaders Headteacher	Termly ½ day costs c.£4000)	
<b>4.17</b>	All staff are trained to use CPOMS (Child Protection/ wellbeing/pastoral method of recording concerns)	T1				

<b>Area for Improvement 5 - Premises of the school: Further develop the school to support the wellbeing of children, staff and the community</b>						
Key entitlement is that school leadership promotes leadership of learning that impacts on pupil progress and attainment						
<b>Priority Target: To ensure both sites remain compliant &amp; welcoming to all, enabling a positive working atmosphere.</b>						
<b>Success Criteria</b>						
<ul style="list-style-type: none"> <li>• Both sites remain compliant</li> <li>• Upgrade 'jobs' are costed/ quoted for &amp; completed</li> <li>• School improvement premises projects are planned for, budgeted, costed/ quoted &amp; completed or postponed with supporting explanation</li> </ul>						
<b>Monitoring</b>	Governor(s) on Finance, People, Premises committee will meet 3 times a year with the Lead Persons to discuss progress made against the actions by monitoring that detailed actions have taken place in a timely and effective manner; and note any changes to the action plan.			<b>Evaluation</b>	Education development & safeguarding committee will meet with the Head and DHT to receive a report on evidence of progress against the success criteria in at the end of term 2, and 6; then provide a summary report to governors at the FGB in 2019/20 term 2 and 6.	
<b>Who</b>				<b>Who</b>		
<b>How and When</b>				<b>How and When</b>		
<b>Lead Person</b>	HT/SBM			<b>Others involved</b>	All teaching staff, SLT	
<b>External Validation</b>	SIA					
<b>Action</b>		<b>Start date</b>	<b>End date</b>	<b>Resources Needed</b>	<b>Estimated Cost to School</b>	<b>Evaluation</b>
	Forest School Provision – LS & US <ul style="list-style-type: none"> <li>• TSHE/ PE/EYFS staff to meet to discuss plans</li> <li>• Plans drawn up and costed</li> <li>• Pond Area LS</li> <li>• Pond Area US (Jubilee reopen June 22)</li> </ul>	T1	ongoing	Pond levelling Wooden pergola	£2,500	
	Voip (Must change by 2023) Replacement of existing phone system with one on site integrated VOIP solution which is ISDN switch off ready	Easter or Summer 2022	Before switch off in 2023	Quotes New hardware Installation Guarantees	£3,500	

	<p>Reflection Garden – LS</p> <ul style="list-style-type: none"> <li>• Bench to commemorate Mrs Oldland</li> <li>• Create reflection space for wellbeing</li> </ul>	Spring 2022	Spring 2022	Finalised quotes from landscape gardener	£5000 (£1528 school capital/ £2472 MACT/ £500 BEDSA)	
	<p>LED lighting (ongoing project)</p> <ul style="list-style-type: none"> <li>• Oak class</li> <li>• Admin office LS</li> <li>• LS Heads Office</li> <li>• SBM’s Office</li> <li>• Rowan &amp; Birch</li> <li>• Central area</li> <li>• Admin office US</li> </ul>	<p>October 2021</p> <p>Spring 2022</p>			<p>£1600</p> <p>£1000 (£1971 capital/ £750 school budget)</p>	
	Photocopiers (new lease required, bring both sites in line contractually)	December 21	Jan 2022		c. £200 per quarter	
	Playground Markings -LS	October 2021	November 21		£1600 (PE grant)	
	Blind replacement - US	October 2021	October 2021		£750	
	<p>Library US</p> <p>Increase space</p> <p>Remark/ reorganize books – purchase books for both sites</p>	Term 2	Term 4		<p>£1400 (BEDSA)</p> <p>£1000 (BEDSA)</p>	
	<p>Refurbish Oak Class</p> <ul style="list-style-type: none"> <li>• Flooring – replacement for waterproof</li> </ul>	Term 2	Term 3		£650 Flooring	

	<ul style="list-style-type: none"> <li>Ceiling tiles – replacement white smooth tiles</li> </ul>				£600 Tiles	
	Plumbing upgrade – Girls toilets & LS classrooms <ul style="list-style-type: none"> <li>Expansion vessels (legionella compliant)</li> <li>Instantaneous water heaters</li> </ul>	Term 2/3 Term 3	Term 3 Term 4		£650	

**TD Days foci:**

1st September 2021 – Covid 19 risk assessment, H&S update, Cornerstones

20<sup>th</sup> October 2021 – Child Protection, H&S training

28<sup>th</sup> February 2022 –

6<sup>th</sup> June 2022 -

22nd July 2022 – Preparation for September, class planning, TA support, review of academic year, SIP

**Glossary:**

AfL – Assessment for Learning

AG&T – Able Gifted & Talented

ASP – Analyse School Performance (DfE website)

CoG – Chair of Governors

CPD – Continuing Professional Development

DHT – Deputy Headteacher

DL – Disadvantaged Learners

DSL – Designated safeguarding lead

DDSL – Deputy designated safeguarding lead

EYFS – Early Years Foundation Stage

FGB – Full Governing Body

GB – Governing Body

HT – Headteacher

LA – Local Authority (Wiltshire)

LS – Lower School (Dauntsey)

M&E – Monitoring & Evaluation

PHF – Primary Heads Forum (Wiltshire Heads)

PP – Pupil Premium

PPM – Pupil Progress Meeting

SBM – School Business Manager

SEND – special educational need and disabilities

SIA – School Improvement Adviser – Wiltshire LA (Celia Hicks)

SIP – School Improvement Plan

SL – Subject leader

SLT – Senior / School Leadership Team

SSP – Systematic Synthetic Phonics

TA – Teaching Assistant

TDD – Teacher Development Day

US – Upper School (Brinkworth)