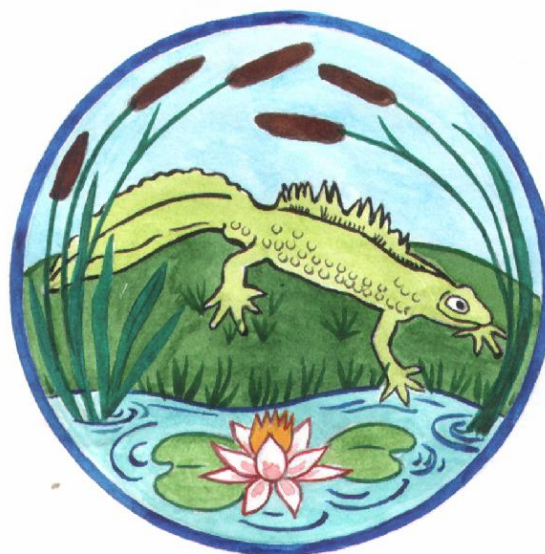


# North Newton Community Primary School Development Plan



**TOGETHER WE ACHIEVE**  
**January 2020 – July 2021.**

Please note – COVID-19 awareness & Risk Assessments carried out. We are compliant with PHE.

**Motto: Together We Achieve.**

**Ethos: Inspiring every child to be life-long learners with belief in their ability to succeed.**

**Values: Be positive, grow, think and be part of our community.**

**Access** – ensure as offer opportunities to all, regardless of ability, race or religion.

**Collaboration** - respect differences and value diversity, promote co-operation to achieve individual and collective goals.

**Honesty** – teach the value of honesty and ensure it is apparent in all we do

**Innovation** - embrace new initiatives to improve, empower all to learn from mistakes and to build resilience when challenged.

**Excellence** – embark on any challenge we are set and trying to achieve as much as we can. Be creative and find way to solve problems

**Valued** - People are valued with unique and important contributions. Ideas are not only welcomed but are essential. We value all contributions from the wider local, national and international community.

**Enjoyment** - Enjoy what we do – this is critical to our success.

## Roles & Responsibilities of Governors:

- *Ensure each aspect is a focus for the school and successfully evaluate efficiency*
- *Be aware of OFSTED requirements, whilst understanding budget and school limitations*
- *Ask questions – not just to the Headteacher, but staff in general*
- *Ask for clarification to ensure comprehensive understanding for each aspect*
- *Be the silent pair of eyes, and link with parents*
- *Discuss and suggest further aspects which could improve the focused aspects*
  - *What more could be done? How?*
  - *What is missing? What is too much?*
- *Ensure all statutory requirements are adhered to*
- *When Inspected, Governors will be interviewed – specifically about your aspects.*
  - *How confident are you about the statutory requirements of being a Governor?*
- *Training – via Mark Barham for relevant details & what training you need.*
- *Be fully supportive and confidential in all aspects of leadership and management across the school.*
  - *Remember the bigger / whole school is always crucial, but specific aspects can always be improved too*
    - *Lack of capacity is often barrier to initiatives.*
- *Looking at these aspects – how can you as Governors support effectively so improvements can be made?*
- *We are GDPR-compliant and our website is helpful and informative.*
- ***Ensure all COVID-19 safety aspects are maintained to reduce the threat of risk.***

Aspect	Governor	Staff	Actions
<p><b>LEADERSHIP &amp; MANAGEMENT:</b> Effective moderation and challenging targets are set to staff. School runs effectively, has strong links within the Compass Group, and continues to make improvements to ensure children receive the best provision possible. GDPR is embedded and training up to date.</p> <p><i>The HT adheres to the National Standards of Excellence for Headteachers to ensure the school makes effective and on-going development.</i></p>	<p><b>Mark Barham</b> <b>Kate Bown</b></p>	<p>Headteacher Senior Teacher</p>	<p><b>**Currently due to COVID, visits ceased.</b></p>
<p><b>BUSINESS &amp; FINANCE COMMITTEE:</b> Effective management of all financial arrangements and budgeting for all aspects of school. To ensure present and future budget arrangements are as manageable as possible.</p>	<p><b>Mark Barham</b> <b>Derek Norman</b> <b>Kate Bown</b></p>	<p>Headteacher Business Manager</p>	<p>Teams Meetings – x4 year. Setting Budget March / April. Preparing September School requirements in March / April for following Academic Year.</p>
<p><b>BEHAVIOUR &amp; ATTITUDES</b> <b>PERSONAL DEVELOPMENT &amp; WELFARE:</b> (Safeguarding, Behaviour &amp; Safety) Children make positive contributions towards the school ethos and adhere to our Class and School rules. All stakeholders promote a positive learning environment. <b>Ensure COVID-19 safety aspects maintained to minimise risk.</b></p>	<p><b>Nickla Shuttleworth</b> <b>Kate Bown</b></p>	<p>Headteacher Senior Teacher Business Manager</p>	<p>Learning Walk Visits – x2 year Analyse annual Pupil and Parent Surveys Ensure support for staff is appropriate</p>
<p><b>QUALITY OF LEARNING &amp; ASSESSMENT:</b> Support Lesson observations with HT and ST. View and support monitoring procedures regarding the quality of pupil's work and progress show effective learning. Consistent in all classes.</p>	<p><b>Nickla Shuttleworth</b> <b>Alastair Kirby</b></p>	<p>Headteacher Senior Teacher English Subject Lead</p>	<p>Learning Walk Visits – x2 year Support Lesson Observations Support Work Scrutiny / View pupil's work</p>
<p><b>OUTCOMES OF CHILDREN &amp; LEARNERS – inc SEN:</b> Accelerated progress, in comparison to national expectations, is achieved in all cohorts and effective intervention improves progress. Ensure all SEN requirements are met effectively.</p>	<p><b>Helen Hunter</b></p>	<p>Headteacher Senior Teacher English Subject Lead SENCo</p>	<p>Learning Walk Visits – x2 year Support Work Scrutiny / View pupil's work Support Data / Intervention programme Arrangements.</p>
<p><b>EARLY YEARS PROVISION:</b> Continue to develop EYFS so it is an outstanding provision. Improve outdoor and class provision and improve independence.</p>	<p><b>Helen Hunter</b> <b>Alastair Kirby</b></p>	<p>Senior Teacher</p>	<p>Meetings with EYFS Teacher Learning Walk &amp; View EYFS overviews Discuss &amp; Support forward planning of EYFS</p>
<p><b>PREMISES:</b> Site is safe and used to the most effective manner possible, given limitations of size, age and orientation of the buildings. <b>Ensure COVID-19 safety aspects maintained to minimise risk.</b></p>	<p><b>Mark Barham</b> <b>Derek Normam</b></p>	<p>Headteacher</p>	<p>H&amp;S Walks x3 year Carry out Main Annual H&amp;S walk (May) Discuss future improvements &amp; Support / liaise with HT building quotes to ensure best value.</p>

## LEADERSHIP AND MANAGEMENT:

Effective moderation and challenging targets are set to staff. School runs effectively, has strong links within the Compass Group, and continues to make improvements to ensure children receive the best provision possible.

**Governor Link: Mark &1**

**Staff: Nick Arnold & Alison Crow**

### RATIONALE:

All decisions are made in line with the school's vision.

### Monitoring

Key sources of evidence:

\*SDP, SEF

\*HT Appraisal targets

\* Sims Data & progress

\*Staff / Gov minutes

\*Learning Walks

\* H&S reports

\*Pupil, staff & parents surveys

### Success criteria:

- COVID-Safe – children aware of steps needed to take to ensure all are as safe as can be.
- Learning is effective, appropriate and has a positive impact on the children.
- Within each cohort, 80% children are working at ARE+ by the end of the year.
- Financially, the school is managed effectively – always forward-thinking.
- Survey results conclude 90%+ are happy and parents are pleased with the provision.
- English and Maths continue to improve through quality learning.
- The HT and Senior Teacher hold all staff to account through Appraisals
- KCSIE 2019 is reinforced with all staff – aware of all aspects
- Attendance is above National Average and parents are aware of the importance of good attendance.
- Value and ethos are embedded across the school and all stakeholders adhere to this

Sequence of tasks	Staff / Gov Monitoring	Timescale	Resourcing / Costs	Impact / Commentary
COVID-Safe – children aware of steps needed to take to ensure all are as safe as can be.	All staff	Ongoing	Ongoing	Outside sinks installed. Bubbles arranged with staggered starts, ends, break and lunchtimes Clean uniform Increased expectation on cleaning hands – more regularly.
Developing middle leaders, all staff will run staff meetings regarding their subject.	<b>Teachers</b>	Termly	Nil	English, Maths and Science leaders lead staff meetings termly
Senior Leaders meet to discuss school Improvement	<b>NA, AC,</b>	Every 2 weeks	Nil	SLT meet to discuss current arrangements. Emails and remote meetings arranged – to ensure bubbles maintained.
Headteacher works off-site regarding school Improvement	<b>NA</b>	Half termly	Nil	In line with HT's PM targets – equivalent of 1pm per fortnight.
Senior Leaders meet with Support Services to ensure work efficiency. Training for staff is ongoing and up to date.	<b>NA, AC</b>	Annually	Training costs	Annual meeting with Simon Tighe to discuss building development plans for Premises. (See Premises for details) Training – staff training table is monitored to ensure staff are up to date with training needs.
Attendance is above National Average	<b>SH, NA</b>	Ongoing	Nil	Call before 9.15am by parents Call from office from 9.30 to home. Increased anxieties due to COVID-19...website – helpful information

**BEHAVIOUR & ATTITUDES TO LEARNING  
PERSONAL DEVELOPMENT & WELFARE:**

**(Safeguarding, Behaviour and Safety)**

**Children & Parents make positive contributions towards the school ethos and adhere to Class & School rules.**

**All stakeholders promote a positive learning environment.**

**Governor link: Nickla & 1**

**Staff: Nick Arnold & Alison Crow**

**RATIONALE:**

We have the highest expectations for pupils' behaviour and aim to support them appropriately to become well-rounded citizens.

Senior Leaders are mindful of staff regarding well-being.

**Monitoring**

Key sources of evidence:

\* Pupil Interviews

\*Parent / Staff surveys

\* Learning Walks

\* Lesson observations

**Success Criteria:**

- COVID – safe environment is top-priority for all stakeholders.
- Safeguarding is constantly updated, all staff remain vigilant with training maintained and relayed as appropriate. Safeguarding files are confidential – and accessible to relevant staff.
- Children know their 'steps to success' in drive to improve learning and have a positive attitude towards their learning – linked into our ethos and SMSC provision
- All H&S procedures are in place. Training for staff ongoing and updated.
- Children know how to stay healthy and safe, and how to help protect our environment.
- Risk Assessments, Critical Incident Plans and Single Central Records are all updated appropriately.
- All children achieve, socially, morally, emotionally to become well-rounded citizens. Playtimes and lunchtimes are enjoyable, according to surveys.
- All staff ensure well-being is a focus and all staff are vigilant to each other.

Sequence of tasks	Personnel & Governor Monitoring	Timescale	Resourcing / Costs	Impact / Commentary
All Risk Assessments are up to date, including the additional expectations for COVID-19	SH, NA	By July 2020	EEC Live £350	Update all RAs. End of term, SH / NA updated and signed all RAs.
Pupil survey analysis to discuss how to further improve harmony within school.				<b>Delayed until September – not appropriate currently</b>

COVID-19 issue – Home Learning Tasks & Communication – as good as it can be – can always make more calls, but weekly calls to vulnerable families. Headteacher delivering food hampers weekly to 7 vulnerable families – to get visual of them to check welfare.	<b>All staff</b>	Ongoing since March 20 <sup>th</sup> 2020	Minimal	From March 20 <sup>th</sup> – Closed Facebook pages for each class – uploading work. Uploading work onto website for all to access. Phone calls to all vulnerable pupils  Hand sanitizers – 2 wall-fixed by 2 entrances. 4 outside stainless-steel sinks installed. 4 further bought – to be installed. Face masks & PPE in place. First Aid kits in each of the 4 rooms. Disposable ice packs - cannot use ice packs with sleeves. Tarpaulins / Gazebos – bought for when shade needed. Home learning will continue - teachers continuing to set work Website updated - front page & new COVID-19 tab at top of Information.
Social Bubble Arrangements – 4 bubbles.	<b>All staff</b>	June 1 <sup>st</sup> 2020.		
From September, number of bubbles to remain (?) but growing	All staff	Sept 2020		Maintaining 4 social bubbles. Staggered start, end, play, lunchtime, afternoon breaks. No before school / after school provision.

## QUALITY OF EDUCATION LEARNING & ASSESSMENT:

**Lesson observations, quality of pupil's work and progress show effective learning and is consistent in all classes.**

**Governor link: Nickla &1**  
**Staff: Nick Arnold & Alison Crow**  
**Subject Leaders:**  
**Nick Arnold (Maths) and Simon Day (English)**

**RATIONALE:** Our provision is as good as it can be. We are reflective and inspire our children to love learning.

### Success criteria:

- 90% of all lessons are at least good in each term
- By end of EYFS, Key Stage 1 and Key Stage 2, at least 75%+ are working above National Average in Reading, Writing and Maths. GLDs in EYFS.
- Independent learning is evident and effective through progress.
- Home Learning arrangements on website for when children are in Self-Isolation or Lockdown.
- Children drive their own learning – feedback is effective and promotes progress.
- Work scrutiny outcomes with staff and Governors as well as from pupil interviews indicate children know about their targets, how to improve their work on at least 3 occasions through the year.
- Technology is used effectively to support and accelerate learning
- Teaching of Maths promotes accelerated learning using Power Maths (KS1), White Rose (KS1) or Number Blocks (EYFS) - successfully embedded into lessons and improves progress
- Teachers are aware of other practitioners to reflect on own performance

<b>Monitoring</b> Key sources of evidence: *Teacher Assessment Data * PPMs – teachers with ST & SENCO		* Work scrutiny * Lesson observations * Pupil Interviews			
Sequence of tasks	Personnel & Governor Monitoring	Timescale	Resourcing / Costs	Impact / Commentary	
Maths	NA	Ongoing	£160 Reception P/ Maths subs £400 W'books	Power Maths – All children (Yr1 – 6) now using own P/Maths Workbooks. Bought Reception Power Maths to help improve resources (Sept 2020) – and will be introduced at an appropriate time.	
English – Phonics, Reading,	SD	Ongoing	£300	Library audit for books & prepare order for replenishment KS1 reading books – audit & replenish Dictionaries – bought for KS2	
Technology	AC	Ongoing	PTFA donation £1000 Grant £1000 DFCG £1000	iPad, laptops – Wiped down after each use. 10 new on order – to further improve efficiency.	
Curriculum Overview – sequential planning and skills coverage	NA, AC, HT	Ongoing	Nil	Following revamp of topics, launch 2-year overview for September 2020.	
Home Learning Opportunities	NA, AC,	Ongoing	Nil	Prepared for HLE (Home Learning Education), website is up to date and with tasks for children to use during Isolation / Lockdown.	
Outdoor Learning Initiative. Opportunity for learning outside, reduce the time spent within classroom.	All Staff MB/NS H&S	By Sept 2020	Tarpaulin fixed Gazebo 4 shade £500 – total.	Area in front of PE shed – outdoor learning classroom. <ul style="list-style-type: none"> <li>• Canopy with felt and plywood.</li> <li>• Logs for seated area</li> <li>• Clipboards for working / writing</li> <li>• Water butt – to collect water / feed garden area at front.</li> </ul>	

### OUTCOMES OF CHILDREN & LEARNERS:

**Accelerated progress, in comparison to national expectations, is achieved in all cohorts and effective intervention improves progress.**

**To ensure all SEN requirements are met effectively.**

**Governor link: Helen Hunter &1**

**Staff: Alison Crow & Nick Arnold**

### Success criteria:

- From September 2020, assessing children to ascertain starting point, then building on.
- By end of EYFS, Key Stage 1 and Key Stage 2, we are working above National Average in Reading, Writing and Maths. GLDs in EYFS.
- Reading across the school is taught well to ensure good progress and enjoyment for all children
- Use Additional funding, children in KS2 make accelerated progress in English.
- 90% of children feel positive and safe about coming to school, according to surveys.



**RATIONALE:**

Children's progress is at least expected annually. Next Steps will be clear for the children to understand through effective marking and feedback

**Monitoring**

Key sources of evidence:

\* Sims Assessment and Data

\* Lesson Observations

\*Pupil Interviews

\*Parents and Staff Surveys

- 90% children are inspired by the staff to be the best they can be and have high aspirations for later in life, according to pupil surveys.
- 90% children are aware the Growth Mind-set awareness helps to improve learning / progress.
- 90% Children love reading and writing and have access/opportunities to carry out both at home.
- Children with SEN receive appropriate and effective tailored provision.
- Children are aware of their own culture, as well as other cultures further afield.

Sequence of tasks	Personnel & Governor Monitoring	Timescale	Resourcing / Costs	Impact / Commentary
From September 2020, assessing children to ascertain starting point, then building on.	AC, AE, HH	By end of Sept	Nil	During first few weeks in September, children to be assessed – in small groups / individually / class, in spelling & reading. In KS2 – Mental Maths challenges and levels set up for weekly tests
By end of EYFS, Key Stage 1, we are working at least in line with National Average in Reading, Writing and Maths. GLDs in EYFS.	AC, HT	By June 2021	Intervention costs	Autumn Term – baseline assessments carried out.
By the end of Key Stage 2, working at least in line with National Average in Reading, Writing, GPaS and Maths.	NA, SD, JM, AE	By June 2021	Intervention costs	Autumn Term – initial assessments and predictions arranged.
Using additional funding from County (Catch-up COVID funding), Intervention weekly (1xam)	NA, CP	Wednesday mornings	1 x am for 15 weeks	Claire Pickford: Squirrels. Maths – Year 3 support & English Yr3/4 support
Children with SEN receive appropriate and effective tailored provision.	AE & teacher	Ongoing	Nil	Pupil Passports, EHAs, EHCPs ongoing updated. TAF (Team Around Family) meetings periodically Provision reviewed & evolved when required.  <b>Assessments - Interventions</b> Sept: baseline assessments – completed & analysed. Interventions prepared and planned Mid-term reviews Post Intervention assessments completed and analysed. Dec 2020 – PPMs to assess effectiveness of Intervention.

## OUTCOMES OF PPG CHILDREN:

To achieve parallel progress, in all cohorts eligible for Pupil Premium and ensure SEN requirements are met effectively.

**Governor link: Helen Hunter &1**  
**Staff: Alison Crow & Nick Arnold**

### RATIONALE:

Children eligible for Pupil Premium are working in direct comparison to non-PPG, through effective marking and feedback, targeted work and effective Intervention when needed.

### Monitoring

Key sources of evidence:

\* Sims Assessment and Data

\* Lesson Observations

\*Pupil Interviews

\*Parents and Staff Surveys

### Success criteria:

- Children eligible for Pupil Premium are working alongside children ineligible for Pupil Premium – there is no difference in terms of standards – progress or attainment with the two cohorts.
- Children eligible for PPG receive additional provision to ensure they are not disadvantaged.
- Funding spent effectively and with positive impact.
- Due to COVID-19, no after school clubs – increased funding to Interventions to accelerate learning

Sequence of tasks	Personnel & Governor Monitoring	Timescale	Resourcing / Costs	Impact / Commentary
All teaching staff know Pupil Premium children	All staff	Ongoing	Nil	Focus ensures all lower achieving PPG children 'Diminish the Difference' in their rate of progress and attainment.
In KS1, PPG children are given effective quality first teaching and targeted Intervention when required.	AC, HT, CA, MH	Ongoing	Within PPG spending	Ongoing monitoring through PPMs and Work scrutiny. Teachers & Class LSA know PPG children.
In KS2, PPG children are given effective quality first teaching and targeted Intervention when required.	NA, SD, SS, VM, CL.	Ongoing	Within PPG spending	Interventions promote progress & is monitored
Extra-curricular provision is offered to ensure PPG are given the same opportunities as non-PPG children.	NA, AC	Ongoing	Within PPG spending	All children eligible have swimming, trips & % of residential trips paid for. Also 1 club per term.
Due to COVID-19, no after school clubs – increased funding to Interventions to accelerate learning	NA, AC	Dec 2020 Reviewed	PPG fund allocation to clubs	From benchmarking, Interventions arranged to support PPG children requiring. Increase in LSA hours to work / deliver Interventions for PPG pupils to promote accelerated learning.

## EARLY YEARS PROVISION:

To continue to develop EYFS to provide outstanding provision - to improve outdoor & classroom provision; to improve independence and self-choosing activities.

**Governor link: TBD**

**Staff: Alison Crow**

### Success criteria:

- Children will accelerate their learning through quality-first teaching.
- Development Matters: used as an effective assessment tool to plan next steps, identify areas of need
- At the end of the year, 80% of Reception children achieved GLD (Good Level of Development).
- Implement EYFS Early adopter baseline and new curriculum to ensure children ready for Key Stage 1.
- 'Free-flow' provision is effective in terms of promoting independence, co-operation and learning.

**RATIONALE:**

The EYFS provision is outstanding; it monitors and assesses children upon entry and plans are devised to suit children appropriately. It has effective links with all Pre-Schools. Comprehensive information for parents with clear next steps.

- The classroom environment is stimulating, informative and is well-ordered so that the children can be learning all the time through both adult led and child initiated activities.
- EYFS outdoor provision improved by installing Astro turf & canopy – for all year-round provision
- To ensure a positive and supportive ethos permeates through all aspects of school life ensuring we all celebrate our successes together.
- To nurture children who show respect, consideration and responsibility for others and their environment at all times, both within the school and the wider community.
- Developing parental support early on in a child's journey through our school is again a priority.

**Links to other initiatives/key issues:**

Marking Policy  
Assessment and reporting – New baseline pilot and new EYFS Curriculum pilot  
Maths scheme introduced – Powermaths/NCETM

**Monitoring**

Key sources of evidence:

\* Assessment

\* Learning Walks

\* Pupil Interviews

\* Lesson Observations

**Annual Tasks**

- Data Analysis – cohort tracking throughout the year (baseline – end Summer term).
- Monitoring & Evaluation – Learning Walks and Book Monitoring according to Subject monitoring and evaluation schedule.
- Compass group meetings to share professional dialogue
- Transition – Diary of transition events for pre-school.

Sequence of tasks	Personnel & Governor	Timescale	Resourcing / Costs	Impact / Commentary
Transition massively affected due to pandemic	AC, CA DG	By Sept 2020	Nil	<b>Due to COVID – 19</b> , transition limited – film made & information pack sent out. September – Staggered intake over 3 weeks, with Flexible Friday offered.
To provide a highly stimulating environment with an organisation of the curriculum that provides rich, varied and imaginative experiences  EYFS outdoor provision improved by installing Astro turf & canopy – for all year-round provision	NA, AC, MB	ASAP	Quote being arranged £200 EYFS budget	Provide new and stimulating resources and environments for pupil's learning.  Environment is stimulating and varied enabling children to make at least good progress from starting points.  Children are active participants in their own learning, working cooperatively. Staff will ensure rapid progress and readiness for Key Stage 1.
To ensure assessment is accurate and that provision across all areas of learning is planned so every child undertakes highly challenging activities developing creativity and a healthy lifestyle. Support pupils to take risks and explore	AC/CA	Ongoing	Nil	Implementing Pilot baseline Sept 2020  Implementing new EYFS curriculum (Early adopter)  Welly walks exploring the local area, use of play equipment, deconstruction area.

Promote emotional and social respect, tolerance for others as part of pupils' spiritual, moral, social and cultural development (implementing the new RHSE curriculum).	AC	Ongoing	Nil	<p>Key Stage Bubble will promote a sense of community and recognition of British values which will be missing from the wider interaction of staff and pupils in our school. Circle time sessions will ensure pupils understand the social and emotional aspects of learning</p> <p>Pupils will be encouraged to undertake responsibilities e.g. classroom monitor roles and special helper.</p>
Engage parents and carers in their children's learning in school and at home.	AC/CA		Nil	<p>Welcome packs and videos sent to all new starters. Vulnerable children met key staff during lockdown and toured school.</p> <p><b>Introduce new free app 'Seesaw' for parents to load home learning (particularly if there is a lockdown) and children can safely share school learning.</b></p> <p>Parents will feel able to support their child's learning from home – evidence from parental survey, and feedback / evidence from work sent into school from home.</p> <p>Parents will feel part of the school partnership at a time when it is more difficult to establish parent/teacher relationships – evidence from parental survey and from feedback from parent consultation evenings.</p>

### PREMISES:

Site is as COVID-safe as possible. It is used to the most effective manner possible, given limitations of size, age and orientation of the buildings. 2 Social Bubbles in operation

Governor link: Mark Barham & Nickla Shuttleworth  
Staff: Nick Arnold

### Success criteria:

- Site is COVID-19 secure as safe as possible. All rooms well ventilated. Divided into 2 social bubbles with Heras fencing to 'temporarily' divide site
- All Intervention rooms allow children to remain calm and 'ready to learn'. On every occasion, the Interventions rooms are stimulating, vibrant and an effective learning room.
- Resources are fully accessible through central storage.
- Outdoor environment has a positive impact on children's enjoyment when at playtime / lunchtime. There are outside areas which can be used for group work and outdoor learning.
- Building repairs are logged and addressed effectively; all H&S checks are carried out periodically and logged.

**RATIONALE: We have a vision to improve the school in all aspects, including premises. The safety of the pupils and staff is of paramount importance, and the environment is stimulating to promote learning and achieving – whilst maintaining a COVID-safe environment as much as possible.**

- Children and staff take pride in their surroundings and actively inform if issues require attention.

**Monitoring**  
Key sources of evidence: \*Learning Walks  
\*H&S audit and report

Sequence of tasks	Personnel & Governor Monitoring	Timescale	Resourcing / Costs	Impact / Commentary
Site is COVID-19 secure as safe as possible	<b>NA, AC</b> <b>All Staff</b> <b>FGB</b>	Ongoing	Ongoing Costs monitored & hoped to be refunded via County.	2 sets of 4 outside sinks installed – 1 for each bubble. Haras fencing installed to ensure bubbles kept separate Hand sanitizer on both entrance gates, and further bottles in each class Staggered start and end of days, as well as break and lunchtimes Handwashing frequently throughout the day All Government guidance and advice being followed. Full PPE available if required, masks etc in each classroom. All children use own equipment – own pencil cases. Full COVID-specific Risk Assessment completed and updated in line with changing advice and guidance.
All Intervention rooms allow children to remain calm and 'ready to learn'. On every occasion, the Interventions rooms are stimulating, vibrant and an effective learning room.	<b>All Staff</b>	Ongoing	Increased cleaning	Strict Intervention rooms to be used solely by specific bubbles only. Burrow / Nest (B&Sq only) Dining Room (H/F only)
Outdoor environment has a positive impact on children's enjoyment when at playtime / lunchtime. There are outside areas which can be used for group work and outdoor learning.	<b>SLT</b>	Ongoing	DFCG	New construction equipment for children to use at playtimes: 0 accidents, and excellent arrangement and planning. Improved cooperation and collaboration work. KS1 outside learning area (in bubble with EYFS). Excellent new facilities to encourage learning through constructive play. Working with EYFS to develop teamwork and cooperation.
Outdoor Learning Improvement with large, sheltered canopy over EYFS Learning area	<b>NA, SH,</b> <b>MB</b>	By March 2021	£14500	Completed March 6 <sup>th</sup> 2021