

Bridlewood Primary School School Development Plan



Vision for Bridlewood Primary School

A place for learning, caring, sharing and growing together

Bridlewood is committed to securing the best for and from its pupils by shaping, guiding and developing the children and giving them every opportunity to achieve and be the best that they can be. We actively encourage the involvement of parents/carers and the community in building strong partnerships. As a small school we all know and care for each other; we are a very close community. We all have pride in our achievements and are proud of our school. We are a school aiming for outstanding teaching and learning through a rich and motivating curriculum. Through our core values of respect, responsibility and honesty, we aim for all members of our school community to:

- value effort as well as achievement
- have a love of learning
- feel safe
- encourage independence as well as teamwork
- be curious and active learners
- be confident enough to take risks and learn from mistakes
- care about where we live
- be polite and respect others' values and beliefs
- provide equal opportunities for everyone regardless of ability

Strategic Objectives 2024-26

1. Achieve outstanding Quality of Education	
Performance indicators	Target date
TPAT Teaching & Learning Principles (including TEEP - Teacher effectiveness enhancement programme) are fully embedded into quality first teaching across the school which enable pupils to know and remember more about their prior learning across the curriculum.	2025
Outcomes at the expected and greater depth standard for all end of key stage and subjects returns to above the National Average	2026
External review of the quality of education continues to be judged at least good or 'effective'	2025
2. Achieve outstanding Leadership and Management	
Performance indicators	Target date
Leaders maintain a high regard for staff well-being and mental health	2025
Staff contribute to and comment positively on the CPD offer at Bridlewood	2026
External review of leadership continues to be judged at least good or 'effective'	2025
3. Achieve outstanding Personal Development	
Performance indicators	Target date
The launch of the TPAT pledge for enrichment opportunities is successful	2025
International link and careers related learning is established	2026
External review of personal development continues to be judged at least good	2026
4. Achieve outstanding Behaviour and Attitudes	
Performance indicators	Target date
Feedback from pupils about behaviour and attitudes is overwhelmingly positive	2025
Attendance of vulnerable pupils attend in line with their peers	2026
External review of Behaviour and attitudes continues to be judged at least good	2026
5. Create an environment ready for outstanding learning	
Performance indicators	Target date
The indoor and outdoor environment supports high quality learning: Nursery outdoor area; Library area; Running Track; Hall, Brickwork & Guttering, Staffroom kitchen, CCTV upgrade, Office carpets, Roof work, Fencing	2026
The school offer an enhanced, high quality, value for money, catering provision	2024

Bridlewood Primary School

School Development Plan 2024-25

Priority 1: Achieve outstanding quality of Education

Desired Outcome & Success Criteria	Chosen Action/Approach	What is our Rationale/Evidence for this approach	Resources and Costing	Staff Lead	How will we ensure it is implemented well?	Impact & Evaluation evidence
Improve the outcomes in Maths across the school. - Year 4 MTC to achieve above national average score - Year 6 to achieve at least 73% at the expected standard in Maths - SEND Maths provision map scores are above zero	- Embedding Maths mastery training through the Mobius Maths Hub (e.g. fast four; hinge question; I notice I wonder; use of manipulatives; stem sentences) - Agree a consistent approach to using manipulatives across the school (Numicon; Dienes; place value counters) - Mastering Number programme for Reception & KS1 - QLA of summer term 2024 KS2 maths papers - KS2 Early morning work focussed on number/times table practice - Explicit teaching of times tables within lessons in year 3&4 & regular assessment - Explore alternative maths schemes of work to best support the maths mastery approach across the school - Use of modelled examples evident on working walls - Targeted support and interventions for those	Although maths outcomes at the expected standard have been above national over time, KS2 SATS results in 2024 were well below the National average at the expected standard. MTC data for 2024 still shows the average score slightly below national. We have been working with Mobius maths hub during 2023-24 and need to continue this to embed the mastery approach within our practice across the school. Internal data 2023-24 shows year 4 & 5 (Year 5 & 6 2024-25) outcomes are currently predicted to be below national at the expected standard in maths.	Release time for attending Mobius maths hub training and other training Additional place value manipulatives £100 Cost of any new scheme of work as required/ White Rose subscription	JHu	QLA outcomes Pupil progress meetings x3 per year Book scrutiny monitoring Attend TPAT subject leader mtgs Pupil voice Calculation audit x2 per year Maturity matrix & LAB report Challenge partners Staff appraisal targets	<i>Y6 expected standard or above for Maths 80% (above the national average)</i> <i>Year 4 Average MTC 21.8 (above the national average) with 27% full marks.</i> <i>Summer Term Provision map average progress score for maths interventions is -0.55 which is within the range 'as expected' progress</i>

	working towards the expected standard in maths • Ensure all groups of learners have opportunities to apply number calculations to problem solving and reasoning within lessons • Provide opportunities for staff to observe effective maths mastery teaching within the school and across other schools • TPAT Primary maths leader focus group to identify opportunities to share good practice in maths across the trust • Engage with parents through the Multiply programme to support numeracy skills within the family					
Further develop and embed consistent approaches to quality first teaching practices across the school • outcomes for pupils are all above the National average for end of key stage core subjects • external review shows there is consistency in approaches across subjects within school • pupils use strategies and resources to enable them to know and remember more of their prior learning	• Introduce and explore the new TPAT Teaching & learning principles as a framework to further develop QFT with staff • Embed TEEP practices within the planning, teaching and review cycle • Explicit evidence of the TEEP teaching cycle within planning & teaching resources • Explicit reference to the TEEP command words within lesson objectives adapted to each phase • Children's use of the language of learning in EY to be linked to the Characteristics of Effective Learning and newly created 'learning friends' on the TEEP posters • Present new information to pupils through a variety of	TPAT leaders have agreed new Teaching and Learning Principles across the trust and these provide a framework for QFT TEEP practices are used across the Trust as an approach to teaching and learning. QFT has the biggest impact on pupil outcomes	Challenge Partners (£3000) Staff meeting & release time	VS	INSET day & Staff meeting time TA meeting time Pupil voice Learning walks Challenge partner review (20-22 Jan 2025)	<i>Challenge partners carried out learning walks in maths lessons as part of the review and the overall judgment of the school was 'effective'</i> <i>The TPAT T&L principles been introduced to staff. Trust level work has been undertaken this year to build the 'Toolkit' to support all staff from next year.</i> <i>TEEP lesson cycle is evident in lesson monitoring and includes 'Apply to demonstrate', 'construct meaning' and 'review' which help enable pupils to remember their prior learning.</i> <i>Maths mastery lesson structure is evident across the school and includes 'fast four' to enable a review of prior learning.</i> <i>Y6 outcomes for expected or above are in line or above national in all areas:</i> Maths 80% Reading 77% Writing 70% & SPAG 73%

	approaches including modelling - Pupils are given opportunities to construct meaning and apply to demonstrate in a variety of ways such as: collaboration and asking questions - Pupils review their learning through the use of metacognition (ReflectEd colours) - Opportunities for observing good practice across the school & Trust					
Build a whole school oracy culture - Pupils are achieving an increasing number of Oracy assessment KPIs - Pupils are able to speak with confidence about their learning	- Promote talk and presentational skills within lessons - Embed Kagan strategies for talk partners within lessons - Use stem sentences frequently as part of the maths mastery approach - Introduce a termly P4C lesson into the English curriculum - Take part in an annual primary class and Trust debating/oracy competition - Poetry Slam class and school competition - In Early years, promote language development through the continued use of drawing club in FS2, implementation of story dough in FS1, use of the new Little Wandle guidance and resources for developing language skills and auditing the environment to strengthen and develop 'communication friendly spaces' (Elizabeth Jarmen).	The use of Kagan strategies means that pupil's talk is structured, enables all pupils to have a voice and therefore be more engaged in their learning. The commission on Oracy education shared that 'there is a growing recognition of the importance of spoken language to children's learning and life chances'	Release time for monitoring	LD/SP/NM	Pupil voice Learning walks Pupil progress meetings x3 per year	<i>P for C sessions, Kagan talk partners and use of stem sentences in maths mastery lessons have enabled pupils to speak confidently in lessons and practice their oracy across the curriculum.</i> <i>The poetry slam and Oracy competition gave all pupils the opportunity to present orally in class with some going on to represent their class or the school in front of a wider audience.</i> <i>Oracy teacher assessments show those at the expected standard or above:</i> Y1 70% Y2 70% Y3 73% Y4 90% Y5 69% Y6 90% <i>All Nursery staff had training from Early Years Team on Intensive Interactions to help them better support pupils with significant Communication and Interaction difficulties.</i> <i>Reception achieving Communication & Language goal: 77%</i>
To improve phonics outcomes	Re visit the Little Wandle Letters and Sounds training with all staff	Although phonics outcomes have been above the national	INSET day time	SB/NM	Pupil progress meetings	Year 1 passing the phonics screening check: 78% (improved

- Year 1 phonics outcomes are above the national average - At least 75% of pupils in year 2 achieve the phonics screening pass mark and remaining 2 pupils make significant progress towards this - Remaining 7 pupils in KS2 make significant progress towards achieving the phonics screening outcome	- Reception and Year 1 follow the LWLS scheme with fidelity - Identified pupils in year 2+ receive daily 1:1 or small group SEND LWLS intervention sessions - Identified pupils in year 2+ receive LWLS x3 sessions per week Reading sessions - Complete termly LWLS assessments for Rec/year 1 & identified pupils in year 2+ - Complete x3 phonics screening check assessments for year 1 & identified pupils in year 2+ - Phonics club for identified pupils in year 1 & 2 from Spring term - Teachers plan interventions for phonics using the SEND and keep up resources from LWLS	average over time, the 2024 outcomes were below the National average There are several new staff who need training on using our Phonics scheme and existing staff need a refresh.	LWLS yearly subscription Release time Phonics screening check (3 days) Renewal of book resources £500		LWLS assessments Phonics screening checks	<i>from last year, in line with national average)</i> <i>Year 2 x8 pupils: 50% passed with remaining 4 making progress from starting points (Year 2 total 85%)</i> <i>KS2 pupils x8: three pupils have now passed with the remaining 5 making progress from starting points.</i> <i>External Reading audit January 2025 showed strong practice in early reading. Individual support for support staff implemented by phonics lead over the Spring term.</i> <i>Phonics club ran over term 3/4/5 to target specific pupils.</i>
Accelerate progress for SEND pupils across the school - Provision map scores for SEND pupil targets are positive - Effective adaptations are evident to support SEND in lessons - Increase the number of pupils accessing age related test materials	- Training on Dyslexia friendly strategies - External reports and EHCPs used more effectively to write pupil specific targets on plans - Use graduated response documents to identify key areas of need early - Teachers and Teaching assistants regularly access provision map to evaluate provisions, targets and read reports - Interventions are identified early, are clearly timetabled and teacher directed - SEND pupils all have access to a child friendly version of their targets	External reports and EHCP targets have not always been aligned to plan targets coherently. A large portion of pupils are on SEND register for cognition and learning	Release time for monitoring & meetings Provision mapping tool (£795) INSET day training 25.10.24 Monthly TA meeting	NM	SEND meetings x3 per year Book scrutiny and pupil voice monitoring Impact reports from provision map	<i>Provision map average progress scores for interventions in Summer term:</i> <i>Maths -0.55 (as expected progress score)</i> <i>Reading/Phonics 0.0 (as expected progress score)</i> <i>Spelling & handwriting 0.0 (as expected progress score)</i> <i>Summer term had 9 pupils across year 1-6 who are not yet accessing age related year group test papers although for some this is only in one subject area.</i> <i>Monitoring shows staff are using adaptations and strategies to support SEND pupils in lessons and many chose this T&L principle to focus on for one of their appraisal targets.</i>

Provide meaningful writing opportunities across the Early Years and Year 1. GLD outcomes for Reception to continue to be above national in 2025	- Maintain drawing club opportunities in the Reception class - Webinar training for EY staff - Transition drawing club into year 1 during Autumn term - Explore 'story dough' for Nursery children as a pre cursor to 'drawing club'	The introduction of drawing club in Reception in 2023-24 has had a positive impact on writing and therefore we want to expand this to other year groups and aid transition to year 1.	Training/ curriculum costs £200	SB	Pupil progress meetings x3 per year Learning walks and Tapestry/book monitoring	<i>GLD for Reception: 70% from low starting points which is above the National average.</i>
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Priority 2: Achieve outstanding Leadership and Management

Desired Outcome & Success Criteria	Chosen Action/Approach	What is our Rationale/Evidence for this approach	Resources and Costing	Staff Lead	How will we ensure it is implemented well?	Impact & Evaluation evidence
Develop leadership of SEND - New SENCo feels more confident in leadership role - NPQ on track to complete within 18 months	- Complete NPQ for SEND - Regular monitoring of interventions and their impact - Regular meetings with TPAT SENCo hub - Monitor the strategies suggested in external reports and their implementation by teaching staff - Monitor individual progress of SEND pupils more effectively - Practical assessments introduced to identify specific number difficulties in SEND pupils.	SENCO was new to post in January 2024 and has identified areas for personal and school development in SEND going forward.	Release time	NM	Appraisal reviews	<i>NPQ and is on track to be completed within the 18 months.</i> <i>SENCo feels more confident in their role.</i>
To recruit and retain new LAB members - A full local advisory board - Link LAB members for all key link roles - LAB members stay for their full period of office	- Advertise: local community groups, newsletter, targeting known individuals, social media - Targeted advertising for key skill areas - Promote the benefits of being part of the LAB to parents	We have a small LAB group and need to increase the numbers on the local advisory board. LAB members are voluntary roles which we need to make attractive for volunteers to want to stay	Advertising through the Trust	VS Chair and Clerk	Bi monthly LAB meetings	<i>Recruitment is still needed. Statutory link roles have been fulfilled.</i> <i>LAB members have been retained throughout the year.</i>
Enhance the CPD offer for staff - Staff questionnaires show positive improvement - Pupil outcomes and the consistency of QFT improve (see section 1) - Support staff feel their CPD needs are being met and valued alongside teaching staff	- Staff audit and discussion of current training offer & staff views on future offer - NPQ for SEND - TA training & work groups from SBC - Mobius Maths Hub training for maths mastery and mastering number - Subject leadership groups across the trust - Monthly in house training for TAs from SENCo	Staff questionnaire 2024 showed that 68% agreed or strongly agreed that 'leaders use professional development to encourage, challenge and support teachers' improvement,' which can be improved further. Research suggests that investment in high quality CPD has a big impact on	Training release time	VS/NM	Staff questionnaires and feedback	<i>CPD for all staff included: maths mastery; Little Wandle phonics; Dyslexia friendly training</i> <i>X1 TA undertaking BA teaching qualification</i> <i>X1 TA accessed SBC TA training</i> <i>NPQs in progress for x2 staff (SENCo & EY)</i> <i>Staff questionnaires June 2025 show that 77% (from 68% last year) agree or strongly agree that 'Leaders use professional development to encourage, challenge and support teachers' improvement'</i>

	- Dyslexia friendly training - Specific EYs CPD for staff who are new to EYs/the setting - New to PE subject leader training - TEEP update/re visit - LWLS updates/re visit - Drawing club	pupils' learning and outcomes.				See also pupil outcomes in section 1
Promote and market a positive online presence for the school - Increased number of positive school news stories in the media - Social media platforms used regularly to promote the school	- Use of TPAT Trust marketing agency to promote positive news stories into the media - Liaise with Trust IT team to set up suitable devices and online media platforms and train identified staff - Use the current Bridlewood Facebook page to promote good news stories and events more frequently - Set up other online platforms such as Twitter/Instagram as appropriate to promote Bridlewood further.	Challenge partner report January 2024 suggested that school leaders celebrated and publicised a wider range of school provision and achievements, such as accreditations and curriculum breadth, through school documents and on their web site. We want to develop a sense of pride in the school and all our achievements Social media is an increasingly better way to reach parents and the community than through more traditional communication methods.	Release time	SLT	Regular posts on social media	Facebook page for the school is now up and running. There was a positive news story in the media regarding the international award achieved in term 3.
Develop new leadership structure in Early Years - GLD outcomes for Reception remain above national - Outcomes for Nursery pupils show progress against the development matters statements - Relationships with parents in the nursery remain strong	- EY leader to join SLT meetings - Training for new Nursery leader - Regular EY team meetings - Map out a progression of skills document to include Rising 3s to Reception - Common play behaviours created with EYFS team to ensure the provision appropriately supports and challenges all pupils. - For FS1 and FS2 staff to work collaboratively and effectively	As the Early Years structure has now changed, there needs to be consistency in approach across both Nursery and Reception classes.	Release time	SB	Learning walks Monitoring of Tapestry & Floor books Parent questionnaires	From low starting points, Reception achieved 70% GLD (above the national average). Nursery school starters achieving the expected standard: 80% Literacy; 84% PSED and 89% in all other areas of learning. Stay & play sessions and other celebrations and events in Nursery show strong attendance and positive feedback from parents.

	to ensure there is clear progression across the stages and consistency with expectations and routines					
To extend and enhance the wrap around childcare provision in school in line with government legislation. • Successful recruitment of new staff for after school provision • Opening hours for After school club extended to 6pm	• Recruit and advertise for ABC assistant(s) • Install a new interactive whiteboard • Update resources for before and after school clubs	The government legislation states that by September 2026 parents should have access to wrap around childcare 8am until 6pm	Budget for BBC and ABC resources	VS	Fully recruited Full childcare provision	<i>Recruitment has taken place ready for expansion in the new academic year.</i> <i>There was not a demand for finishing later so have kept closing time as 5.30pm.</i>
Leaders have regard for staff workload and well being • Increase in positive staff questionnaire responses	• Staff regular appreciation messages • Journals for reflection • Funded tea and coffee • Make staff toilet areas more appealing • Maintain PPA days for teaching staff • Continue staff well-being staff meeting time • Provide lunch on INSET days • Parent consultations now one day starting earlier	Although the percentage of positive responses from staff was improved this year it is important to continue to be mindful of staff wellbeing and workload and improve responses further.	Catering Budget	VS	Staff questionnaires	<i>Staff questionnaires showed a decline in 'agree/strongly agree' responses where 'leaders have due regard for staff workload and wellbeing' compared to last year. However, there were a large percentage who 'neither agree or disagree' so there was an overall decrease in the percentage who 'disagreed/strongly disagreed with the statement.</i>

Priority 3: Achieve outstanding Personal Development

Desired Outcome & Success Criteria	Chosen Action/Approach	What is our Rationale/Evidence for this approach	Resources and Costing	Staff Lead	How will we ensure it is implemented well?	Impact & Evaluation evidence
Develop a curriculum for careers' related learning across the school Pupils have broader knowledge of the range of careers available in the workplace	- Implement the new TPAT scheme of work for careers across all age groups - Commit one PSHE lesson per term to explicit careers teaching - Inviting speakers from a range of professions and work places into school - Discovery day for Careers - Use opportunities on school trips to ask leaders to explain their job role	We want to counteract the formation of stereotypes and unconscious bias around different careers. We want to open children's minds to what is possible and enable them to flourish in later life.		VS		<i>Career's lessons evident in PSHE floor books across all year groups</i> <i>Career's discovery day held in term 5</i>
Launch the TPAT pledge for enrichment opportunities - All pupils to have access to a wide range of enrichment and extra-curricular activities - Targeted pupils attend additional clubs or activities	- Continue to track pupils' participation in the wider curriculum opportunities e.g. clubs, events, residentials, music, sports etc. - Provide a range of enrichment activities within school through a series of 'Discovery Days' (Black History T1; International day T2; Art day T3; Science day T4; World Book day T4; Careers' T5 Environmental T6) - Support vulnerable pupil groups to access a range of enrichment activities including residentials	We want our pupils, especially vulnerable pupils, to take up opportunities to gain cultural capital, build resilience and motivation and encourage them to pursue wider goals.	PP funding estimate for trips and visits (£3000) TPAT Pledge document	JHu	Monitoring of the tracking spreadsheet	<i>TPAT pledge posters printed and shared on the website.</i> <i>Discovery day 1 – Black History & Discovery day 2 – International day</i> <i>Discovery day 3 – Art day (female artists)</i> <i>Discovery day 4 - World Book Day.</i> <i>Discovery day 5 – Science Day</i> <i>Discovery day 6 – Career's Day</i> <i>Discovery day 7 – Environment Day</i> <i>All held and learning displayed</i> <i>70% Pupil Premium pupils took part in a residential in y6 (60% non PP)</i> <i>PP attendance at clubs – all fully funded: Summer term 26% (non PP 44%)</i> <i>Rock steady music bands – PP 10% (non PP 12%)</i>
Further develop international school links - Pupils have formed links crossing geographical boundaries - Pupils have improved understanding of other societies, languages and cultures of the world	- Continue Reading for pleasure project with Jamaican school link in a ks2 class - Hold International Day - Achieve International Award - French trip for group of pupils	We want to help children to reinforce the values of respect and tolerance and celebrate differences, broaden horizons and understand global issues.	Release time for webinar links with British council	SP	Pupil Voice	<i>-International day enabled pupils to have a wider understanding of countries, languages and cultures across the world.</i> <i>-Y3/4 have had contact with the link school in Jamaica.</i> <i>-International award (intermediate level) achieved January 2025</i> <i>-A successful TPAT French trip was run in November 2024</i>

Priority 4: Achieve outstanding Behaviour and Attitudes

Desired Outcome & Success Criteria	Chosen Action/Approach	What is our Rationale/Evidence for this approach	Resources and Costing	Staff Lead	How will we ensure it is implemented well?	Impact & Evaluation evidence
Pupils' perception of behaviour and how it is dealt with to be good Increase % Pupils responding positively to pupils' perception questionnaires	- Share termly behaviour data with class teachers to discuss with classes as appropriate. - Increase the number of times we revisit behaviour routines with pupils to termly x6 - INSET training for all staff to ensure consistent application of the behaviour policy and routines particularly around low level behaviour in class. - Proactive monitoring of pupils with more challenging behaviour during outside play - Promote the use of de-escalation strategies - Building good relationships with pupils and understanding triggers - Review of reflection forms and process with staff - Use of a consistent 'report card' format to monitor those receiving reflections repeatedly - Trauma informed training from SBC	Staff feedback from questionnaires showed staff desire for further training and a review of the behaviour reflection process.	INSET day time Reflection room and SLT allocated at play/lunchtimes CPOMs	NM VS	INSET day training session for all staff Monthly behaviour monitoring Pupil questionnaire Feedback in staff/TA meetings	<i>Pupil perceptions outcome is in line with the National average response. Pupils with low perception scores targeted for further feedback in September.</i> <i>Trauma informed training SLT took place in June/July whole staff training is booked for September 2025</i>
Improve the attendance of vulnerable pupils across the school Narrow the gap to within 2% PP/non PP	- Monitor attendance below 95% - Contact with individual parents where attendance remains persistently below 90% - Information to promote good attendance and school attendance figures shared in the school newsletter regularly - Continue to discourage absence for holidays through	The gap between PP and non PP pupils attendance remains above 3%.	Meeting time with parents	VS	Monthly attendance monitoring Newsletter information	<i>PP attendance has improved to 93.06% this year and is above the national average for PP (The gap to non PP has reduce very slightly from last year but remains above 2%).</i> <i>SEND attendance is 95.97% with no gap to non SEND</i>

	letters and FP fines where proportionate Use the Early help process to support parents with good routines and removing barriers to good attendance					
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Priority 5: Create an environment ready for outstanding learning

Desired Outcome & Success Criteria	Chosen Action/Approach	What is our Rationale/Evidence for this approach	Resources and Costing	Staff Lead	How will we ensure it is implemented well?	Impact & Evaluation evidence
Improve the outdoor environment of the school - Nursery outdoor area - Running track	- The Nursery outside learning environment needs to be developed and resourced appropriately to ensure the space provides children with high quality learning opportunities. - Re surface running track	The running track needs re surfacing due to flooding during periods of heavy rain The Reception outdoor area has recently been re developed and the Nursery area now needs to be updated in line to enhance provision	Central trust funds PTA funds	JHu HD VS SB	P Pupil voice feedback	<i>Running track is booked to be replaced in the summer.</i>
Develop relationship with new catering company Positive feedback from pupils and parents of school meals	- New external contractor Sodexo appointed through the tender process - Decorate the hatch - New menus rolled out to parents & pupils - Allergens policy and data updated	Trust tender process identified Sodexo to work across the trust schools to enhance and improve catering while also offering best values for money		HD	Pupil /Parent questionnaires	<i>School council feedback positive Tasting session for new Reception parents positive</i>
Improve the indoor environment of the school Redevelop the school library	- Upgrade and replacement of library book stock - Re paint the library wall (Gruffalo)	Library stock needs a continual refresh so there is a wide choice of quality texts for children to choose from.	Library books, paint and resources cost tbc (PTA funds)	VS SP AK	Progress with upgrades to the library Pupil voice	<i>New book shelf installed in the library. New TA trained on the library software. New Reading champions in place. New table and soft furnishings purchased Wall mural re painted by work experience students.</i>

	• New library furniture and book shelf installed • Train Reading lead and TA on the library software	The environment needs a refresh to enhance the visual appeal of the library				
Continue with the program of repairs and maintenance for the school building • The school remains in good repair	• Seek quotes for painting the school hall • Install updated CCTV cameras around outside • Replace offices carpets • Replace staff kitchen area • Fencing on the school field • Guttering • Roof works	It is important to keep the school building and environment in good repair so that pupils and staff are able to focus on teaching and learning. Fencing is needed to secure the boundary at the end of the field.	Costs kitchen area (Estimate £3500 use of reserves) Guttering, roof work (Central TPAT costs from SCA)	HD	Progress and completion of the planned work	<i>CCTV installed</i> <i>Fencing on the school field installed</i> <i>Staff kitchen area replaced</i> <i>Roof works completed</i>