



Believe and Achieve

School Development Plan for Breachwood Green JMI School (April 2018 – April 2019)

Breachwood Green JMI

Oxford Road

Breachwood Green

Hitchin

Herts

SG4 8NP

Head teacher: Kirsty Badham

Chair of Governors: Tim Starkey

Mission Statement

Our school, in the heart of the community, offers a happy, secure, engaging learning environment which inspires inquisitive minds. We work together to enable everyone to grow in confidence, develop their potential and be the best they can be.

At Breachwood Green JMI our aims are to:

- deliver an exciting and engaging curriculum which prepares children for the evolving future and life's challenges;
- enable children to attain the levels of knowledge, understanding and skills that society demands for their future lives;
- work to release each child's academic, physical and personal potential through a broad and balanced curriculum;
- value each individual in a supportive and safe environment where everyone strives to be the best they can; celebrate the achievements and successes of pupils and staff;
- promote resilience to enable each individual to achieve their full potential;
- provide a rich curriculum that enables pupils to become responsible, respectful, self-assured citizens;
- offer a range of programmes, activities and services that actively supports local families in raising achievement; provide continuous professional development for staff, valuing learning for all;
- be the school of choice.

Agreed School Priorities

Key priorities in 2018 – 2019 (Financial Year) taken from Ofsted 2018

- Continue to accelerate pupils' progress and further raise standards in reading, writing and mathematics by:
 - rigorously monitoring and evaluating the impact of newly introduced teaching strategies
 - ensuring that lessons are pitched at the right level for all, and particularly the most able
 - checking that time is well used in lessons
 - insisting on high-quality presentation in all pupils' work.
- Improve leadership and management, including governance, by:
 - clarifying the responsibilities of middle leaders and fully developing the role of subject leader
 - reviewing assessment systems so that school leaders may more easily monitor pupils' performance.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

The School is not yet good because:

- Pupils' progress from the end of key stage 1 to the end of key stage 2 in reading, writing and mathematics is improving, but is below average.
- Governors' limited knowledge and understanding of information about the school and information about pupils' progress limits their ability to challenge leaders and consequentially restricts their effectiveness.
- Subject leaders do not have a clear picture of attainment in their subject areas.
- Time in classrooms is not always used effectively. As a result, the pace of learning, particularly in writing, continues to be slow. Teaching is not sufficiently matched to pupils' needs. In some lessons the work set lacks challenge or is too difficult.

Headteacher & SLT

- Focus on developing data analysis for all staff and governors
- Establish SLT team effectively
- Development of leadership roles for subject leaders
- Monitor the quality of teaching to ensure 100% is good or better and 38% is outstanding.
- Report to governing body on progress against actions taken
- Work to embed school vision and mission with the whole community

Governance:

- Complete review of governance
- Increase the monitoring of progress toward targets for staff and pupils
- Work with SLT to embed vision and mission
- Ensure that sufficient resources are available to adequately deliver the agreed plan
- Develop subject leader links to ensure accountability of subject leaders

Subject Leaders

To have an overview of subject assessment across the school
Liaise with SLT and staff
Establish a clear vision for subject and action plan
Carry out work scrutiny with staff Be coached by the head and SLT to lead subject areas forward

Breachwood Green JMI School 061

Improve outcomes in reading and maths, to ensure coasting thresholds are met or exceeded

HIP

Monitor and review impact of target setting and school improvement plan.

Inclusion Leader

- Guide and coach teachers and teaching assistants for supporting pupils with SEN
- Liaise with outside agencies to ensure the correct provision is in place
- Monitor effectiveness of interventions

Link schools

- Cockernhoe
- Offley
- Preston
- BWG Preschool
- Little Buttons Nursery

TLA Support

- Coach subject leaders
- Support teachers to increase greater depth
- Coach teachers to ensure maths take a CPA (Concrete – pictorial – abstract)

English Objectives	Specific actions to improve outcomes for pupils	Person responsible (date)	Expected Outcomes	Specific monitoring	Resource Implication	
<p>To ensure the % of pupils at ARE are in-line with national for KS1/KS2 and working towards a stretched target of 80% in writing</p> <p>To ensure all pupils make at least expected progress in writing</p>	<p>Writing</p>	<p>Pupils are producing a minimum of four pieces of extended writing a term across a variety of subject areas.</p> <p>Writing is of the expected standard in all subjects.</p> <p>Targets to be embedded and used to target children's writing in all subjects.</p>	<p>Teachers ongoing</p>	<p>Increase in the amount of writing produced by children. A range of writing from across the Curriculum. Standard of cross-curricular writing to be at the expected standard.</p>	<p>- Random selection of books collected each half term to ensure pupils are producing correct amount of work.</p> <p>- Scan books to keep as an e- portfolio</p>	<p>Subject leader time (Hist/Geog/RE/ Science/PSHE/ English)</p> <p>½ day per half term per teacher</p> <p>£180 x 18</p>
		<p>Class English folders to be established which provide clear guidance for class teachers e.g. editing mats, grammar strands, planning menus.</p>	<p>RM Summer Term</p>	<p>Teachers to be clear about expectations within each unit. Clear sequences will be Planned. Progression of English skill will be evident.</p>	<p>- Book look</p> <p>- Planning</p> <p>- Teacher voice</p>	<p>Subject leader release time</p> <p>½ day – internal cover one off</p> <p>£50 stationery</p>
		<p>75% of weekly lessons should see children produce at least a paragraph of writing.</p> <p>Termly fiction and non-fiction writing assessments to be embedded and portfolios to be kept for all pupils. Writing moderation to occur half termly in house. Moderation meetings with other schools to be organised.</p>	<p>Class teachers/ TA's</p> <p>Subject leader and CT's Summer Term Ongoing RM Summer Term</p>	<p>Pupil's stamina increases. Quantity of work produced increases.</p> <p>Staff are confident in assessing children's writing and agreements between staff for ARE examples of work. Clear progression can be seen across the school.</p>	<p>- Book scrutiny</p> <p>- Pupil voice</p> <p>- Moderation – termly within school</p> <p>- Autumn and spring moderation with other schools</p> <p>- Yearly moderation with other school.</p>	<p>Subject leader release time</p> <p>½ day – internal cover per half term</p> <p>Staff meeting Time – half termly</p> <p>1 day per term release time for subject leader to work with class teachers to discuss finer details</p> <p>£180 x 3</p>
		<p>Develop a consistent approach to teaching handwriting across the school.</p>	<p>KB/RM Summer term</p>	<p>Clear progress to be identified within handwriting. Presentation of pupils work to Improve.</p>	<p>- Book look</p> <p>- Pupil voice</p>	<p>Handwriting scheme - £1000</p> <p>Staff meeting time</p>

English Objectives	Specific actions to improve outcomes for pupils	Person responsible (date)	Expected Outcomes	Specific monitoring	Resource Implication	
<p>To ensure the % of pupils at ARE are in-line with national for KS1/KS2 and working towards a stretched target of 80% in writing</p>	<p>Grammar</p>	<p>Editing mats to be introduced and teachers then children to be taught how to use these effectively.</p>	<p>RM Ongoing</p>	<p>Editing to be common practice and evident in all year groups. Children can see where their/peer's work needs editing and can comment on this.</p>	<p>- Book look - Pupil voice</p>	<p>Subject leader release time ½ day cover</p>
		<p>Embed next steps which focus on grammar mistakes.</p>	<p>Teachers Ongoing</p>	<p>Next step responses show a developed understanding of grammar. Improvement of grammar throughout the year and across the curriculum.</p>		
		<p>Review Guided reading carousel which focusses on grammar for one activity – potentially introduce discrete lessons.</p>	<p>CTs ongoing CTs ongoing</p>	<p>Correct grammar use within writing. Discrete grammar skills taught within lessons.</p>	<p>- Book look - Pupil voice - Lesson - Data analysis</p>	<p>Subject leader release time ½ day cover</p>
		<p>Half termly tests to be introduced to inform planning and post-tests used as an aid to inform booster groups or key skill sessions/early morning work.</p>	<p>RM CTs Summer 18</p>	<p>Improved grammar scores termly. Each child to improve their %, by at least 30%, by the end of a term.</p>	<p>- Planning look</p>	
		<p>Grammar inset and training with support from TLA (focus for this year) with other school for teachers and TAs.</p> <p>Training for staff to ensure lesson objectives have grammar focus and writing lessons model grammar skill progression.</p>	<p>CTs /TAs Autumn 18</p> <p>RM/TLA Autumn 18</p>	<p>Teachers are more confident in teaching this area.</p> <p>Writing lesson objectives to have a grammar focus. Improved planning and sequence of progression.</p>	<p>Test results recorded in the assessment folder Planning Book look</p>	<p>INSET day TA costs £300 Staff meeting</p>

English Objectives	Specific actions to improve outcomes for pupils	Person responsible (date)	Expected Outcomes	Specific monitoring	Resource Implication	
<p>To ensure the % of pupils at ARE are in-line with national for KS1/KS2 and working towards a stretched target of 80% in reading</p> <p>To ensure all pupils make at least expected reading</p>	Reading	Guided reading sessions to be reviewed and refined in line with current thinking of whole class teacher.	RM/KB Autumn 18	Progress of reading to increase to ensure 80% of progress is good in all year groups.	Lesson drop-ins Guided reading books Data	Staff meeting time Training for KB - £300
		Information for parents through leaflet or workshop to explain how they can support their child's reading – focus on inference and deduction.	Class teachers Autumn 18	Parents indicate they have a better understanding of how to support their child's reading.	Parent voice	£100 photocopying booklets
		Revamp library area so it engages the children. RM to visit other schools for ideas. Update current reading scheme.	RM Spring 19 Summer 19	Children will have a room which encourages them to read. Moving between book bands will become consistent.	Pupil voice	2 day supply Money for resources £2000
		Review school reading scheme and ensure a consistent approach is embedded across the school.	RM	Clear systems for children to change books to be in place. Reading progress will increase to 80% at making good progress.	Parent voice	
	Spelling	Pupils to be tested on the previous year group spellings at the start of the year and parents given results (with actual spelling test) to ask them to practise these with their child. Parents also given the current year groups spellings so they can see expectations.	summer 18	Children's results will improve compared to the start of the year. Parents will have an understanding of the year group expectations.	Book look Data	Lesson time
		Spelling schemes to be reviewed and purchased to support teaching of spelling.	Summer 18	A consistent approach to the teaching of spellings throughout the school.	Planning Data	
		Pupils will be given weekly spelling test (10 spellings) of words taken from spelling lists. Discrete spelling lesson to be taught once a week to teach spelling rule/pattern.	Summer 18	90% of pupils will attain 80% or more on their year group spellings at the end of the year.		Staff meeting time

Maths Objective	Specific actions to improve outcomes for pupils	Person responsible (date)	Expected Outcomes	Specific monitoring	Resource Implication
To ensure the % of pupils at ARE are in-line with national for KS1/KS2 and working towards a stretched target of 80% in maths	<ul style="list-style-type: none"> Identify school who are mixed year groups and gain high results. Teachers to visit school. Feedback at staff meeting and agree some non-negotiables. Share research from Babcock developing mastery in mixed-year groups report. 	KB Class teachers Summer term Autumn Term	<ul style="list-style-type: none"> Agreed planning process as a school. Maths planning policy developed. Improved maths lessons. 	<ul style="list-style-type: none"> Evaluation sheets of outcomes from visiting another school Planning Books/lesson ob 	Supply costs 4 x £180 Staff meeting time
	To ensure all pupils make at least expected progress in reading	Explore resources to support with maths planning – HfL/White Rose Hub.	KB/TC Class teachers Autumn 17'	Level of work provided for the pupils will be challenging and provide reasoning and mathematical thinking opportunities.	<ul style="list-style-type: none"> Planning/book scrutiny Pupil Voice
	Continue to provide opportunities which require children to respond with mathematical vocabulary.	Class teachers Ongoing	<ul style="list-style-type: none"> Children will be using mathematical language accurately. Speaking frame examples and vocabulary will be clearly displayed in classrooms. 	<ul style="list-style-type: none"> Planning/book scrutiny Pupil Voice 	HT/SLT time to coach staff
	<ul style="list-style-type: none"> Reasoning activities to be provided in all lessons for either whole class discussion or paired/individual activity. Concrete apparatus to be used to enhance this. 	Class teacher KB/TLA Ongoing	Reasoning activities to be evident, for paired/individual activity, in pupils books at least twice a week.	Book scrutiny	Staff meeting time TLA support - £250
	<ul style="list-style-type: none"> Rapid recall of multiplication facts to remain a high priority and times tables to be tested weekly. Maths Times Table Challenge to be set up for the whole school. Parents to be informed of the expectations for the pupils. 	Class teachers Summer 18	85% of the class to rapidly recall the specified multiplications facts, for their year group, by the end of the academic year.	Improved results on times table challenge	Staff meeting time

	<ul style="list-style-type: none"> - Further embed next steps to provide opportunities for children to demonstrate their reasoning. 	All CTs	<ul style="list-style-type: none"> - Next step responses reflect the pupils' mathematical thinking skills, using mathematical language appropriately. - Next steps to be evident at least once a week for each pupil. 	<ul style="list-style-type: none"> - Book scrutiny/pupil voice 	SLT time SL time – ½ day supply x half term (£90 x 6)
	<ul style="list-style-type: none"> - Workshops to be held for parents, and parents with pupils, to guide them on how they can support their child's learning. 	KB/TC All CTs	<ul style="list-style-type: none"> - Homework produced by pupils will be of a higher quality. - Parents will indicate they feel more confident in supporting their child's learning. 	<ul style="list-style-type: none"> - Parent voice 	HT/TC time £100 photocopying resources
	<ul style="list-style-type: none"> - Intervention resources to be purchased. - Interventions to be taken for identified children to close gaps. 	KB Autumn Term All teachers	<ul style="list-style-type: none"> - Intervention programmes in place for identified pupils. - Gaps will start to close. 	<ul style="list-style-type: none"> - Data - Pupils' books - 	Staff training Inset day TLA support? £250 TA time £300

Teaching and learning Objective	Specific actions to improve the quality of teaching, learning and assessment	Person responsible (date)	Expected Outcomes	Specific monitoring	Resource Implication
To ensure all teaching in the school is good, with 38% being Outstanding	- Class teachers to be given 30mins a week with TA to discuss planning for the week.	KB ongoing	- Teaching assistants to be used effectively to support learning of pupils within lessons.	- Drop-ins	HT time – 30mins Per week
	- Opportunities for teachers to visit other similar schools to observe good/outstanding lessons.	All teachers Sum/Autumn 18	- Improvement in teaching or classroom Environment.	- Teacher voice	4 days supply 4 x £180
	- Lessons to be videoed and watched back with HT as a coaching process.	KB/ CTs Autumn 18	- Teachers will be reflective of their own Practice.		2 days supply 2 x £180
	- Provide INSET training on mastery.	KB Summer 18	- Teachers to have an increased understanding of mastery. - Pupils' outcomes improved.	- Lesson drop-ins - Planning - Book looks	Staff meeting time
	- Develop a consistent approach to planning across the school.	All staff Summer 18	- Planning policy reviewed. - Consistent approach to planning .	- Planning	staff meeting time
Ensure accurate teacher assessment which feeds into planning	- Formal assessment week to be established and clearly defined in assessment policy.	SLT Summer 18	- Consistent, whole school system for tracking pupils' progress. - Clear assessment policy in place.	-Data/Book looks - Pupil progress Meetings	
	- Attend county held moderation meetings.	Teachers Ongoing	- Moderated work to be kept by subject Leaders. - Teacher assessments will be ratified with other teachers.	- Moderation pieces	Supply 6 x £90
	- Assessment used to inform pupil progress meetings. - Identification of pupils requiring additional support/challenge.	Termly HT/SENCo + CTs	- Intervention groups identified – pre- and post-teaching. - Gaps closed for pupils making less progress. - More able pupils challenged.	- Pupil progress meetings - Book looks - Pupil voice	In school cover
	- Teaching assistants will be given clear guidance on intervention strategies to be used.	Termly CTs		- Staff voice	TLA support £250 Intervention resources £1000

SEN/D Objective	Specific actions to improve the quality of teaching, learning and assessment	Person responsible (date)	Expected Outcomes	Specific monitoring	Resource Implication
To ensure that we are consistently providing high quality provision that meets the needs of children and young people with SEND to improve short and long term outcomes	<ul style="list-style-type: none"> - Audit expertise and training needs of all staff in order to strategically plan SEND CPD to ensure that expertise is consistent. 	RM Autumn 18	<ul style="list-style-type: none"> - Teaching staff will receive training for areas of need and implement strategies learned. - Expertise of staff will be shared. 	The audit records and table prepared Impact of training seen in strategies implemented and pupil progress	Time to prepare audit and table Cost of training
	<ul style="list-style-type: none"> - Purchase Clicker 7 and Communicate in Print to support SEN/D provision in school. 	RM/KB Summer 18	<ul style="list-style-type: none"> - SEN/D pupils will be able to work more independently. - Consistent approach to visual timetable across the school. - School labelling system to be consistent. 	Book look Pupil voice	Software x 5 licences Clicker 7, one for communicate in print - £1000
	<ul style="list-style-type: none"> - Consider 'mindfulness' as a technique to adopt in school and look into training for this. 	KB/RM Autumn 18	<ul style="list-style-type: none"> - Children will develop a resilience to learning and feel confident. 	Pupil voice	INSET training Staff meeting time
To ensure that we continue to communicate sensitively, appropriately and effectively with parents and children with SEND	<ul style="list-style-type: none"> - Continue to plan and carry out SEN Reviews termly ensuring parents and children are at the heart of this process. - Survey parents at the end of Summer reviews to continue to improve implementation based on parents views. 	RM/KB CTs ongoing	<ul style="list-style-type: none"> - Outcomes of SEN Reviews analysed and at least 90% of children meet these. - Parents will be satisfied with the outcomes of SEN reviews and the way they are implemented. 	Analyse outcomes of the survey and implement any ideas for enhancing reviews	Teacher cover for SEN Reviews termly
To work proactively and collaboratively to improve provision	<ul style="list-style-type: none"> - RM to meet with CTs half termly to review the current provision . - RM/KB to train TAs to ensure interventions will have a quick Impact. - Intervention timetables to be embedded and monitored for all classes. 	RM Autumn 18	<ul style="list-style-type: none"> - Achievement of pupils with SEN will improve. 	Pupil Voice shows that children feel their needs are met and provided for	Staff Meeting time SENCo time

Leadership Objectives	Specific Actions to improve the effectiveness of leadership and management	Person responsible (date)	Expected Outcomes	Specific monitoring	Resource Implication
To continue to develop the new leadership team so it can drive the school forward	<ul style="list-style-type: none"> - Ensure a rigorous monitoring timetable is in place. - Establish SLT roles. - Review monitoring policy. 	SLT Summer 18	<ul style="list-style-type: none"> - SLT will be able to make informed decisions about training and support needed for school. - SLT + Govs. Will have a clear indication of how the school are progressing towards priorities. 	Monitoring folder Governing body minutes Staff voice	GF/MG to release each other, one afternoon a week for SLT time
	<ul style="list-style-type: none"> - Work closely with the governors to keep them up-to-date with changes occurring. 	KB ongoing	<ul style="list-style-type: none"> - Governors will have a clear understanding of the school's actions and reasons behind these. 	Governor voice Governing Body Minutes	Governor time
	<ul style="list-style-type: none"> - Establish key roles for each SLT member and draw up job description. 	Autumn 18	<ul style="list-style-type: none"> - Progress of projects will move more rapidly across the school. 	SLT minutes Staff meeting minutes	SLT time

Subject Leadership Development	Specific Actions to improve the effectiveness of leadership and management	Person responsible (date)	Expected Outcomes	Specific monitoring	Resource Implication
<i>Phase 1 To establish roles and expectations for subject leader</i>	- SLT to establish expectations and content for subject leader files.	SLT	- Each subject leader to compile/update the subject leader file including agreed file content.	Files to be completed by Easter 2018.	Staff meeting/ Subject leader directed time
	- Share subject leader expectations for leading and managing a subject (staff meeting).				
	- SLT to establish format for subject leader audit.				
	- SLT to create subject expectations for each year group.	SLT	- Year group expectations in place for each subject.	By start of Summer term 2018	SLT time
	- SLT to establish timetable of available slots for subject leader release time. - Create request forms.	SLT	- Subject leaders aware of time available to develop their action plan.	Summer term	SLT time
<i>Phase 2 To develop the role of the subject leader and subject priorities</i>	- Subject leaders to carry out a thorough audit of subject including whole school curriculum plan, medium term plans and schemes of work in line with curriculum development programme. - Resources audit.	Subject leaders	- Subject leaders to complete audit and upload onto shared drive. Compile an action plan based on audit priorities including scheme of work and assessment. - Complete resource audit and compile wish list in line with scheme of work.	SLT to monitor in line with whole school programme of curriculum development	Subject leader directed time
	- SLT to establish new procedures for subject leader release. This will include a centralised folder which includes forms to be completed by subject leaders when requesting release time.	SLT	- Subject leaders to submit a request for release time detailing actions to be completed in accordance with their subject leader action plan.	KB	Subject leader time Folder

	<ul style="list-style-type: none"> - Subject leaders to use assessment procedures including the emerging, developing, secure of ARE. 	Subject leaders	<ul style="list-style-type: none"> - Class teacher's use ARE to assess pupils. - Subject leaders track progress throughout school, including data SIMS. 	SLT to monitor subject leader file.	Subject leader directed time/SLT time
<i>Phase 3 Embed the role of subject leader</i>	<ul style="list-style-type: none"> - Subject leaders to monitor expectations, progress and attainment including class teacher's use of assessment grids. - Monitor progress of action plan measuring impact of actions. 	Subject leaders	<ul style="list-style-type: none"> - Monitoring of work, pupil voice and lesson observations including termly report to headteacher. - Outcomes of monitoring to feed into subject leader action plan/priorities. 	KB	Subject leader time
<i>Phase 4 Maintaining expectations of subject leader</i>	<ul style="list-style-type: none"> - Subject leader to monitor established assessment and curriculum delivery. - To update and maintain work samples. - To track termly progress of 3 children in each year group. 	Subject leaders	<ul style="list-style-type: none"> - Identify strengths and weaknesses and areas for development and upload onto shared drive. 	KB to monitor via termly head teachers report.	Subject leader directed time

GDPR Objectives	Specific Actions to improve the effectiveness of leadership and management	Person responsible (date)	Expected Outcomes	Specific monitoring	Resource Implication
To ensure the school is compliant with new GDPR laws	- Establish a DPO.	KB/TS April 18	- School DPO assigned.	Govs	Gov. time
	- Complete an asset audit.	KB/AF April 18	- Clear understanding of what data is used and why, how and when.	DPO	Gov. time KB/AF time £300 toolkit
	- Complete a GDPR annual review.	DPO May 18	- School to be clear about its progress towards GDPR compliancy.	DPO	Gov. time
	- DPO to attend training.	KB/TS/DPO May 18	- Awareness of DPO role and duties to be carried out.	Govs	Gov. time Training - £150
	- Update relevant policies/documentation: data protection policy/ home school agreement policy/privacy notices/.	KB/Govs May 18	- Relevant policies reviewed and updated. - Gov and Staff awareness of policies.	Govs minutes	Time
	- Establish a Subject Access Request policy.	KB/AF May 18	- Policy in place and known by all relevant staff members/governors.	Govs minutes	time
	- Review current processes for staff working at home. - Ensure all memory sticks are encrypted.	KB/SH	- Sensitive data only to be stored on encrypted memory sticks.	Staff voice	Purchasing memory sticks - £100
	- Review current system for printing from laptops.	SH	- Print outs only to be completed once staff member uses code to access them.	observation	SH time

Premises Objectives	Specific Actions	Person responsible (date)	Expected Outcomes	Specific monitoring	Resource Implication
5 Year Plan 2018 - 2019 - Fencing for safeguarding - Smart TV's in every classroom - Internal decoration to improve worn down areas of school - Improve outdoor lighting - Investigate whether the fire alarm system needs upgrading - Inventory – staff member to be allocated – do we need new staff member?? - Mini-bus Ongoing - Review and replace furniture			2019 onwards - Improve outdoor play area so it is all year accessible Develop library area VOIP phone system - New outdoor storage to replace existing wooden sheds - Develop outside learning area with pond? - Clear out and order art store - 5 year fixed year wiring		
To enhance the learning environment for pupils	- Purchase interactive screens for all classrooms.	SH/KB	Pupils learning experience will be enhanced	Govs	£13,000 – PTFA budget IT consultant time 4 x £40
	- Establish areas needing redecorating. - Redecorate accordingly.	KB/DF/DC	Pupils learning environment will be improved	DC use of time	£400 equipment/paint
To improve health and safety	- Develop outdoor lighting system around the school.	KB/DC	Outside areas will be well lit and safe at night time	Govs	£2000
To develop school boundaries to heighten safeguarding	- Install new boundary gates .	KB/DC/SB	School will become secure as visitors will not be accessing the playground on first arrival	Govs	£10,000
To employ a staff member to take responsibility for school inventory	- Employ new staff member.	KB/AF	School inventory will be kept up-to-date	KB/AF	£600
To establish clear lines of communication between parents and afterschool club	- Phone system to be developed to enable phone calls to be sent to the hall after set time.	KB/SH	Parents able to ring ASC directly	KB	Maintenance service SH time