

Outcomes for Pupils	
<b>Aim:</b> To narrow the attainment gap and accelerate progress for all children	<b>Lead:</b> Andrew Orgill
<b>Related Action Plans:</b> Reading Writing Maths EYFS Assessment	<b>Scrutinising Committee:</b> Pupil and Curriculum committee
<b>Objectives</b>	<p><u>EYFS</u></p> <ul style="list-style-type: none"> <li>To increase % children working at or above expected level by end YR</li> <li>The national achievement gap for all children in EYFS will be narrowed, including Nursery</li> </ul> <p><u>KS1</u></p> <ul style="list-style-type: none"> <li>To increase % Y1 children on track to pass phonic check and reach national standards</li> <li>To increase % children on track to complete RML program by end Y1</li> <li>Achievement to be at or above ARE in reading, writing, maths and science in KS1 <b>(SLT)</b></li> </ul> <p><u>KS2</u></p> <ul style="list-style-type: none"> <li>Achievement at national average (ARE) in reading in KS2 SATs</li> <li>Achievement at national average (ARE) writing, maths and science in KS2</li> <li>To close the national achievement gap at Year 4 (interventions) for all groups including disadvantaged, SEN and disadvantage/more able</li> <li>To raise the achievement of Y5/6 boys so the ARE gap narrows rapidly and ARE are met</li> <li>Y6 achievement in reading comprehension is at national expectations</li> </ul> <p><u>Whole School</u></p> <ul style="list-style-type: none"> <li>To achieve National standards in each phase in Reading</li> <li>To achieve National standards in each phase for Writing, SPAG, Maths and Science across school, including for the children working at greater depth <b>(AO)</b></li> <li>To further develop maths interventions for identified children</li> <li>To improve the opportunities for reasoning across all classes.</li> <li>At least 80% of children are at ARE in all year groups by the end of the year (90% by the end of Year 5. Also see ARE minimum expectations as a starting point) <b>(AO)</b></li> <li>To achieve National Standards in all non-core subjects with at least 80% (90% by the end of Year 5) of children achieving ARE in all year groups including PHSE across school</li> <li>To close the achievement gap between SEND and non-SEND children nationally</li> <li>More able children achieve as well as their peers nationally, learning to a greater depth and making at least good progress in Reading, Writing, Maths and Science</li> <li>More able/disadvantaged make at least good progress in school (at least 3.3 tracker points or 90% at ARE) and achieve as well as all children nationally</li> <li>To raise achievement for children with EAL across the school, including for the children who are new arrivals</li> </ul>
<b>What are the main priorities?</b>	<ul style="list-style-type: none"> <li>To achieve national standards in each phase in Reading</li> <li>To raise achievement of Lang/EAL across school including new arrivals</li> <li>To achieve National Standards in CORE subjects – including children working at greater depth</li> </ul>
<b>Success criteria</b>	<ul style="list-style-type: none"> <li>To improve vocabulary and comprehension skills</li> <li>80% of children at National Standards</li> <li>All new arrivals assessed and interventions in place – adult support</li> <li>Closing gaps in language development</li> <li>Closing gaps in all core subjects</li> </ul>

	<ul style="list-style-type: none"> <li>To achieve national standard – 80%</li> </ul>	
<b>Required resources</b>	Supply	£3500
	Training	£1000
	Subscriptions	£0
	Equipment/supplies/learning resources	£500
<b>Milestones</b>	<b>Autumn Term</b> <ul style="list-style-type: none"> <li>National standards gap in reading is closing and GOOD+ progress being made</li> <li>National standards gap is closing in ALL CORE SUBJECTS and GOOD+ progress being made</li> <li>The gap with national More able children is closing they are learning to a greater depth and making at least good progress in Reading, Writing, Maths and Science</li> </ul>	<b>Monitoring</b> <ul style="list-style-type: none"> <li>AO</li> <li>SLT</li> <li>Pupil and Curriculum Committee</li> </ul>
	<b>Spring Term</b> <ul style="list-style-type: none"> <li>National standards gap in reading is closing and GOOD+ progress being made</li> <li>National standards gap is closing in ALL CORE SUBJECTS and GOOD+ progress being made</li> <li>The gap with national More able children is closing they are learning to a greater depth and making at least good progress in Reading, Writing, Maths and Science</li> </ul>	<b>Monitoring</b> <ul style="list-style-type: none"> <li>AO</li> <li>SLT</li> <li>Pupil and Curriculum Committee</li> </ul>
	<b>Summer Term</b> <ul style="list-style-type: none"> <li>National standards gap in reading is closing and GOOD+ progress being made</li> <li>To raise achievement of Lang/EAL across school including new arrivals and close gap with national non EAL</li> <li>National standards gap has closed in ALL CORE SUBJECTS and GOOD+ progress has been made</li> <li>More able children achieve as well as their peers nationally, learning to a greater depth and making at least good progress in Reading, Writing, Maths and Science</li> <li>Achievement is at or above ARE in reading, writing, maths and science in KS1</li> </ul>	<b>Monitoring</b> <ul style="list-style-type: none"> <li>AO</li> <li>SLT</li> <li>Pupil and Curriculum Committee</li> </ul>
<b>Evaluation</b>		
<b>Next Steps</b>		

Personal Development, Behaviour and Welfare Plan		
<b>Aim:</b> Personal Development, Behaviour and Safety is outstanding	<b>Lead:</b> Andrew Orgill	
<b>Related Action Plans:</b> EYFS PHSE RE Leadership and Management	<b>Scrutinising Committee:</b> Behaviour and Safety	
<b>Objectives</b>	<p><u>EYFS</u></p> <ul style="list-style-type: none"> <li>Transition to be further developed with KS1</li> <li>Develop EYFS parental links (play and stay, SALT, RML workshops, parents in classes)</li> </ul> <p><u>KS1</u></p> <ul style="list-style-type: none"> <li>Create a Parental reader group and support them</li> </ul> <p><u>KS2</u></p> <ul style="list-style-type: none"> <li>Transition to be further developed - Links to secondary schools</li> </ul> <p><u>Whole School</u></p> <ul style="list-style-type: none"> <li>Implement behaviour recovery programme across whole school, and school day</li> <li>To review Behaviour Policy and rewards system in light of the above (FTRWTSIS!)</li> <li>Appoint a lead for emotional wellbeing, counselling and nurture</li> <li>Create a Behaviour Mentor role</li> <li>Develop further nurture programme in school</li> <li>Further enhance parental engagement across the school</li> <li>Art workshops and performances for parents to showcase work</li> <li>Open for breakfast &amp; use school facilities – ICT, Library etc.</li> <li>Establish ESOL lessons again for parents</li> <li>Offer GCSE level learning to parents</li> <li>Drop in sessions for EAL parents – networking with other parents especially those with EAL. Focus here to be reading and reading for pleasure</li> <li>Continue to review lunchtime arrangements (apprentices to be appointed and involved to increase capacity of support)</li> <li>Performance management of lunchtime supervisors</li> <li>To explore the creation of before and after school provision at Hargate <b>(AO)</b></li> </ul>	
<b>What are the main priorities?</b>	<ul style="list-style-type: none"> <li>Improve emotional health</li> <li>Supporting parents in their development of their child’s social-emotional wellbeing</li> <li>Extend the school within the community</li> </ul>	
<b>Success criteria</b>	<ul style="list-style-type: none"> <li>Whole school training behaviour recovery</li> <li>Appoint a Social/Emotional Mentor (Murray Hall/Chin Up)</li> <li>Inspire style workshops – using outside agencies and ESOL classes in place</li> <li>Further opportunity for children to come into school early</li> <li>SCR review complete</li> <li>Lunchtime Playleader- Performance Management and CPD complete</li> </ul>	
<b>Required resources</b>	Supply (Time)	£400
	Training	£1200
	Subscriptions/Assessments	£500
	Equipment/supplies/learning resources	£8046*

<b>Milestones</b>	<b>Autumn Term</b> <ul style="list-style-type: none"> <li>• Behaviour Recovery training with Kevin Rowland complete</li> <li>• Behaviour Policy reviewed.</li> <li>• Updated Golden Rules and rewards in place</li> <li>• Solihull Approach – Parenting Classes</li> <li>• Play &amp; Stay (Autumn T2)</li> </ul>	<b>Monitoring</b> <ul style="list-style-type: none"> <li>• AO/SLT</li> <li>• AO/RH</li> <li>• PB</li> </ul>
	<b>Spring Term</b> <ul style="list-style-type: none"> <li>• ESOL classes</li> <li>• Extend children coming into school</li> <li>• Parent Workshops</li> <li>• Appointment of Social/Emotional Support</li> <li>• Review of Single Central Record complete</li> <li>• Breakfast library opening begins</li> <li>• Wellbeing Charter Mark</li> </ul>	<b>Monitoring</b> <ul style="list-style-type: none"> <li>• AO/RH/WB</li> </ul>
	<b>Summer Term</b> <ul style="list-style-type: none"> <li>• Lunchtime playleader review and CPD cycle complete (and ongoing)</li> <li>• Behaviour mentor LSP appointed</li> <li>• Transition R/Y1</li> </ul>	<b>Monitoring</b> <ul style="list-style-type: none"> <li>• AO/RH</li> <li>•</li> </ul>
<b>Evaluation</b>		
<b>Next Steps</b>		

<b>Spiritual, Moral, Social and Cultural Development Plan</b>		
<b>Aim:</b> SMSC is outstanding	<b>Lead:</b> Helen Penn	
<b>Related Action Plans:</b> Personal Development, Behaviour and Safety RE PHSE Leadership and Management	<b>Scrutinising Committee:</b> Behaviour and safety	
<b>Objectives</b>	<p><u>EYFS</u></p> <ul style="list-style-type: none"> <li>EYFS provision to have increased community links (in and out of school)</li> </ul> <p><u>KS1</u></p> <ul style="list-style-type: none"> <li>KS1 pupils have opportunity to attend an overnight residential visit (disadvantaged children to be priority – PP funding)</li> </ul> <p><u>KS2</u></p> <ul style="list-style-type: none"> <li>Arrange residential visits for KS2 (disadvantaged children to be priority – PP funding)</li> </ul> <p><u>Whole School</u></p> <ul style="list-style-type: none"> <li>To continue to raise the profile of PSHE in school and among parents</li> <li>To achieve the Bronze Stonewall Award</li> <li>To use Young Enterprise to make money for school through the work of the School Council</li> <li>To develop parental involvement in PSHE sessions</li> <li>To ensure the children receive a rich and diverse RE curriculum</li> <li>All children to visit houses of worship relevant to their RE work (1 per year).</li> <li>Celebration assemblies for calendar events inviting faith leaders in to lead</li> <li>Faith leader assemblies</li> <li>To achieve 360degree online safety award and work towards NAACE ICT mark</li> <li>To increase the role of pupil play leaders</li> <li>To increase provision of equipment and resources for playtime/breaks</li> <li>To utilise premises at lunchtimes – ICT, library, D&amp;T etc</li> <li>To achieve Art Award</li> </ul>	
<b>What are the main priorities?</b>	<ul style="list-style-type: none"> <li>Parents not aware of PSHE content already in school and it's importance</li> <li>Celebrate the difference and achievements (awards, religion, community, diversity)</li> <li>To improve interaction and behavior at lunchtime and playtimes</li> </ul>	
<b>Success criteria</b>	<ul style="list-style-type: none"> <li>Parent questionnaire</li> <li>Wellbeing Charter Mark/Arts Mark/NAACE</li> <li>Create calendar of faith events</li> <li>Faith leader contacts established</li> <li>Audit play resources</li> <li>Play leaders trained x12 – 2 per half term – reward all (Mitchell)</li> </ul>	
<b>Required resources</b>	Supply	£2300
	Training	£750
	Subscriptions/Apps	£400
	Equipment/supplies/learning resources	£500

<b>Milestones</b>	<b>Autumn Term</b> <ul style="list-style-type: none"> <li>• Play leaders trained</li> <li>• WBCMA – parent questionnaires</li> <li>• Faith assemblies</li> </ul>	
	<b>Spring Term</b> <ul style="list-style-type: none"> <li>• Audit resources</li> <li>• Faith assemblies</li> <li>• WBCMA completed</li> </ul>	
	<b>Summer Term</b> <ul style="list-style-type: none"> <li>• Awards achieved (Artmark/Stonewall/NAACE/ICT)</li> <li>• Award Play leaders</li> <li>• Faith Assemblies</li> <li>• KS1 overnight residential (Frank Chapman)</li> </ul>	
<b>Evaluation</b>		
<b>Next Steps</b>		

## Teaching, Learning and Assessment Plan

<b>Aim:</b> Teaching, Learning and Assessment are outstanding 100% teaching at least GOOD with 50% GREAT	<b>Lead:</b> SLT
<b>Related Action Plans:</b> Leadership, Management and Governance Plan Children Achievement	<b>Scrutinising Committee:</b> Pupil and Curriculum
<b>Objectives</b>	<p><u>EYFS</u></p> <ul style="list-style-type: none"> <li>To enhance language through a consistent approach to Talk for writing</li> <li>To embed consistent planning and continuous writing provision for EYFS (including Nursery)</li> <li>To develop resources across the phase to support age related development</li> <li>To implement collaborative planning and teaching across EYFS</li> <li>3 year old provision is consistent in LG and Nursery</li> <li>To develop skills of LSP/LSAs across LG/Nursery (changeover)</li> <li>Online resources purchased for EYFS and whole school (e.g. Twinkl)</li> </ul> <p><u>KS1</u></p> <ul style="list-style-type: none"> <li>To enhance phonics teaching</li> </ul> <p><u>KS2</u></p> <ul style="list-style-type: none"> <li>All of Key Stage 2 to begin learning Mandarin</li> <li>To update the assessment of MFL</li> </ul> <p><u>Whole School</u></p> <ul style="list-style-type: none"> <li>To implement consistent planning &amp; assessment procedures for writing and SPAG across the school</li> <li>To review use of Talk for Writing and ensure provision is consistent</li> <li>To establish author school links to support writing</li> <li>To improve vocabulary, understanding and reading comprehension skills across the school (KS1 especially) through review of comprehension and literacy provision as a result of 2016 KS2 SATs including written responses to inference questions and multi-stage questions</li> <li>To further enhance reading for pleasure in school including parental links</li> <li>To ensure 90% of assessments in the school are accurate across the school in all subjects and develop a consistent approach to assessment in RE and PHSE.</li> <li>To further develop maths interventions for identified children</li> <li>To improve the opportunities for EAL including new arrivals to access the curriculum</li> <li>To develop a programme of support for children and families of new arrivals</li> <li>To further develop systems of induction and EAL networking within WBCLC</li> <li>To develop and embed the Computing provision across the school and achieve National Standards in Computing in both key stages</li> <li>School offers a wide range of inter-school and intra-school games for pupils.</li> <li>All provision including Science is at least good throughout the school</li> <li>To achieve Primary Science Quality Mark 'Silver award', the National School Sports Games Award and the Arts Mark Award.</li> <li>Develop cross-curricular links across all subjects, including Science and the Arts</li> <li>To ensure that all children have the opportunity to experience art/music/drama &amp; showcase talents.</li> <li>To raise the profile and teaching time of DT, ensuring school has appropriate resources and further develop thematic sessions including Frantic Fridays and food technology.</li> <li>To continue to enhance language development through speaking and listening/language/comprehension across the whole curriculum and school</li> <li>Further enhance the work of SALT, develop in house training to meet the needs of the staff &amp; children (vocabulary &amp; inference questioning for SEN learners)</li> <li>Identify and support tier 1 Social, Emotional &amp; Mental Health</li> <li>To continue to develop staff knowledge of teaching and learning of more able pupils including the development of questioning and mastery activities – creating a bank of mastery and greater depth resources for core subjects. To improve the opportunities for reasoning across all classes</li> </ul>

	<ul style="list-style-type: none"> <li>To develop a more rigorous identification of More Able children and enhance provision</li> <li>To create a register of more able children and develop a bespoke package of online learning to those identified.</li> <li>To put in place additional tracking to monitor the progress of the more able and disadvantaged/more able children.</li> </ul>	
<b>What are the main priorities?</b>	<ul style="list-style-type: none"> <li>Reading/language comprehension- Higher order inference</li> <li>EAL intervention and support leads to good= progress</li> <li>Standards for the more able need to be at national standards (ongoing)</li> <li>Social, Emotional and Mental Health of children is a priority so that children are safe, happy and achieve</li> </ul>	
<b>Success criteria</b>	<ul style="list-style-type: none"> <li>Progress in Reading comprehension is GOOD or better and standards are met at KS1 and KS2</li> <li>Progress of EAL children and new arrivals is Good or better</li> <li>More able including disadvantaged/more able children across school make good and better progress and meet national standards in Re, Wr, Ma, Spag and Sc</li> <li>A tiered approach to SEMH is developed in school and intervention outstanding resulting in at least good progress of children</li> </ul>	
<b>Required resources</b>	Supply	£6000
	Training	£4300
	Subscriptions	£8330
	Equipment/supplies/learning resources	£3750
<b>Milestones</b>	<b>Autumn Term</b> <ul style="list-style-type: none"> <li>AFL Audit/Maths</li> <li>Training – Dean Thompson</li> <li>EYFS resource audit</li> <li>KS1 questioning techniques &amp; resource preparation EYFS-CAP</li> <li>EAL Assessments</li> <li>Science audit</li> <li>EYFS writing audit</li> </ul>	
	<b>Spring Term</b> <ul style="list-style-type: none"> <li>Monitor/Review writing EYFS</li> <li>Music audit (whole school)</li> <li>Sports club audit</li> <li>Mentoring role for SEMH in place</li> <li>SALT</li> <li>Curric &amp; science links</li> <li>SPAG audit</li> <li>3 year old provision (teachers/planning)</li> </ul>	
	<b>Summer Term</b> <ul style="list-style-type: none"> <li>Arts Mark achieved</li> <li>Reasoning review (maths)</li> <li>Computing audit</li> <li>Science award (PSQM) achieved</li> </ul>	
<b>Evaluation</b>		
<b>Next Steps</b>		



Leadership, Management and Governance Plan		
<b>Aim:</b> Leadership, Management and Governance are outstanding	<b>Lead:</b> AO	
<b>Related Action Plans:</b> Personal Development, Behaviour and Welfare EAL	<b>Scrutinising Committee:</b> Pupil and Curriculum FGB	
<b>Objectives</b>	<p><u>EYFS</u></p> <ul style="list-style-type: none"> <li>Intervention groups in place inc SALT (children achieve at NA and gap is closed)</li> <li>Paired teaching and coaching is ongoing in EYFS</li> <li>Coaching and team teaching for all staff</li> </ul> <p><u>KS1</u></p> <ul style="list-style-type: none"> <li>Extensive transition programme for term 1 in Year 1 (EYFS friendly curriculum) and preparing children for more formal learning</li> </ul> <p><u>Whole School</u></p> <ul style="list-style-type: none"> <li>Paired teaching/Coaching/Action Research/School Visits provision for all staff including at least 2 visits to different schools per staff</li> <li>Dedicated regular leadership time is reviewed to ensure taking place for all leaders, including half a day per week</li> <li>Continue to review <b>lunchtime</b> arrangements (apprentices to be appointed and involved to increase capacity of support)</li> <li>Performance management of lunchtime supervisors</li> <li>To achieve the basic skills quality mark</li> <li>Set high expectations for presentation by sharing non-negotiables with shareholders (at start of year)</li> <li>To develop subject and pedagogical knowledge through collaborative CPD.</li> <li>To develop EAL knowledge through CPD courses for NQT's and teachers new to the school</li> <li>As part of the regular review of the SCR, obtain an external review for verification</li> <li>Continue to enhance work of West Bromwich Central Learning Community (WBCLC) by developing: A more able network and EAL network</li> <li>Further enhance disadvantaged provision by conducting a Pupil Premium Review (FTRWTSIS!)</li> <li>Enhance governors paperwork in light of Governor Review linked more closely to School Development Planning</li> <li>Create a behavior/SEMH mentor role</li> </ul>	
<b>What are the main priorities?</b>	<ul style="list-style-type: none"> <li>High expectations for presentation – non negotiables</li> <li>Paired teaching/coaching provision for all staff</li> <li>To achieve the basic skills quality mark</li> </ul>	
<b>Success criteria</b>	<ul style="list-style-type: none"> <li>Improved presentation and follow guidelines</li> <li>Basic Skills Quality Mark Achieved</li> <li>New governor and SDP paperwork used</li> <li>Disadvantaged children achieve as well as non-disadvantaged nationally</li> <li>Coaching/Action research project complete and lessons shared</li> </ul>	
<b>Required resources</b>	Supply	£6900
	Training	£9000
	Subscriptions/assessments	£1050
	Equipment/supplies/ learning resources	£600

<b>Milestones</b>	<b>Autumn Term</b>	
	<ul style="list-style-type: none"> <li>• Governor Action Plan complete- New HT report, SDP, Gov report paperwork in place</li> <li>• Leadership Logs 2015/16 presented to governors and new Leadership Logs in place</li> <li>• Pupil Premium Reviewed and actions completed</li> <li>• Disadvantaged/more able provision reviewed</li> <li>• CPD re higher order questioning and more able complete</li> <li>• Y1 transition completed and reviewed for next year</li> <li>• Intervention groups EYFS</li> <li>• Support NQT</li> </ul>	
	<b>Spring Term</b>	
	<ul style="list-style-type: none"> <li>• Lunchtime review complete and actions taken place (ongoing)</li> <li>• Performance Management targets set and reviewed</li> <li>• EAL links in place with WBCLC including network meetings and CPD accessed</li> <li>• More Able links in place with WBCLC including network meetings and CPD accessed</li> <li>• Review/monitor intervention groups</li> <li>• Eastablish EAL hub meeting</li> </ul>	
	<b>Summer Term</b>	
	<ul style="list-style-type: none"> <li>• Action Research Projects (outcomes shared with all staff) and school class visits have taken place</li> <li>• Lesson Study project complete outcomes shared with staff and governors</li> <li>• Transition programme across 2YO/N/R/Y1</li> </ul>	
<b>Evaluation</b>		
<b>Next Steps</b>		

<b>Learning Environment Plan</b>									
<b>Aim:</b> To ensure the safety and wellbeing of children staff and visitors Make our environment even more conducive to learning	<b>Lead:</b> RH/JW								
<b>Related Action Plans:</b> Personal development, behaviour and welfare Leadership and management	<b>Scrutinising Committee:</b> Behaviour and Safety								
<b>Objectives</b>	<u>Whole School</u> <ul style="list-style-type: none"> <li>• Install a barrier on the school drive</li> <li>• Develop a sensory room/nurture area (RH – SEN)</li> <li>• Create a ‘Blue Sky’ area in line with the updated Behaviour Policy and Behaviour Recovery principles</li> <li>• Explore the development front of house/reception area/meeting room/office space (existing ICT area)</li> <li>• Explore the development of ICT hub/coffee area (existing office area)</li> <li>• Explore the development of a community space on site</li> <li>• Explore the creation of additional premises space using ‘wasted’ outdoor space around KS1 classrooms</li> <li>• Develop play areas for KS1 and KS2 (adventure playground/climbing wall)</li> <li>• Air conditioning</li> <li>• Use of D&amp;T area (and hall) at lunchtimes by investing in dining tables</li> </ul>								
<b>What are the main priorities?</b>	<ul style="list-style-type: none"> <li>• Barrier- Strengthen safety for children on school drive and especially when gate is open</li> <li>• Create more learning space and develop nurture</li> <li>• Develop school as a community resource and community links</li> </ul>								
<b>Success criteria</b>	<ul style="list-style-type: none"> <li>• Drive barrier in place</li> <li>• Before and after school clubs created including open library session</li> <li>• Outdoor play area is further enhanced</li> <li>• Building developed to create more learning and community</li> </ul>								
<b>Required resources</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Supply</td> <td style="width: 20%; text-align: right;">£0</td> </tr> <tr> <td>Training</td> <td style="text-align: right;">£0</td> </tr> <tr> <td>Subscriptions</td> <td style="text-align: right;">£0</td> </tr> <tr> <td>Equipment/supplies/learning resources</td> <td style="text-align: right;">£10,000 (Barrier) £66,200</td> </tr> </table>	Supply	£0	Training	£0	Subscriptions	£0	Equipment/supplies/learning resources	£10,000 (Barrier) £66,200
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<b>Autumn Term</b> <ul style="list-style-type: none"> <li>• Bouldering wall in place</li> <li>• Playground design complete</li> <li>• Use of D&amp;T area – dining tables</li> </ul>									
<b>Spring Term</b> <ul style="list-style-type: none"> <li>• Barrier installed at school gate</li> <li>• Air conditioning units fitted Class 3HP and 6DB</li> <li>• Area created – sensory room</li> </ul>									
<b>Summer Term</b> <ul style="list-style-type: none"> <li>• Redecoration complete as per rolling programme</li> <li>• Before and after school clubs in place</li> <li>• ICT area/front of house planned/budgeted and ready to go ahead</li> <li>• Outdoor community room in place</li> </ul>									
<b>Evaluation</b>									
<b>Next Steps</b>									