***Bridgewater School Improvement Plan 2018/19 and summary SEF***

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**Context**

Bridgewater is now a bigger than average sized school and has recently grown to two form entry throughout. It is a 0-11 inner-city school in the west end of Newcastle serving a community that is one of the most deprived in England. Newcastle is a city with significant deprivation and social challenges; Bridgewater is placed in one of the most deprived parts. 72% of our children live in the Benwell and Scotswood Ward, an area of substantial social and economic deprivation (it is in the 3.5% most deprived areas of England, 1-10% SOAs), with 50% of our children receiving Ever 6 free school meals. This has dropped substantially in recent years due to changes in the benefit system and more economic migrants entering who do not qualify for benefits but who are very poor. Only 654 of the 32,844 wards in England have a lower score for adults' education, skills and training. Anti-social behaviour is high compared with England and hard drug dependence and violent crime are on the increase. Domestic Violence and alcohol related incidents are amongst the highest in the country. Child Poverty (before housing costs) statistics show 42% of children who live in the Scotswood/Benwell Ward live in poverty; the figure for Newcastle is 44.3% and the national figure is 28% (see [www.endchildpoverty.org.uk](http://www.endchildpoverty.org.uk) Nov 2016), 16th highest Local Authority. The 2011 national census (see [www.officefornational](http://www.officefornational) statistics) shows the area to have a significantly higher percentage of poor health, lower economic activity and a significant percentage of people with no qualifications (40%). Indices of deprivation show it to be one of the most deprived areas of the country on all indicators , from health deprivation, to levels of people claiming benefits, life expectancy, unemployment levels, education, dwellings below the ‘ decent home standards’ and property values.

Bridgewater caters for children from birth to 11 and their families. It opened in September 2006 on the site of what was Delaval Road Primary School and it amalgamated 2 Nursery settings and 1 Primary. In the 0-3 provision there are a mixture of fee paying and children accessing 2, 3 & 4yr old funding . Bridgewater is a full service extended school open 52 weeks of the year; we provide child care from 7.30am to 6pm, wrap-around care, education, courses for parents, access to other services (particularly health), family events and out-of-school activities. We work with a number of services and agencies and have a family support team led by the extended services manager to support our families and communities, which includes social work students, a family support worker, well- being officer and a psychotherapist two days per week. We also employ a speech and language therapist for two days per week, and an Educational Psychologist one day per week to support our children. We also employ a number of specialist teachers and we are part of the ‘In Harmony’ music project with the Arts Council and Sage Gateshead.

We have 6 pupils (8 historically) in our Early Years Additionally Resourced Centre (ARC), which serves the whole city and provides assessment and inclusion provision for those children under 7 who have complex learning difficulties. The attainment of these children is included in both the school’s foundation stage profile scores, phonic scores and key stage one data.

A number of children on entry are well below national expectations in all areas but particularly in all aspects of their language development (see data). The impact of the 0-3 provision is seen when those children enter nursery and reception, they are nearer to being in line with national expectations. Pupils from Nursery to Y6 have a high percentage of free school meals, it is currently 45%, however, FSM &Ever 6 has declined in recent years. Those who are non-FSM are also vulnerable as they are on low incomes or are our EAL population who do not qualify for benefits. There is a growing proportion of pupils with English as an additional language (48%) and currently these children speak 29 different languages the top languages being Czech, Slovakian, Urdu, Bengali, Arabic, and Chinese as their home language. Our parent support team work with these families to fully integrate them into the community. We have a high casual intake rate and as a result our % stability in 2018 is only 70%

25% of the children are on our more able register; 27% of children are on the Special Needs register . 10% are vulnerable children with either a CAF, Child Protection Plan or Child in Need Plan. 3 are currently Looked after Children. Our attendance figure continues to rise and for 2017/18 it was 96.4%.

Bridgewater is in Scotswood, which has been in a regeneration phase for over a decade; many houses have been demolished, families dispersed and uprooted, which had a significant impact on the school roll. New houses in the first phase are now being built and are selling rapidly. The school has recently been extended and refurbished to cater for the increased demand on school places and we are 2 form entry in all other year groups. We are registered for 50 per session in our childcare and currently have 60 children attending at varying times. In the summer term 2018 were we 98-100% full.

The staffing at Bridgewater is relatively stable. One new NQT started in September due to the school expanding. We have achieved a number of awards including the Basic Skills Quality Mark three times, both the Healthy School Award and Healthy School Award Plus, the Extended Services Quality Mark three times, the full International School Award, Arts Mark, the Active Mark, the Enviro Schools Award, the Investors in Children Award three times, fund-raising school award, Advanced Inclusion Mark, an award for our garden and allotment and we were a Creative Partnership School. In 2018 we also became a badged school for RWInc, achieved the Gilt Primary Science Award and bronze PE award. We were also finalists in the national Nursery Awards 2016 and Shine Award 2018.

On February 1st 2015 we were the lead school in forming the West End Schools’ Trust with 6 other primary schools in our cluster. A further local primary school is joining in November 2018. We have appointed a Trust Officer to drive the work of the business plan and coordinate the working parties that are focusing on raising standards, joint ventures and economies of scale. The Head teacher is a Local Leader of Education and in the 2015/16 academic year supported one of the other schools in our Trust, Broadwood Primary School, as acting Head until a new head was appointed. This was achieved with the support of the Deputy Head teachers, senior staff, Governors and all the staff working together across the two schools. She is also supporting the school again this academic year. She also mentors new Head teachers.

|  |  |  |
| --- | --- | --- |
| **Criteria** |  | **Comment / evidence** |
| **Attainment on entry to school** | A significant proportion have delayed development particularly in all aspects of language development which is a barrier to their learning. | Nursery 2018 on entry data. |
| **SDI** | (higher than National Average) | 80% pupils drawn from the 1-20% most deprived wards in England, IDACI score: 0.41 |
| **% Stability** | (lower than National Average) | 70% |
| **FSM** | (higher than National Average) | 45% are FSM, this is a downward trend in recent years. |
| **SEN** | (higher than National Average) | The school is committed to early identification of SEN and intervention is specific and focused. 27% are on the SEN register which includes 6 children in our Early Years Additionally Resourced Centre, 8 children with EHCP and 11 children with top up funding. |
| **EAL** | (higher than National Average) | 29 different home languages, 48% of the population. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **2014** | **2015** | **2016** | **2017** | **2018** | **NA** |
| Profile: Expected in all areas | **28%\* (18%)** | **37%\*(32%)** | **59%\*(54%)** | **68%\*(65%)** | **65%\*(63%)** | **71%(2017)** |
| Achieving expected in PSED | **54%\* (44%)** | **92%\*(77%)** | **77%\* (73.2%)** | **93%\*(88.9%)** | **73.33%** |  |
| Achieving expected in CLL | **50% \* (40%)** | **66%\*(62%)** | **74%\*(73%)** | **89%\*(85.8)** | **70%** |  |
| Achieving expected in Mathematics | **46% \* (36%)** | **72%\*(68.1%)** | **59%\*(55.4%)** | **79%\*(73%)** | **63.3%** |  |
| Prime Area from 2013  Specific Areas from 2013 | **41% \*(31%)**  **28%\* (18%)** | **66%\*(62%)**  **37%\*(32%)** | **70%\*(66.1%)**  **58%\*(54%)** | **82%\*(78.1%)**  **72.5%(68.5%)** | **68.3%**  **56.7%** |  |
| Good Level of Development from 2013 | **41%\* (31%)** | **49%\*(47%)** | **59%\*(55.4%)** | **68%\*(65%)** | **65%\*(63%)** | **National**  **71%(2017)** |
| Y2 Maths : Level 2+ | 82% (100%)\* | **73.2%(97%)\*** | **Meeting the expected standard**  **76%\*(69.2%)** | **74.1%** | **81%\*(77%)** | **76%**  **76%**  **70%** |
| Y2 Reading : Level 2+ | **71% (86%)\*** | **68.3%(97%)\*** | **71%\*(67.3%)** | **74.1%** | **80%\*(76%)** |
| Writing : Level 2+ | **68% (83%)\*** | **66% (93%)\*** | **63%\*(59.6%)** | **66.7%** | **78%\*(74.2%)** |
| Y1 phonics test | **58% (62%)\*** | **49% (54%)\*** | **75%\*(72%)** | **85%\*(77.3%)** | **87%\*(84%)** | **81%(2017)** |
|  | **2014** | **2015** | **2016** | **2017** | **2018** | **2018 National figures** |
| Maths : Level 4+ | **100%** | **77%(92%TA)** | **70%(90%TA)** | **86.2%** | **89%** | **76%** |
| English:Level 4+ | **100%**  **87%**  **60%** | **R=73.1%(92%TA)**  **W=92.3%**  **SPAG=77%(92%TA)** | **R=60%(87%)**  **W=87%**  **GPS=73%** | **R=76%**  **W=76%**  **GPS=72.4%** | **R=85%**  **W=81%**  **GPS=81%** | **75%**  **78%**  **78%** |
| Combined : Level 4+ | 87% | 65.4%(92%TA) | 47%(83% TA) | 72.4%(76%) | 78% | 64% |
|  | **2014** | **2015** | **2016** | **2017** | **2018** | **2018 National figures** |
| Maths progress | 100% | 91.3%(100%TA) | 1.2 | 6.1 | 4.6 | 0 |
| English progress | 100% | R= 96%(100%TA)  W=100% | R=1.8  W=4.9 | R=6.5  W=4.5 | R=3.3  W+3.5 | 0 |

\*Excludes ARC

**Summary SEF September 2018**

**Overall Effectiveness: Grade 1, Previous Inspection Report (1)**

Outcomes, Teaching, Learning and Assessment, Leadership and Management and Personal development, behaviour and wellbeing are judged to be outstanding. Children are well prepared for their next stage of learning. Effective action is taken to ensure all groups including those with special educational needs and those who have fallen behind reach their potential. There is a positive climate for learning and spiritual, moral, social and cultural provision, as well as safeguarding and well- being are a clear strength of the school.

**Outcomes :**

Context

Children enter Bridgewater at various points within our 0-5 phase. Either from birth, as a fee payer or (historically)on a supported place,(the very nature of the latter is due to the child or family having additional needs and vulnerable); when they are two; the term after they are three; the September of the start of their nursery year or the September of their reception year.

When children entered Nursey they have been historically well below national expectations, those children who have accessed the 0-3 provision are more likely to be just below on entry to nursery and reception with an increasing number now at age related expectations. This has resulted in an improving trend in our profile scores over recent years.

We also have an Additionally Resourced Early Years Assessment Centre (ARC) on site which serves the city, the children in our ARC are included in our profile, phonics and KS1 published data. Historically they have represented a large proportion as class sizes were low. In July 2009 the first cohort of 30 children completed the profile and were the first year group to have accessed the 0-3 provision. In July 2011 this cohort completed their Y2 SATs and 100% of those children who had accessed the 0-3 provision achieved a Level 2 in all areas. This cohort were in Y6 in 2015 and made expected or better progress in all areas. This pattern has been maintained in subsequent years.

Children also enter Bridgewater at various times throughout the year, some have even been known to leave and then return and some, predominantly English as an Additional Language (EAL) families, only stay for a short time. Mobility overall is approximately 25% and has been higher for some cohorts. Almost all the children who join us throughout the year are EAL with no English.

**End of KS2 Summer 2017**

85% met the standard in reading which is above the national average of 75%.

Teacher assessment for writing was 81% which was above the national average of 78%. Grammar Punctuation and Spelling was 81%, the national test score was 78%.

89% met the standard in maths which was above the national average of 76%.

Joint English and Maths attainment was 78%, 14% above the national average of 64%.

35% were working at greater depth in reading, 7% higher than the national average. Writing was also 30%, 10% above the national average. The % working at greater depth in GPS was 52%, which was above the national figure 0f 34% by 18%. Maths was 33%, 9% higher than the national figure and the joint score was 7.4%, 2.6% below the national figure (10%).

There is a small gap between PP and NPP due to EAL & SEN children but the attainment and progress gap has narrowed over the past four years (see FFT 2018).

Progress was above the national average in all areas Reading 3.3 Writing 3.5 and Maths 4.6. The average scaled scores are also above the NA: Reading 108, Maths 106 and GPS 109.

**End of KS1 Summer 2018**

Our Y2 published data does include 3 children in our Early Years Additionally Resourced Centre who have significant needs.

80%(76%) met the standard in reading , 4% above the national average (or in line). 76.4%(74.2%) met the standard in writing, 6.4% (or 4.2%) above the national standard. 81% (77.4%) met the standard in maths, 5% (1.4%) above the national figure. The joint figures for met and working at greater depth were both above the national average, 76% (65%) and 21% (12%) respectively.

The table below also shows the % working at greater depth. We were above the national average for reading and joint RWM but slightly below in writing and maths.

The table also shows the progress made by children from the end of Reception to the end of KS1.

**Y2 data – meeting the end of year expectation**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Reading | 80%  (76%) | NA  76% | GD  32%  (31%) | NA  26% | Progress (Rec-Y2)  100% expected, 44% (42%) better |
| Writing | 76.4%  (74.2%) | 70% | 25%  (24%) | 16% | 100% expected,  39% (37%) better |
| Maths | 81%  (77%) | 76% | 27%  (26%) | 21% | 100%  expected, 36% (34%) better |
| CRWM | 76% (74.2%) | 65% | 21% | 12% |  |

**Phonics Y1 and Y2**

Our phonics scores were the highest the school has achieved.

Y2 phonics: 95% met the standard by the end of Y2, national 2017 92%

Y1 phonics: 87% (84% incl. ARC , national 2017 81%)

**Reception** Profile Score: 67% (63% incl ARC) national 2017 71%. This is inline with the highest score we have achieved and a continuation of our improving trend.

**Whole school**

The % of children meeting age related expectations increased in all classes across the school from the previous year and progress was good. 84%R, 88% W, 94% M of SEND children made accelerated progress and closed the gap with their peers. 85% of our EAL children in Y1 achieved the phonic standard, 80% achieved the expected standard in all areas at KS1 and at Y6 despite the significant SEND needs 60% met the standard in all areas.

**Attendance**: Continued to improve and remained at 96.4%, the national figure for 2017 was 96% (whole school: Girls=96.1%, Boys 96.7%, FSM=95.98%, NFSM 96.98%, NEAL=96.28%, EAL = 96.68%, SEN=96.12%, NSEN 96.57%). Persistent Absence has fallen to 5.4% , national in 2017 was 8.2%. This group is primarily due to EAL extended holidays and 6 white British families who are constantly monitored and have been prosecuted for non- attendance.

**Judgement: Outstanding**, PIR (1) **Evidence: half termly data summaries, Data Dashboard, FFT, ASP, tracking systems**

**To improve further from last inspection: Meet the needs of all learners across the curriculum through effective differentiation.**

**What we need to do to remain outstanding?**

Results best fit the descriptor for outstanding achievement, as those making and exceeding expected progress were high compared to national figures.

Groups and cohorts across the school, in every year group have met targets over the last nine years set to raise accelerated progress and so improve attainment. SEN, EAL (excluding recent admits) and pupil premium children have achieved exceptionally well.

Children are acquiring knowledge and develop their understanding rapidly across the foundation stage and KS1 and a larger proportion of children are achieving national expectations.

Increasing numbers of lessons with outstanding aspects are being seen and it is almost consistent across the school, all new staff must also be

supported to work at this consistent level.

**School Improvement Plan: Outcomes**

Priorities:

* Continue to meet the needs of all learners through effective differentiation across the curriculum and increase the number of children meeting end of year expectations and achieving the higher standards.
* Continue to increase the number of children who attained 2A at KS1 to achieve a greater depth at KS2. Develop the use of the bar method to aid reasoning in maths.
* Further develop reading for enjoyment and comprehension across the school including the use of Read, Write Inc and spelling.
* Further develop talk for writing and grammar strategies as tools for improving children’s spoken language, writing and continue to develop children’s vocabulary.

SEF update: Judged outstanding.

**Summary SEF - September 2018**

**Teaching, Learning and Assessment: Judgement: Outstanding,** PIR (1)

**To improve further from last inspection: Continue to increase the % of outstanding teaching including NQTs & new staff .**

**Evidence**: monitoring and evaluation file, cohort action plans, provision maps & pupil progress meetings. Planning files, children’s work, TA logs, CPD/Appraisal information, parent/pupil questionnaires, analysis of the impact of interventions.

Teaching has improved due to:

• Increased subject knowledge (CPD)

• Sharing of good and outstanding practice (CPD, visits, coaching)

• Improved use of assessment, including AFL (Assessment for Learning) techniques. This has led to a greater focus on learning, as assessment leads the planning, and improved marking and feedback. (CPD)

* Increased accountability and hence higher expectations (Pupil Progress Meetings, Data analysis, CPD, middle and senior leader training)Using staff strengths – some specialised teaching and mentoring, focused extra -curricular activities and homework. (adapting use of available resources).
* Improved use and purchase of resources – used for targeted and timely interventions and use of staff ie setting in class or withdrawal support.
* Constructive regular feedback to staff and children which is acted upon.

100% of teaching was judged to be good or better in 2017/18. Over 70% of teaching and learning was outstanding. Scrutiny of children’s books have shown progress and teaching over time to be outstanding (confirmed by AP). 9/16 lessons judged outstanding in last Ofsted.

**What we need to do to remain outstanding?**

Continue to refine the above and support staff new to the role. Continue to analyse what we teach (the curriculum and our drivers) and how we teach (pedagogy and use of resources) to enable greater outcomes.

Continue to Increase the proportion of outstanding teaching and support newer staff.

School Improvement Plan: Teaching, Learning and Assessment

Priorities: Continue to increase the proportion of outstanding teaching by effectively meeting the needs of all learners, including those with SEND..

Further develop reading for enjoyment & comprehension across the school including the use of Read, Write Inc. and spellings.

Further develop reasoning in maths by using the bar method as another strategy.

Further develop talk for writing and grammar strategies as tools for improving children’s spoken language, writing and further develop children’s vocabulary.

Further develop Mastery across all foundation subjects.

SEF update: Judged outstanding.

**Summary SEF – September 2018**

**Personal Development, Behaviour and Wellbeing: Judgement: Outstanding**, PIR (1)

**Evidence: Behaviour log, questionnaires, attendance figures, case studies.**

Attendance was 96.4% for 2017/18.

Pupils’ attitudes to learning and behaviour in lessons and around school is exemplary for almost all pupils. Behaviour logs show a decrease in incidents over time and the positive outcomes of how incidents are managed.

Pupils feel safe in school. Parents, staff, Governors and children support these views. Children are respectful, courteous and show good manners. This has been developed and supported by a consistent whole school behaviour policy that is also responsive to need; training, specialist staff members, curriculum changes, improvements in teaching and learning, structure of the day and effective partnerships with other agencies. A small minority of children have social and emotional needs &/ special educational needs that require a different approach. Effective swift plans are put in place to enable the child to receive the support they need and so behave and learn well. Our Family Support Worker, Wellbeing Officer and Counsellors work effectively with these children. The children are aware of different forms of bullying as it permeates through a significant part of the curriculum and they know any incidents will be dealt with. The school values the opinions of children and incorporates pupil voice in a lot of our work, this enabled us to achieve the Investors in Children Award five years in a row as well as the Advanced Inclusion Award.

**What we need to do to remain outstanding?**

Attendance has improved over the past 9 years due to a range of highly effective strategies. At points in recent years we have been above the national average; our attendance needs to be consistently above the national average to maintain an outstanding judgement. Extended holidays and genuine illness/medical issues are the main cause of absence. Mobility and social deprivation remain a challenge for the school, a minority of the children with social and emotional needs, and who may have been excluded from other schools require effective strategies and support which can take some time to have an impact, however, there are a number of specific cases which can demonstrate our effectiveness in this area.

School Improvement Plan: Personal Development, Behaviour and Wellbeing

Priorities:

* Continue our relentless drive to improve attendance and ensure it is at or above national average 96.3%.

• Develop further knowledge and practice to meet the needs of our SEND children. Manage changes to funding and resource allocation including the future of our ARC.

* Look at how we use exclusions and meet the needs of those children with SEMH as well as all other learners. including the development of resilience and character traits to succeed in life

**SEF update**: The judgement remains outstanding.

**Summary SEF – September 2018**

**Leadership & Management : Judgement: Outstanding**, PIR (1)

**Evidence: Monitoring file, Governors minutes and reports, CPD file & Appraisal file**

Senior and middle leaders are responsible for producing improvement plans and monitoring their impact on learning. Their skills have been developed to support them in this role through professional development and this has improved.

Governors are involved in monitoring the impact of the School Improvement Plan. Governance has improved as they are more involved and more informed which enables them to both support and challenge effectively.

The curriculum offers effective learning opportunities and coordinators take a lead in shaping this, particularly around themed weeks. We offer broad experiences and through identified curriculum drivers and cohort action planning we tailor the curriculum to meet our children’s needs. Many of our subjects are taught by experts/specialist teachers ie music, art, foreign languages, computing, science & technology. We have achieved the International School Award, Arts Mark and Healthy School Award as well as the Basic Skills Quality Mark, Extended Services Quality Mark and The Advanced Inclusion Award. We have also been a Creative Partnerships school, our garden/allotment has won first prize in a regional competition and two of our Y3 girls won first place in a regional primary engineering project. In 2018 we also achieved the Gilt Primary Science Award, the bronze level in PE and we became a badged school for RWInc. We part are of the ‘in Harmony’ project with the Sage Gateshead and all our Y1 and Y2 children learn to play an orchestral instrument.

Safeguarding is robust.

Provision for Spiritual, Moral, Social & Cultural development is very strong and supports the outstanding behaviour judgement.

Teaching has improved over time due to accurate monitoring, effective feedback, professional development and increased accountability.

We have effective systems to engage with hard to reach parents, in particular through the Extended Services Manager and Family Support Worker as a result we have a good relationship with parents and their participation in school life has increased.

Partnerships are a strong feature of the school and support the curriculum and extended aspects of the school. The school is part of a Trust with 6 other primary schools, so to be 7. The focus is on improving outcomes for children. As a result of this the leadership of the school supported a school in the Trust which was without a Headteacher for a year.

Financial management is robust and sound and we are currently ranked first for this relative to our results by the DFE.

**What we need to do to remain outstanding?**

Leaders in all areas need to continue to support, guide and develop teaching and learning across the school in order for it to remain outstanding.

School Improvement Plan : Leadership and Management

Priorities:

• Induct new staff to ensure teaching & learning remains outstanding.

* Manage a growing school and the improved provision on site to maximise the potential for improved outcomes for child.
* Embed the ‘In Harmony’ project within Early Years and Key Stage 1.
* Work with our coach to improve outcomes for our 2 and 3 year old children and track their progress to the end of Reception.
* Continue to work with our Trust partners to raise standards.

SEF update: Judged outstanding in this area

**Summary of Priorities for 2018/19**

* Continue to focus on spellings and use RWInc resources to accelerate progress further. Particularly focus on improving spellings in Rec & KS1 (Teaching and Learning & Outcomes).
* Continue to develop mastery across the curriculum and meet the needs of all learners and record progress using ipads (Teaching and Learning & Outcomes).
* Continue to increase the number of children who attained 2A at KS1 to achieve a greater depth at KS2. (Outcomes & Assessment, Teaching & Learning)
* Ensure attendance is at or above national average. (Personal Development, Behaviour & Welfare)
* Continue to develop the correct use of language, spoken and written including enriching and extending children’s vocabulary using materials collated by the DHTs from across the Trust. (Teaching and Learning & Outcomes).
* Develop further reading for enjoyment and reading across the curriculum. Further develop reading comprehension across the school including the use of Read, Write Inc and CLEP resources(Teaching and Learning & Outcomes).
* Develop further knowledge and practice to meet the needs of our SEND children. Manage changes to funding and resource allocation including the future of our ARC (Teaching and Learning & Outcomes, Personal Development, Behaviour & Welfare ).
* Look at how we use exclusions and meet the needs of those children with SEMH as well as all other learners. including the development of resilience and character traits to succeed in life(Teaching and Learning & Outcomes).

* Use the ‘bar method’ in maths as another model/ image to support understanding and further develop reasoning in maths (Teaching and Learning & Outcomes).
* Continue to improve outcomes for our 2 and 3year olds through the Tracking for Success project and RWInc and adjust our teaching and provision as more children meet national expectations . (Teaching and Learning & Outcomes).
* Further develop the ‘In Harmony ‘ project within Early Years,Y1 and Y2(Leadership & Management). .
* Further develop our relationship with the Trust and work on Business Plan Prioirities. Continue to manage a growing school (Leadership & Management).



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