



The Academy of Woodlands
SEF and School Improvement Plan
Academic Year 2021-22



Mission Statement

The Academy of Woodlands maintains a privileged and key role in the local community. With this role comes huge responsibility to work in partnership with parents and the local community to create a safe and nurturing environment in which our pupils can thrive. Our aim is to fully support all of our pupils to reach their full individual potential; intellectually, spiritually, emotionally, morally, socially and physically.

To achieve this we strive to provide a broad and balanced curriculum alongside a full range of extra-curricular experiences. These two together provide a continuum of development that enables pupils for the next stage of their education and beyond. Thus preparing them to cope with the rapidly changing society in which we live.

We believe that mutual tolerance and respect are key to every individual's success and as such adults and children in the school have a clear understanding of the high expectations for exhibiting good behaviour and excellent manners on a daily basis. We expect maximum effort from all members of our school community in every aspect of school life.

The achievements of our pupils and staff are celebrated by us whenever possible and everybody's contribution is valued. This enables us to foster a sense of self-esteem and self-worth for everyone.

The contribution of parents and families is essential to our children's success here at Woodlands. We strive to be an open school where parents feel welcomed and valued and in return we receive fantastic support from them as we work together with their children.

Here at The Academy of Woodlands every individual is valued and supported whilst being challenged to succeed in every area they possibly can.

School Context					
Pupils on roll	728 including Nursery 615 in main School	% Pupil Premium	36.4%	% EAL Pupils	8.5%
% SEN Pupils	7%	Current Ofsted Rating	Good		
Attendance March to August 2021	95.42%	Overall Absence March to August 2021	5.58%	Unauthorised Absence March to August 2021	0.71%

Approximately 63% of our children come from economically and socially deprived backgrounds where there are high levels of unemployment, poor literacy skills and health related issues. Almost 20% of pupils come from the lowest decile On the Income Deprivation Affecting Children Index and 84% of our pupils fall in the first four deciles.

The school expanded to three form entry in 2015 and in September 2021 this expansion is now complete, with three classes in each year group. On entry to our nursery 50% of pupils have below expected age related outcomes particularly in speech and language skills. On entry to Year R changes yearly depending on the percentage of pupils joining from feeder nurseries rather than our own pre-school classes. In September 2021 16% of pupils joining Year R are from outside nurseries. This figure is significantly lower than usual and given COVID disruption in the previous two years the fact that most of our intake has come from our nurseries and is therefore already known to staff is a real positive. Our expectation is that children's baseline level of attainment in the Nursery and Year R classes will have been significantly impacted by the COVID lockdown from March to August 2020; followed by significant disruption in Terms 1 and 2 of the new academic year in September 2020. Our Year R pupils will be assessed using the now statutory Reception Baseline in weeks 3 and 4 of term 1.

Historically, a characteristic of the school is its 91% stability of population which is above the national average. However, like all primary schools once again the COVID lockdown seems to have caused an increase in movement and we have seen 42 children join us and 41 children leave.

We have children from 31 different ethnic groups in school 71% are White British and the next largest groups are Indian, Black African and White Eastern European.

The school is a community school open 7 days a week from 7:30am to 10pm. We have a Community Arts centre open to the public daytimes and evenings and our own sports centre including a 3G pitch and gymnasium open to the public. We also have an onsite coffee shop which is open to staff and the public.

The school has a dedicated SEN team including a SENDco and a SEN Admin, and Speech and Language assistant. There are plans to further strengthen this team throughout this academic year. We work in partnerships with Greenwich and Canterbury Universities to welcome teacher training students into the school. We will also have three ITT students and one ECT working in the school this year.

Results 2019

COVID restrictions mean that this set of results is the most current published for the school and will remain so until July 2022

Early Years Foundation Stage:

72% of pupils achieved the required Good Level of Development at the end of their Reception Year which is in line with National and Medway scores. Pupils make good progress from their baseline starting points.

Phonics Screening Results:

91% of pupils achieved the required standard

Year 1

Phonics by Gender			
	All Pupils	Boys	Girls
Woodlands	91%	88%	95%
National	83%	79%	86%
Medway	82%	78%	85%

Phonics FSM			
	All Pupils	FSM	Other
Woodlands	91%	84%	95%
National 2018	83%	70%	84%
Medway 2018	82%	71%	83%

Year 2

98% of pupils met the expected standard in Phonics by the end of Year 2

Phonics Year 2			
	All Pupils	Boys	Girls
Woodlands	98%	98%	98%
National	92%	90%	94%
Medway	92%	90%	94%

Key Stage 1

Reading end of KS1/Yr2						
	All Pupils expected or better	All Pupils Greater Depth	Boys expected or better	Boys Greater Depth	Girls expected or better	Girls Greater Depth
Woodlands	78%	17%	73%	14%	74%	21%
National 2018	75%	26%	71%	22%	80%	29%
Medway 2018	78%	25%	73%	21%	83%	29%

Writing end of KS1/Yr2						
	All Pupils expected or better	All Pupils Greater Depth	Boys expected or better	Boys Greater Depth	Girls expected or better	Girls Greater Depth
Woodlands	76%	17%	73%	16%	74%	21%
National 2018	70%	16%	63%	12%	77%	20%
Medway 2018	72%	15%	66%	10%	79%	20%

Maths end of KS1/Yr2						
	All Pupils expected or better	All Pupils Greater Depth	Boys expected or better	Boys Greater Depth	Girls expected or better	Girls Greater Depth
Woodlands	83%	19%	82%	18%	84%	20%
National 2018	76%	22%	75%	24%	77%	20%
Medway 2018	78%	23%	75%	24%	81%	22%

Science end of KS1/Yr2			
	All Pupils expected or better	Boys	Girls
Woodlands	81%		
National 2018	83%	80%	85%
Medway 2018	83.7%	80%	87%

Key Stage 2

Combined Reading/Writing/Maths end of KS2/Yr6						
	All Pupils expected or better	All Pupils Greater Depth	Boys expected or better	Boys Greater Depth	Girls expected or better	Girls Greater Depth
Woodlands	70%	9%	63%	0%	81%	24%
National 2018	65%	10%	60%	9%	70%	12%
Medway 2018	63%	9%	58%	7%	69%	11%

Reading Test end of KS2/Yr6						
	All Pupils expected or better	All Pupils Greater Depth	Boys expected or better	Boys Greater Depth	Girls expected or better	Girls Greater Depth
Woodlands	73%	20%	69%	6%	81%	43%
National 2018	73%	27%	68%	22%	78%	32%
Medway 2018	71%	24%	66%	20%	76%	29%

Writing end of KS2/Yr6						
	All Pupils expected or better	All Pupils Greater Depth	Boys expected or better	Boys Greater Depth	Girls expected or better	Girls Greater Depth
Woodlands	88%	20%	83%	6%	95%	43%
National	78%	20%	72%	15%	85%	25%
Medway	78%	19%	72%	14%	84%	24%

Maths end of KS2/Yr6						
	All Pupils expected or better	All Pupils Greater Depth	Boys expected or better	Boys Greater Depth	Girls expected or better	Girls Greater Depth
Woodlands	86%	23%	83%	20%	90%	29%
National	79%	27%	78%	29%	79%	24%
Medway	77%	24%	75%	26%	78%	22%

Grammar Punctuation and Spelling end of KS2/YR6						
	All Pupils expected or better	All Pupils Greater Depth	Boys expected or better	Boys Greater Depth	Girls expected or better	Girls Greater Depth
Woodlands	91%	45%	82%	39%	9%	34%
National	78%	36%	74%	21%	82%	41%
Medway	72%	30%	67%	24%	78%	35%

Average Scaled Score end of KS2/Yr6			
	Reading	GPAS	Maths
Woodlands	104	109	106
National	104	106	105
Medway	104	105	105

Estimated Budget Figures for Academic Year 2020-21

Total Income (Revenue)	3,750 864
Estimated Rollover from 2019/20	49,69779
Total expenditure (Revenue)	3,533107

Current Evaluation:

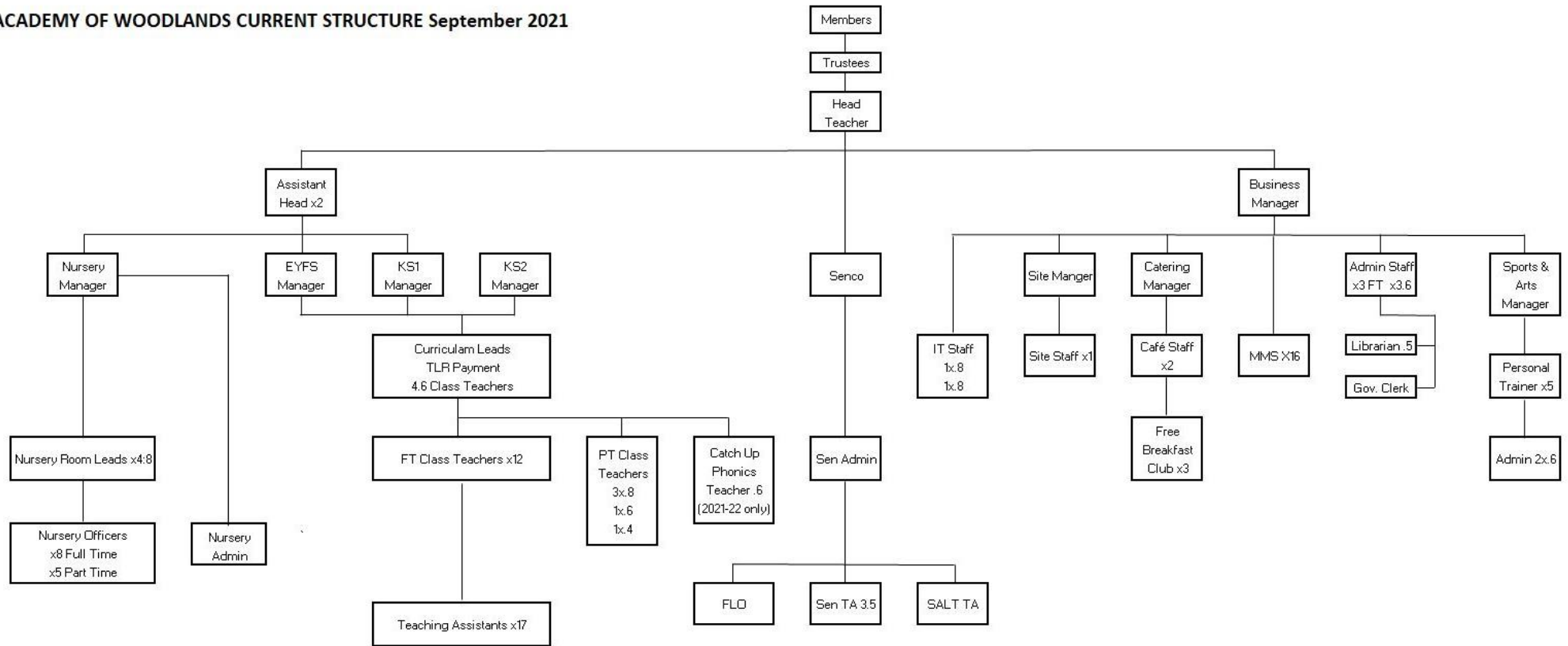
We have made changes to our catering, cleaning and wrap round care provisions and staff from all three departments have been TUPED across to companies who successfully tendered to run these departments. This has represented a significant financial saving which has also been further balanced by enhanced provision for our pupils in all three areas.

Governors have carried out a review of the subsidiary companies (coffee shop and gym) and a development plan is in place. We are already seeing an encouraging upturn in business since COVID restrictions were lifted.

Significant savings have been made by a number of staff leaving and not being replaced.

All of the above has left us in a strong financial position going forward although we must be cautious as it is unclear when COVID impact will end.

ACADEMY OF WOODLANDS CURRENT STRUCTURE September 2021



Section 1: Quality of Education

Current evaluation:

Our recent Ofsted inspection in December 2019 identified much strength in the curriculum including Maths, English, Science and PE. The inspection was carried out under the new framework which has an emphasis on a wide range of curriculum subjects being taught in clear sequences and with breadth and depth.

Reading still remains a focus for development as does the lower numbers of children achieving Greater Depth outcomes.

A new history and geography curriculum will improve sequential structure and depth. We have also bought into a new music for schools curriculum which will enable teachers to deliver their own music lessons. White Rose maths is now more fully embedded as our mastery style Maths curriculum. This will enable children to make links in their learning more easily and the sequence of learning over time will mean prior learning is built upon in a structured way. In addition we will be able to offer a wide range of extra-curricular activities this year now that COVID restrictions have been lifted.

Action point	Timescale	Resources	Lead person	Monitoring	Success criteria
1.1 Recovery curriculum for Core subjects	Immediate and on going	Use of DFE catch up funding Identification of CPD for teaching staff	SLT, English Lead, Maths Lead, Science Lead	SLT, English Lead, Maths Lead, Science Lead	Pupils in all year groups will demonstrate accelerated progress in core subjects with end of year outcomes will be at least expected in line with the national picture
1.2 Reading Focus to continue	Immediate and on going	Funding for Phonics catch up teacher Funding for new reading scheme books for each year group Time for monitoring	English Lead	SLT	A higher proportion of pupils will reach Greater Depth in reading comprehension. National standard or above reached in phonics screening test for Year 1-May 2022
1.3 Times tables Focus	Immediate and ongoing	Timetabled focus for years 3 and 4.	Maths Lead	SLT	National standard or above reached in

		Subscription for times tables rock stars			Year 4 Times tables test in June 2022
1.4 Assessment	Immediate and ongoing	Continued Purchase of new test papers that were trialled last year for reading and comprehension. This will be a cost every year that needs to be budgeted for. Subscription to O track assessment system	Assessment Lead	SLT and Core subject leads	Informative data will be available for teachers to use in planning teaching sequences and next steps for individuals and groups. Regular pupil progress meetings will be in place for SLT to monitor outcomes for groups and individuals but also to ensure that teachers are supported in planning next steps for pupils
1.5 Introduction of new statutory EYFS framework	September 2021	CPD for staff New electronic learning journal system subscription Funding for resourcing additional outside area for Year R	Eyfs Lead and Nursery Manager	SLT and Eyfs Governor	Staff will be confident in their understanding of the new framework expectations and how to implement it in their setting. 'Tapestry' electronic journals will be set up for all pupils and staff, parents and pupils will be contributing to them.

					Year R end of year outcomes will be at least in line with National outcomes
1.6 Statutory Reception baseline	September 2022-Term 1	<p>Time for administration to be timetabled in week 3 and 4 of term 1</p> <p>CPD for staff in the administration of test</p> <p>Admin team to upload necessary data to the system before week 3-term 1.</p>	Eyfs Lead	SLT	<p>Baseline test will have been administered by end of Term 1 and results uploaded to DFE system</p> <p>Results for individuals and groups will have been analysed and next steps for planning and curriculum delivery will have been identified.</p>
1.7 SEN provision	Immediate and ongoing	<p>Regular staff meeting time allocated for the SEN team to train staff in new processes</p> <p>Funding for ongoing resources for individuals and groups</p>	SENDCO	SLT and SEND Governor	<p>Standard of provision for our SEND pupils and their families will have been significantly raised and a SEND audit in July 2022 will reflect this improvement in standards</p> <p>Outcomes for SEND pupils will be at least in line with national outcomes</p> <p>Teaching staff will have a clear</p>

					<p>understanding of the SEND code of conduct and their responsibilities to SEND pupils</p> <p>New provision maps will be in place</p> <p>SEND team will be involved in regular pupil progress meetings</p> <p>Regular termly reviews with parents will be in place</p> <p>School will be in receipt of Top up funding for eligible pupils</p>
1.8 Monitoring of Teaching and Learning	Immediate and ongoing	Allocated time for coaching and monitoring of teaching staff	SLT, KS Leads and Curriculum Leads	Headteacher and Governor Standards Committee	<p>Teaching and Learning will be the focus of all staff and it's development will be the main driver of the development programme.</p> <p>Teaching across the school will be consistently Good or better.</p> <p>ITT students will achieve required</p>

					standard to attain QTS in August 2022 ECT will successfully complete Year 1 of Two Year programme
1.9 CPD for staff	Immediate and ongoing	Increase in CPD budget	SLT, KS leads and subject leads	Headteacher	A robust log of individual and group training for staff will exist. There will be measurable relevance in terms of current and future needs and impact of the CPD on standards and procedures in school.

Section 2: Behaviour and Attitudes

Current evaluation:

Behaviour and Attitudes to learning remains a strength of the school. Extra-curricular activities will fully resume with extensive options for positive reinforcement of behaviour. The merit system and special mentions remain in place and are now mentioned in the weekly parent newsletter. Attendance across the 2020-2021 academic year was again hugely disrupted by a further COVID outbreak and will need to be stabilised quickly in September. There were no permanent exclusions in the last academic year and only two three day fixed term exclusions for the same period.

Action point	Timescale	Resources	Lead person	Monitoring	Success criteria
2.1 Attendance	Immediate and	Budget for	Attendance Lead		Registers will accurately

monitoring	ongoing	allocated hours from Medway AAPS. Timetabled attendance monitoring	and FLO		reflect the position in school with regard to attendance. End of Year attendance for whole school will be 97% or above
2.3 Late Gates	Immediate and ongoing	Time allowed for late gate monitoring	Attendance Lead and FLO	Headteacher and Medway AAPS	Monthly late gate will be monitored by SLT. All pupils arriving late on any day will be challenged for a reason. Letters from Headteacher/attendance lead and or AAPS will be issued for persistent lateness.
2:4 Weekly Attendance prize	Immediate and ongoing	Time for attendance lead to monitor which class has highest attendance weekly. Time slot on large apparatus allocated.	FLO	Attendance Lead	Class with best weekly attendance gets an extra 15 min slot on the large apparatus on a Friday afternoon. Weekly newsletter will show winning class. Attendance will be celebrated on the weekly newsletter
2.5 Behaviour Logs	Immediate and ongoing	CPOMS log in for all teachers and TAs along with lead dinner supervisor.	AL	SLT	Behaviour related incidents both positive and negative will be recorded on CPOMS

Section 3: Personal Development

Current Evaluation:

We have many opportunities for pupils to develop interpersonal skills already embedded in the life of the school community. These include the school council, peer mentors, assemblies and a general PSHE/RE curriculum. British Values are implicitly taught continually however we are seeking ways to make them a more explicit part of the curriculum. Teaching staff have had CPD around the LGBTQ+ agenda. The existing PSHE curriculum needs to be brought up to the new national expectations.

In terms of pupil well-being, the learning mentor left at end of term 4 last year and has yet to be replaced. A new FLO has been appointed and will take up her post in late September and we are looking to urgently appoint a new learning mentor

Action point	Timescale	Resources	Lead person	Monitoring	Success criteria
3.1 Appointment of FLO and also Learning mentor	September 2021	Funding for salaries of two staff members Time set aside for recruitment process Allocation of an office space for FLO and a room for learning mentor to carry out her role	Headteacher	Well-being governor	FLO and Learning Mentor will both be in place. This will further strengthen the SEND team in school. Families on EH plans will be supported by FLO. Pupils well-being needs will be addressed appropriately and impact will be measured by their behaviour and ability to engage in school life.
3.2 New PSHE curriculum	Ready to be implemented in September 2021	Time allocated for PSHE lead to work on this	PSHE Lead	SLT	The new curriculum will be ready for implementation in September 2021 All teachers will have a

					clear understanding of how and what to deliver. Evidence of teaching and learning will be clear in pupils books
3.3 British Values Emphasis	Ready to be implemented in September 2021 as part of the broad and balanced curriculum.	All staff to receive CPD	Headteacher and History/Geography Lead	SLT	British Values will be evident both implicitly and explicitly in the curriculum and life of the school. Staff and KS2 pupils will be able to explicitly articulate what British Values are and how we apply them in school.
3.4 LGBTQ+ Policy	Ready to be implemented in September 2021	Time allocated for PSHE lead to develop the policy.	PSHE Lead	SLT	Clear policies ratified by governors and disseminated to staff.

Section 4: Leadership and Management; including Governance

Current Evaluation:

The Headteacher has been in permanent post since January 2021. A new staffing structure allows for each Assistant Head to be out of class for 2 days a week, thus further strengthening leadership capacity. Key Stage leaders remain in class full time currently. The Governing body has been significantly strengthened over the last academic year. This has included the recruitment of new governors and the forming of a staffing committee and also a committee to oversee the subsidiary company. A number of leaders, including the new Head of School, have completed or are studying middle or senior leadership qualifications. This SDP forms the foundation of the development of our forward vision which needs to be fleshed out and articulated. Following a successful Ofsted in December 2019 significant COVID disruption and closures means that leaders have not been able to monitor teaching and learning in the normal robust manner. The monitoring of teaching and learning MUST be a focus for the coming year.

Action point	Timescale	Resources	Lead person	Monitoring	Success criteria
4.1 Development of new SLT	Immediate and ongoing	Any CPD required Possible funding to recruit a Deputy Head on Secondment for two years	AV	Chair of governors and Staffing Committee	<p>New Head Teacher's appraisal targets will be in place from September 2021.</p> <p>Headteacher will continue to develop links with identified mentor from Riverside Primary trust.</p> <p>Possible appointment of Seconded Deputy Head will be in place if Governors decide this will have positive impact on the leadership of the school.</p> <p>The SLT will be working cohesively and roles and responsibilities will be clearly defined.</p>
4.2 Governance Audit	September 2022	Funding for external Audit of Governance	Chair of Governors	RSC	<p>Strengthened Members board</p> <p>Clear structure to Governing body and the committees which uses people's strengths in its allocation.</p> <p>Updated Articles to</p>

					<p>be written</p> <p>Clear and transparent remit and processes for the Members Board</p> <p>Members and Governor's to have a clear understanding of their strategic role.</p>
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Section 5: Safeguarding

Current Evaluation:

Our Ofsted inspection in December 2019 deemed our safeguarding processes as strength of the school. All staff attended whole school safeguarding training on the first Staff Development day of the Academic year-September 3rd 2021

The Annual safeguarding Audit has been completed by the Headteacher/Lead DSL. The audit will be presented to governors at the FGB in September and submitted to Medway.

The Safeguarding Governor and Headteacher continue to carry out regular monitoring of the single central register.

We continue to keep careful safeguarding logs and minutes of our weekly meetings with the whole safeguarding team. The restructure of the SEND team means that the DSL team has reduced by two members of staff from 6 to 4. The Headteacher will be the lead DSL with both Assistant Headteachers and the Nursery manager being identified Deputy DSL. The newly appointed FLO will take the lead on all Early Help families

A key issue for our pupils is their use of social media and staff spend quite a bit of time sorting out things that have happened on social media between pupils out of school hours. This is addressed with individual families, groups of pupils and in assemblies.

During the lockdown all vulnerable families were contacted regularly to ensure the well-being of pupils and some of those children accessed our critical worker provision. FSM pupils were provided with food vouchers or a packed lunch was delivered to their house every day, once again giving us opportunity to monitor our most vulnerable children.

CPOMS; an electronic, secure safeguarding log system that is used nationally has been adopted. The safeguarding team, teachers, TA's, The Learning Mentor, The Attendance Officer and the Lead MMS and wrap round care coordinator have log on access to the system. We can also use it to import/export information securely to other schools as required. This system will also become the one on which behaviour is recorded. All existing paper records for pupils have been scanned into the system so that we can become as near paperless as possible.

A new electronic signing in system has been implemented. This clearly identifies visitors to the school issuing a temporary photographic ID sticker and alerting the person they are visiting of their presence in the school by email. All Staff now wear photo ID badges at all times whilst on the premises.

This September extra security entry/exit fobs are being fitted to further external gates and some internal doors. Whilst this process represents a significant financial outlay it will further increase our pupils and staff safety whilst on the premises. The CCTV cameras have been up graded but there is still a need for the corresponding wiring to be replaced in some areas.

Action point	Timescale	Resources	Lead person	Monitoring	Success criteria
5.1 New fobbed door and gate entry/exit systems	September 2021	Funding	Site Manager and Business Manager	Headteacher and Safeguarding Manager	Systems will have been fitted and operational
5.2 Update the safeguarding info for staff and parents around the school to reflect the new team.	January 2021	None	AV	Safeguarding governor	Posters around the school will be replaced to show who parents or staff should take safeguarding issues to. They will continue to display Medway social services numbers as well.
5.3 CCTV system overhaul		Funding for the rewiring work	IT and Site Team	Business Manger	New wiring to CCTV system will be in place will be in place.

Section 6: Stakeholders

Current evaluation:

Stake holders include, Governors, Staff, Pupils, PTA, Admin Teams, Site Teams, Arts and Sports centre teams, the wider community. Currently we have no international links for pupils but this year will be establishing a link with a school in the Philippines.

Before the lockdown we had made links with a theatre company who ran a project with a group of pupils from Year 1 and the AGE UK centre next door to the school. We are maintaining that link and hoping to work with the company again post COVID.

The new website was launched on September 1st 2021. Currently our phone systems and emailing systems remain compromised due to an incident that occurred at our host company. This was a county wide issue that has still not been satisfactorily addressed. This has significantly impacted our ability to communicate effectively with parents and we have had to resort to printed communication on several occasions. The internal Skype and phone systems have also been affected.

The Arts and Sports Centre has been adversely affected by the COVID restrictions. The manager has worked hard to maintain any level of opening that he was allowed to do during the restrictions and was making huge progress with existing and new clients in September 2020 before the October lockdown hit. With the lifting of restrictions we are beginning to see a positive upturn in both the coffee shop and Arts and Sports facilities usage.

PTA activities have been seriously curtailed since March 2020; they have worked really hard to provide as many activities as possible under the circumstances. Sadly the end of Year picnic and also the leavers disco had to be reorganised because of the further COVID outbreak in school. This was disappointing but the PTA worked hard to ensure both events went ahead. On-going plans for this coming year include the Christmas fair and also a 90th birthday celebration for the school.

Staff well-being has been a major concern throughout the year. We do have a dedicated Staff well-being mentor. The COVID lockdown meant extra cleaning in school which staff from all departments willingly undertook. Staff who were shielding remained at home through the lockdown and worked on our online learning curriculum. We experienced a very significant COVID outbreak in late November 2020 and another in July 2021 and many staff actually had the virus. Several Staff are currently experiencing long COVID symptoms. The impact on the school was very serious with successive class closures affecting hundreds of pupils, the closure of our nursery until January 2021 and a staffing crisis created by the numbers of staff who are too unwell to return until January 2021 along with those shielding or self-isolating. The RSC and DFE along with

the local authority refused our request to close for a two week circuit break and made it very clear that we had to remain open despite the high levels of staff unwell and the risk to pupils and staff.

Governors meetings were initially online for the first part of the academic year but have been face to face in school since January 2021. A significant Governor Recruitment drive means we now have a full complement of Governors. The site and cleaning team have been under huge pressure throughout the lockdown to keep the school open and COVID compliant. Kitchen staff have found creative ways to ensure children are fed every day and in addition provided meals to be delivered to FSM pupils throughout both lockdowns. Admin staff have worked at weekends and evenings through the outbreak to cope with bubble closures etc.

Cleaning teams, wrap around care provision and school meals have now been outsourced and existing staff Taped over.

The Year 6 pupils had a fantastic 'onsite' residential this year. This included a wide range of activities including raft building and a climbing wall. Every pupil in the school worked towards a musical theatre show for each year group. All year groups except for Year 3 were able to present their shows live to audiences of parent and friends. Sadly Year 3 presented their show to staff and pupils but a COVID outbreak meant the original show dates and also the rescheduled date were cancelled. All year groups were able to have a sports day and unlike other schools nationally we were able to allow one parent per family to attend.

Action point	Timescale	Resources	Lead person	Monitoring	Success criteria
6.1 Establish Links with the Children of the Dump school in Manilla, Philippines	By end of term 4 2022	Link with the charity communications lead	Headteacher and Geography Lead	Governors	Pupils will have a clear understanding of what life in the school in Manilla is like and will be writing and receiving regular letters to and from the school.
6.2 Establish a development plan for post COVID Arts and sports centre	Ongoing	Formation of Governor steering committee for the businesses	Arts centre manager	Governors Business committee	The Arts and Sports centre will be fully open and operating. Income will be at or better than pre COVID restrictions. A clear strategic

					development plan for the businesses will be in place.
6.4 Re-establish the role of the PTA in the school	On going		PTA chair	Staff Governor	PTA fund raising and activities will be back to pre COVID levels.
6.5 Staff Well-being	September 2021	Funding for new staff well-being package	Headteacher and Business manager	Well-being Governor	New Staff well-being package will have been purchased and disseminated to all staff All staff will be offered a free Flu jab
6.6 Raise the profile of the Governing body's involvement with the school	On going		Headteacher and Chair of Governors	Members Board	Governors will meet regularly and have a clear picture of what is happening in all areas of the Academy. Governors will be invited to join in with assemblies and other events regularly. SLT will feel fully supported by the governing body. Efficient clerking will mean governors receive paperwork before meetings and that meetings will be minuted in a compliant manner.

Section 7: Buildings, Premises and Maintenance

Current Evaluation:

The Site Team and cleaning team have been under considerable pressure to deliver an even higher standard than usual because of COVID. They have really risen to the challenge. The rules and restrictions have meant extensive deep cleaning and then a very high level of daily cleaning. The building had to be cleared of all unnecessary equipment and resources. In addition two members of the site team have had their hours reduced in the restructure.

The build for the final two classrooms has been completed and the classrooms are fully equipped and in use. A health and safety Audit was carried out in January 2021 and identified areas have been addressed. The site team have been tasked with ensuring the school is fire safety compliant and some initial steps have been taken. This is taking too long and needs to be an area of focus.

The staff room has been repainted and refurnished along with two classrooms. EYFS teachers have repainted one of the classrooms voluntarily over the summer break. A rolling programme of redecoration needs to be established and executed by the site team.

We have submitted a significant emergency CIF bid for the replacement of the roof on the whole site. This is work which needs urgently carrying out with estimated costs of around £2 million pounds. In addition we will be submitting a normal CIF bid in the spring to try and secure funding for an entire rewire of the premises. There has been a further collapse in the sewers which serve the sports hall and this is currently being addressed.

Action point	Timescale	Resources	Lead person	Monitoring	Success criteria
7.1 Fire Safety compliance	Urgent and to be completed asap	Time allocated by site team to address the remaining outstanding points Booking and carrying out of fire safety inspection audit.	Site manager	Assistant head assigned to health and safety.	Fire compliance certification will be in place
7.2 Repair of crack in Arts centre walls	Urgent and to be completed asap	Resolution of insurance claim	Site manager and business manager	Headteacher	Crack will have been appropriately

		dispute to release funds for the repair.			repaired
7.3 Collapsed sewer	Urgent and to be completed asap	Funds for repair	Site manager and business manager	Headteacher	Sewer will have been appropriately repaired
7.4 Decoration of classrooms and Corridors	Rolling programme	Funds for materials	Site manager	Headteacher/Business manager	Rolling programme of re decoration will continue throughout the academic year.