

# Northchapel Primary School & Little Oaks Pre- school Self Evaluation & Development Plan 2019 -2020

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## Key:

OP= Ofsted priority

SMSC = spiritual, moral, social, cultural

ITMP = In the moment planning ( Early years)

# Self-evaluation and Evidence

“Northchapel is a small, rural school that offers a nurturing and inclusive community atmosphere.” - Ofsted 2016

**URN – 125846 DFE Number – 9382048 Overall school based judgement: Good**

**Last inspected by Ofsted – September 2016 – Good**

At Northchapel Primary School a rigorous and objective, on-going, self-evaluation process of practice and provision informs short term action and long-term development planning. We aim to produce high achievers through creative learning and kindness.

## How do we know?

- Significant improvement and maintained progress and achievement in Maths following a focused year of training, interventions and a mastery approach to teaching and learning in all classrooms. **OP**
- The Early Years and KS1 outdoor area is outstanding and provides an exciting learning space **OP**
- Governor focus through committees and work with the local authority have supported and challenged the school to improve standards. **OP**
- Teaching across the school is good or better based on moderated observations as part of a school improvement project and Peer Review.
- Achievement and progress standards have remained consistent in KS1 and KS2 and show high standards compared to county and National results this year in KS1 and KS2 – see results page below. Although outcomes have dropped in GLD and Phonics Y1, reasons have been identified and are continuing to be developed.
- There is a rich, broad and creative curriculum provided through a topic based cross-curricular approach with a wide range of trips and visitors to enrich the learning.
- There is an emphasis on Forest School outdoor learning for all children.
- Governors recognise the high standard of SMSC opportunities provided to all our children throughout the year.
- New leadership and management is established, effective and consistent with a secure governor team in place.
- Parents give consistently good feedback regarding welfare, safety and special needs provision for their children at Northchapel.
- Behaviour is good and there is a positive restorative approach to teaching children self-regulation and personal responsibility.

# Headline Results

## Early Years Foundation Stage (EYFS) – 2018/19

### Little Oaks – 14 children

#### WHAT DO WE KNOW?

- Overall 11 out of the 14 children reached the expected level of development for their age.
- 4 out of the 5 school starters left Little Oaks having reached the expected level of development for their age. The 1 child who did not reach the expected level only joined Little Oaks in the Summer Term. He had not previously attended an Early Years setting so the focus was on settling in and supporting transition into school.
- 7 out of the 9 remaining children reach the expected level of development. Of the 2 that did not reach the expected level, 1 has been referred and is currently receiving support from a speech and language therapist. The other child only missed it by a small margin and we feel that this will resolve itself when she increases her sessions in the Autumn Term.

### Oak Class - 15 children

#### WHAT DO WE KNOW?

- 8 out of the 15 children began the year identified through baseline as having Speech and Language difficulties. Actions were put in place immediately to support language development, including small group programmes, 1-2-1 work and repetition of Phase 1 phonics through timetable adjustments.
- 9 out of the 15 achieved Good Level of Development –GLD (60%) which means 2 children made better than expected progress and achieved the standard. Of the 6 children who did not reach GLD, 2 children have been added to the SEN register for next year and 2 further children have been added to the watch and monitor list based on concerns. The other two children who did not make GLD missed it by only a small margin based on Speech and Language and we feel this will resolve itself for them as they mature and with continued Speech and Language focus in Y1.
- Although there is a drop in percentage achieving GLD from 75% last year, we do not feel this represents a drop in standard in Early Years, but recognition of the needs within this cohort which have been successfully addressed this year and will continue to be monitored next year.

GLD = Good Level of Development	2016	2017 8 children	2018 16 children	2019 15 children
% of children achieving GLD at Northchapel	63.2%	75%	Target 75% 75% Achieved	60%
National	69.3%	70.7%	71.5%	71.8%
County	68.3%	70.6%	71.3%	71.9%

- Due to a falling birth rate and lack of new local housing, we have a small cohort coming in with two children joining the school. We are sad that more families who have made use of our pre-school for the last few years have made the decision to move their children to other local schools due to the smaller cohort, exacerbating the problem for Northchapel. However, we have instigated a major marketing and rebranding of our website to attract more families to the school and hope that as this small cohort moves up through the school it will grow further in numbers.

### *WHAT WILL WE CHANGE?*

- In September 2020 we will offer Rowan Class as a mixed Reception, Year 1 and Year 2 class with two well-qualified and experienced teachers, one of whom is an Early Years specialist and the other is able to work more closely with Y2.

### *WHAT WILL WE CONTINUE?*

- The class will have two teaching assistants to support the range of ages and the curriculum will continue to offer “In the moment” planning to support creative, child-led learning alongside a drive to increase challenge for the more able.

### Phonics Test Y1 and Y2 retakes

### *WHAT DO WE KNOW?*

- There were no children who needed to retake the Phonics test in Y2 this year as 100% achieved in Y1 last year.
- 8 out of the 11 children in Y1 passed the test this year. Two children missed the pass mark by only 3 marks.
- We recognise that small cohorts dictate that percentages can see significant increases or decreases depending on very small margins of change.

Year 1 children taking the test	2016	2017	2018	2019
% of children achieving 32/40 or more at Northchapel	100%	60%	100%	72.7%
National	77.5%	79.7%	82.5%	80.9%
County	80.6%	81.2%	81.7%	81.9%

### WHAT WILL WE CONTINUE?

- Systematic teaching of phonics from Early Years into Y1 is having a good effect and we will continue with the daily teaching of phonics and reading to maintain this high standard.

### Key Stage 1 – 2018/9 Year 2 – 8 children, 3 of which joined the cohort within the last 12 months

### WHAT DO WE KNOW?

- The number of children achieving the standard in this cohort is excellent.
- We were moderated by county this year for KS1 results and the moderator was very impressed with the quality and standard of work produced by the children in all subjects.
- Several children within this cohort are working within or very close to Greater Depth Standard but did not have quite enough evidence to show they had achieved everything.

Attainment	8 children	2018	2019	Local Authority	National
Reading/Writing/Maths /Science combined	Expected standard or better	47.1%	75% 6/8	62.6%	64.6%
Reading	Expected standard or better	70.6%	88% 7/8	74.6%	74.9 %
	Greater Depth Standard	11.8%	0%	20.7%	25%
Writing	Expected standard or better	64.7%	87.5% 7/8	67.5%	69.2%
	Greater Depth Standard	11.8%	0%	10.6%	14.8%
Maths	Expected standard or better	70.6%	88% 7/8	74.1%	75.6%
	Greater Depth Standard	17.6%	0%	17.2%	21.7%



## WHAT WILL WE CONTINUE?

- The standard of teaching and learning within our KS1 class is excellent and this will continue as the job share teachers are both experienced.

## WHAT WILL WE CHANGE?

- There has been good professional learning from the moderation in how to help children to develop into Greater Depth from the start of the year and this will be put in place from September.

## Key Stage 2 – 2018/19 Year 6 – 14 children

### WHAT DO WE KNOW?

- One child joined the cohort in September and left again just after the SATS tests. This had a significant impact on the data due to the small cohort.
- The average scaled score for this cohort in writing and maths was in line with or above the National showing our children are achieving at a high standard, even though percentages and data sometimes show a lower rate due to small numbers and insignificance of the statistics.
- We are delighted with the excellent results achieved by the children in Y6 this year.

Attainment TA – Teacher assessment		Northchapel 10 children 2018	14 children 2019	Local Authority West Sussex	National
Reading (test), Writing (TA), Maths (test) RWM	Expected standard or better	40%	57%	62%	64.9%
	Greater Depth Standard (GDS)	10%	0%	7.1%	10.5%
Reading (test)	Expected standard or better	70%	86%	73%	73.2%
	Greater Depth Standard (GDS)	20%	29%	37.1%	26.9%
Writing (TA)	Expected standard or better	60% 6/10	57% 8/14	75.6%	78.5%
	Greater Depth Standard (GDS)	10%	0%	13.1%	20.2%
Maths (test)	Expected standard or better	80%	79%	76%	78.7%
	Greater Depth Standard (GDS)	20%	21%	22.8%	26.6%

Grammar, Punctuation and Spelling	Expected standard or better			71.4%	74.9%	78%
	Greater Depth Standard (GDS)			15%	30.9%	35.7%
Progress		2017	2018	2019	2019	2019
Reading	Average Progress Score	-4.2	-0.1	1.9	-0.2	0.0
Writing	Compared to outcomes	-8.5	-2.7	-4.6	-1.0	0.0
Maths	Of all children nationally	-7.0	+2.1	-0.1	-0.5	0.0

### WHAT WILL WE CONTINUE?

- The excellent work in Maths teaching and development of the curriculum will continue next year. Children in Y5 this year have benefitted from additional work at the end of the year to embed skills in basic operations and so enter Y6 in a good position to move their learning on into the Y6 curriculum.
- We continue to be very pleased with our results in Reading and GPS showing a good standard of teaching and learning. The average scaled score in reading this year is 105.3 which is better than the National standard.
- The standard of spelling in the test is very high but this needs to be embedded in writing through thorough editing.

### WHAT WILL WE CHANGE?

- The focus will move from Maths to writing and spelling next year. We aim to give the same thorough approach to the literacy curriculum and identify further areas where we can support children in improving their writing. The standard in content of writing remains very high but there needs to be a greater focus and attention on the detail of grammar, punctuation and spelling in writing to ensure this does not deter children from achieving the standard.



## Summary of whole school results in achievement 2019

Northchapel Primary Data Analysis for End of Year 2019									
EYFSP Good Level of Development		Year 1 Phonics		Key Stage 1	EXP	GDS	Key Stage 2	EXP	GDS
Northchapel	60%	Northchapel	72.7%	<b>Reading</b>	87.5 %	0%	<b>Reading</b>	85.7%	28.6%
- West Sussex	71.9%	- West Sussex	80.9%	- West Sussex	74.6 %	20.7%	- West Sussex	73%	27.1%
- National	71.8%	- National	81.9%	- National	74.9 %	25%	- National	73.2%	26.9%
				<b>Maths</b>	87.5 %	0%	<b>Maths</b>	78.6%	21.4%
				- West Sussex	74.1%	17.2%	- West Sussex	76%	22.8%
				- National	75.6%	21.7%	- National	78.7%	26.6%
				<b>Writing</b>	87.5 %	0%	<b>Writing</b>	57.1%	0%
				- West Sussex	67.5%	10.6%	- West Sussex	75.6%	13.1%
				- National	69.2%	14.8%	- National	78.5%	20.2%
				<b>Science</b>	100%		<b>GPS</b>	71.4%	14.3%
				- West Sussex	82.9%		- West Sussex	74.9%	30.9%
				- National	82.3%		- National	78%	35.7%
				<b>RWM</b>	75%	0%	<b>RWM</b>	57.1%	0%
				- West Sussex	62.9%	7.9%	- West Sussex	62%	7.1%
				- National	64.9%	11.2%	- National	64.9%	10.5%

# School Development Plan



## School Context and Summary of Improvement

Number of pupils on roll	62	Number of pupils eligible for pupil premium	7	Number of pupils with an education, health and care (EHC) plan	1
Most recent Ofsted grade	Good	Overall absence	3.11%	Staff turnover over for the previous year	New Acting Head, New KS1 Teacher
Percentage of pupils with English as an additional language (EAL)	8%	Percentage of pupils with Special Educational Needs	21%		
Key Ofsted actions from last report	<p>Leaders and those responsible for governance should ensure that:</p> <ul style="list-style-type: none"> <li>governors continue to improve the focus of their committees and work in partnership with the local authority and other providers to increase the level of support and challenge for school leaders</li> <li>teaching, learning and assessment, particularly in mathematics, become as consistently challenging for all pupils as the best examples currently in the school</li> <li>the external learning environment in early years is improved to provide a rich level of challenge and engagement and so promote outstanding progress.</li> </ul>				
Key areas to improve	<ul style="list-style-type: none"> <li>Develop a clear, creative and challenging curriculum to ensure a progression of skills, knowledge and understanding</li> <li>Improve pupils' outcomes in English, reading and writing and to ensure more pupils achieve higher standards</li> <li>Develop a new Behaviour Plan to incorporate our values, Safe, Kind and Ready to ensure attitudes to learning across the school improves</li> <li>Develop a strategy to ensure the future of the school by using skills of staff, parents and governors</li> <li>Develop a new combined Foundation and Key Stage 1 Class and maintain good standards already achieved</li> </ul>				

## Evaluation and Development planning

Here at Northchapel Primary our governors and school leaders lead a reflective and ambitious culture. Constructive challenge and creative ideas are encouraged, valued and used to inform whole school planning. The views of learners, parents, staff, governors, therapists, social workers and other stakeholders inform the evaluation of the quality of our work and provision, which in turn is used to identify areas for improvement.



**Intent** – Aims, knowledge and understanding (the design of the curriculum).

**Implementation** – Structure and narrative (teaching and assessment)

**Impact** – Evaluating what knowledge and skills learners have gained (attainment, achievement and progress)



## Quality of Education

TARGET	ACTIONS	EVALUATION	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST
Our pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well.	<p>Curriculum: Develop the Curriculum Intent with leaders and staff Overviews of each subject area and progression of skills Clear summary produced of life skills through character education (Bill Lucas 7 C's). INSET training on Cognitive Load Theory – use of this to be imbedded in teaching and learning. Teachers to work with other teachers across the Rother Valley Network.</p>	<p>School data compared with local and national: evidence of sustained and continuous improvement.</p> <p>How have end of key stage results improved?</p> <p>New Assessment systems used in Foundation Subjects</p>	<p>DC (AHT) Subject Leaders</p> <p>Whole school</p>	<p>Early Spring Term, Phase 1 of subjects 2020: English, Music, Science, Geography, French, History and PSHE/RSHE</p> <p>Phase 2: 2021 Computing, Art and Design, DT, RE &amp; PE</p>	Cost of Training to be covered in RV contribution of £5 per pupil from collaboration
To ensure that Early Reading is well taught to improve on achievement and progress of all children across the school	<p>Develop a reading overview and progression skills Continue Phonics teaching from pre-school through ITMP and across the foundation stage and KS1, continued into KS2 as necessary</p> <p>Encourage early reading throughout the pre-school and school curriculum and for enjoyment</p>	<p>Rother Valley Peer to Peer Review Autumn 2019 - <b>Peer to Peer deemed reading standards to be good and focused on KS2 writing instead.</b></p> <p>Spaces provided in the outdoor and indoor environment to encourage reading for pleasure</p>	<p>Head/ English Subject Lead RV Peer Reviewers Pre-school staff team</p>	Initially Autumn 2019/ End of school year 2020	None

<p>To improve spelling and writing to ensure fluency and ease in writing to improve outcomes and more pupils achieving higher outcomes.</p>	<p>New English Lead to be established in school  English lead to attend English Conference Autumn 2019 and subject leader meetings  Time to be allocated  Action Plan to be drawn up</p>	<p>English Lead will track and monitor moderation and teaching of English.  Writing outcomes in each year and end of Key stage will be improved in line with at least the county if not national</p>	<p>Head/ English Lead   Teaching Staff</p>	<p>Termly update  By the end of the year.</p>	<p>Cost of Conference/  Supply cover to attend meetings   Approx £700</p>
<p>To continue to ensure that maths learning objectives are met through ITMP in Early Years</p>	<p>Purchase new resources with parish council grant funding and make use of existing school maths resources in the indoor and outdoor environment. Ensure that these resources are used effectively to move children’s learning forward.</p>	<p>School starters will reach the expected level of development by the end of the school year</p>	<p>Pre-school/  reception class team</p>	<p>End of school year</p>	<p>None</p>



## PERSONAL DEVELOPMENT

TARGET	ACTIONS	EVALUATION	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIVED BY	COST
We provide pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society.	<p>Whole-school charity events</p> <p>School council</p> <p>Peer leadership responsibilities</p> <p>School assemblies</p> <p>Pre-school to invite positive role models to visit the children e.g. police officers, fire fighters</p>	<p>Impact this has on the school, local and national environment</p> <p>Feedback from children, staff and parents.</p> <p>School council evaluation – How are we active citizens?</p>	Whole school	End of school year	Costs involved in events
Development of clear and progressive PRSHE curriculum to build resilience, respect and responsibility.	<p>Head to attend regular meetings on new curriculum of four cornerstones website developed by WSCC.</p> <p>To attend Subject Lead RV twilight meetings</p> <p>To develop use of new website to begin to develop curriculum in school</p> <p>Leaders and Governors to develop a new policy</p>	The whole school timetable will have a clear and embedded curriculum over a two-year rolling period.	Head and Teaching and Learning staff	<p>Policy and first stage of rolling 2-year cycle of the curriculum by the end of 2020</p> <p>Phase 2; second year cycle of curriculum by the end of 2021</p>	<p>Time allocated WSCC say that access is free as of Autumn 2019</p> <p>Potential subscription cost now in place (Summer 2020) per pupil head.</p>



## BEHAVIOUR AND ATTITUDES

TARGET	ACTIONS	EVALUATION	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST
Our pupils' attitudes to their education are positive and will display the 7 C's (Guy Claxton & Bill Lucas)	<p>Staff meeting</p> <p>Lesson observations</p> <p>Improvement of pupils' work and books</p> <p>Children questionnaire</p> <p>Adapt language and learning of the 7 C's for pre-school children to create a foundation of positive attitudes prior to starting school</p>	<p>Evidence of pupils taking their learning seriously, showing pride in their work, motivated and able to show resilience</p> <p>Evidence of consistently good presentation, pride in work and feedback from staff continuing to enable this</p> <p>Evidence of our youngest children gaining understanding of these values through creation of displays and feedback from staff/parents</p>	Whole school	<p>Initial introduction to staff and pupils by the spring term 2020</p> <p>Ongoing</p>	N/A
Develop a clear and concise Behaviour Policy linked to Safe, Kind, Ready.	<p>DC/HL to meet to develop understanding of the statements of principles and how they can be considered in a new behaviour plan</p> <p>DC/HL to attend Therapeutic Approach to Behaviour course by WSCC in January 2020</p> <p>Beacon Hill Training Autumn 2019 by KS1 staff and DC</p>	<p>New Behaviour Policy written with Governors consent.</p> <p>Beginning to be followed and delivered by all staff, pupils, parents and governors.</p>	<p>Head and Governor (DC/HL)</p> <p>Whole school for delivery of the Policy</p>	Summer 2020/ Autumn 2020	<p>£200 Course fees</p> <p>Expected further costs</p>
Development of teachers to ensure all lessons engage, provoke curiosity and inspire learning	<p>Staff meetings</p> <p>Timetabling</p> <p>Hooks/ purpose/ content</p> <p>Use of resources</p> <p>INSET training</p>	<p>Lesson observations by Leaders</p> <p>Children questionnaire</p> <p>Outcomes will have improved as a result</p>	Leadership (Head and subject Leads)	Ongoing	







## LEADERSHIP AND MANAGEMENT

TARGET	ACTIONS	EVALUATION	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	SEF REFERENCE
Leadership and Management will ensure that all targets in QoE, B&A, PD will be implemented and achieved	Deliver and share the improvement strategies to all staff and Governors Link it to appraisal targets.	Report to governors on how well these are being achieved	Head Subject leads Governors Pre-school Supervisor	End of year	N/A	
Our staff consistently report high levels of support for wellbeing issues.	Offer pastoral support to new teachers, middle and senior leaders. Mentorship and supervision for the Acting Head. HL/ Governor to monitor staff wellbeing	Impact on staff performance  Impact on staff retention Staff questionnaire Wellbeing meetings and feedback	Headteacher Governors	End of school year	Costs involved e.g. counsellor costs	
Develop a strategy to ensure the future of the school by using skills of staff, parents and governors work collaboratively with the Rother Valley Schools	Raise the profile of the pre-school and school through marketing to improve school numbers on roll. Work with Governors to develop a strategy to collaborate with schools in the Rother Valley. Work with locality Heads to ensure collaboration between schools and staff. Continue to monitor pre-school finances to ensure sustainability.	Close collaboration / partnership with other schools in Rother Valley to support Acting Head  Pre-school and school secure to continue financially and strategically into 2020/2021	Governors, Head, (DC/SH)	End of school year	Marketing Banner, Fliers funded by PTA funds	

<p>Develop a new combined Foundation and Key Stage 1 Class and maintain good standards already achieved</p>	<p>To visit other schools and make links with other teachers in RV who have combined Foundation and Key stage 1 classes.          To continue to deliver 'ITMP' for reception aged and Year 1 children in the Autumn term and beyond should they need it.          To develop use of an Early Years unit (Rowan and Oak Class and outside Area)</p>	<p>Learning environment adapted to suit all stages of development.          Links with other Rother Valley locality teachers to ensure planning and delivery of learning is adapted to suit all stages          GLD maintains a high standard and outcomes in Phonics and KS1 remain high</p>	<p>Head          Rowan Teachers (FC/AR)          Support staff</p>	<p>Autumn 2019          Secure by end of year.</p>	<p>Possibly ITMP training          £80 per person?</p>	
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## ASSET MANAGEMENT PLAN

TARGET	ACTIONS	EVALUATION	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST
Install a new internal door to Willow Class and the Learn Hub	Quotations to be obtained for installation including Premises Officer Confirmation from Finance Committee to agree cost and installation	Quote agreed, new door installed and new learning space will be used by cohorts of children to improve learning experiences.	Governors/Head/Premises Officer/ Office	Autumn 2019	£1500
Install a new external door to the Learn Hub to improve the safety of the site.	Quotations to be obtained for installation including Premises Officer Confirmation from Finance Committee to agree cost and installation	New door to secure entrance to school building.	Governors/Head/Premises Officer/ Office	Spring Term	£1500
Paint the Willow Cloakroom floor, replace mortar to the outside sill and brickwork around the skirting.	Premises Officer, Neil Banks to complete this.	Cloakroom water tight and children able to use freely.	Premises Officer NB, DC to oversee	Autumn 2019 <b>Completed Autumn 2019</b>	£300
Repair and paint the windows outside to the girls toilets, offices and to the Learn Hub.	Premises Officer, Neil Banks to complete this.	Repaired and secured the maintenance to avoid future decay and replacement.	Premises Officer NB, DC to oversee	Early Autumn 2019	3 days rate?
Replace the intercom and keypad to front entrance, install a release button to	Quotations to be obtained for installation including Premises Officer	Secure front entrance, no longer easy exit for children.	Office staff SS, SB, Dc to oversee.	Autumn 2019 <b>Completed Autumn 2019</b>	£1000

ensure safeguarding of children.	Confirmation from Finance Committee to agree cost and installation				
Repair the flooring to the outside classroom	Funds to be secured from local donations ie Lurgashall Fete Committee NB to survey and advise repair or remove.	Children able to use the outside area again in all weathers, ie drama productions, playtimes and summer lunches	Bursar, Premises Officer, DC to oversee	By the end of the summer 2020	£1500
Monitor and maintain the Climbaround posts (Rospa) And kickboards	Monthly checks to be undertaken by NB Premises Officer and recorded. Plan to be drawn up for future costs likely to be incurred in the future as a result of the decay.	Continued safe use of the play equipment	Premises Officer	Ongoing Monthly	Future costs to be decided. No costs in monitoring as within PM duties.
Cut down the gates to the early years to ensure safety gaps for fingers	Premises Officer, Neil Banks to complete this.	To comply with Safety standards and avoid potential risks to children's fingers.	Premises Officer	Autumn 2019	No costs in monitoring as within PM duties.
Reduce noise in the Learn Hub to aid learning in Willow as well as the hub	Quotation required to install carpet tiles and sound panels to the walls.	To be able to use the Learn Hub without Willow or Hub noise transferring. To create a good space for learning.	Bursar, Premises Officer, DC to oversee	Spring/ Summer 2020	
Repairs to the Willow classroom roof to avoid leaks, repair or replace the sounder to the cloakroom	NB to inspect the roof space and rafters etc. Roofing contractor to be contacted Fire Alarm Company to repair sounder and connect to system	Safety risk corrected to be compliant with Fire Alarm recommendations. Cloakroom safe space.	Bursar, Premises Officer, DC to oversee, Fire Alarm Company	Spring Term	

Recommended that the Facia boards to the school hall replaced with UPVC	Premises Officer to monitor condition, Quotations to be sought.	To improve school building condition from worsening	Bursar, Premises Officer, DC to oversee	2020/21	
Swimming Pool Chlorine Feed to be replaced	Permission to be sought from WSCC Quotation x 3 to be organised by Swimming Pool Committee	School Pool will be open for use in the summer term 2020	Swimming Pool Committee – MF/SH DC to oversee	Autumn 2019/ Spring 2020	£1500
Recommended that the swimming pool floor to be painted on the concrete to avoid damp infiltrating the foundations.	Quotation required Swimming Pool Committee to be alerted	Stop the deterioration of the foundations of the swimming pool for extended further use.	Swimming Pool Committee – MF/SH DC to oversee	Summer 2020.	
Trees in playground causing roots to uplift the surface causing puddles and a safety hazard	NB to prune trees as part of grounds maintenance  Potential removal of one or more trees.	Stop the deterioration of the roots and playground surface	Bursar, Premises Officer, DC to oversee	Spring 2020	