



Water Primary School School Improvement Plan 2024 – 2027

Happiness, Health and Opportunity

OBJECTIVES FOR 2025-2026

Objective 1 Quality of Education	To increase attainment in writing across all year groups to ensure results are in line with national averages.
Objective 3 Personal Development	To promote a fully inclusive school culture where diversity is celebrated and all pupils feel represented, respected, and valued - leading to the successful achievement of the Equality Badge in Holistic Diversity.
Objective 4 Behaviour and Attitudes	Behaviour for learning is excellent across all classrooms, with minimal low-level disruption, ensuring a positive and focused learning environment for all pupils.
Objective 5 Leadership and Management	Subject leaders to raise the profile of the teaching of Geography, Design Technology and PE to ensure teachers become experts and children make good progress.
Objective 6 Effective EYFS	To improve attainment in writing within the EYFS cohort by ensuring high-quality, purposeful writing opportunities are embedded within planned provision, laying strong foundations for future learning.

QUALITY OF EDUCATION: Further improve teaching and learning across school using pedagogy to underpin teaching strategies.

TARGET	ACTIONS	SUCCESS CRITERIA	LEAD	MONITORING
<p>Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work pupils produce.</p> <p>Teachers check pupils' understanding, identify misconceptions and provide clear, direct feedback.</p> <p>Teachers and leaders use assessment well. This is timely and used effectively. Teachers have a good understanding of formative assessment and can use a variety of methods during their teaching.</p> <p>Children show engagement in lessons, they develop skills in becoming independent learners.</p> <p>To raise the profile of oracy throughout the curriculum and to further improve the outcomes of writing, including children who require further challenge.</p> <p>To ensure the teaching of number/arithmetic is robust in order to raise attainment.</p> <p>To increase attainment in writing across all year groups to ensure results are in line with national averages.</p>	<ul style="list-style-type: none"> • Long/medium term plans reviewed. • Subject Policies up to date and published • Subject Action Plans reviewed and updated • Clear assessment procedures (learning journeys/balance) • CPD organised to upskill teachers • Staff meetings linked to SEND and challenging the more able. • Governor monitoring timetable in place • Subject leaders monitor and evaluation schedule • Teachers develop metacognition within lessons. • Subject leaders fully support staff in a bank of ideas to support class learning. • Staff meetings delivered to all staff which explores teaching and learning principles. • Learning environments are consistent across school. They reflect the learning and are tools to increase children's progression. • Share best practice through lesson study, peer observations, and coaching. • Embed opportunities for extended writing across the curriculum. • Deliver small group or 1:1 writing interventions with measurable outcomes. 	<ul style="list-style-type: none"> • School data compared with local and national: evidence of substantial and sustained progress from pupils' starting points • Statutory assessment results have improved • Children have made good or better progress throughout the curriculum. • Teacher Voice-teachers feel confident in using a range of strategies to adapt their teaching to a range of needs. • Writing attainment improves across all year groups, with end-of-year data showing results in line with or above national averages. • Internal tracking shows accelerated progress for targeted pupils. • Lesson observations and book scrutiny show high-quality writing outcomes and effective teaching strategies. • Pupil voice reflects increased confidence and enjoyment in writing. • Staff report increased confidence in teaching and assessing writing. • Moderation outcomes show consistency and accuracy in teacher judgements. 	<p>HT SLT Subject leaders Teachers</p>	<ul style="list-style-type: none"> • Subject Leaders monitor Learning Zones on website, MTPs, books, planning, analyse assessments • Subject Leads present to Governors on standards and progress • Curriculum lead to review monitoring of Subject Leaders • Subject Leads draw together findings (strengths / areas for development) / set next steps • Teachers check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct next steps. • Lesson observations evidence learners taking about skills and knowledge, showing pride in their learning and presentation, displaying learning behaviours and language. • Pupil progress meetings take place regularly.

PERSONAL DEVELOPMENT: To ensure the curriculum extends beyond the academic to offer children wider opportunities to develop their personal development.

TARGET	ACTIONS	SUCCESS CRITERIA	LEAD	MONITORED
<p>To provide pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society.</p> <p>To ensure that all children, regardless of their individual needs or backgrounds, have equal access to opportunities across the wider curriculum and experience a strong sense of belonging within the school community.</p> <p>Extensive opportunity to learn about other cultures and faiths.</p> <p>To promote a fully inclusive school culture where diversity is celebrated and all pupils feel represented, respected, and valued - leading to the successful achievement of the Equality Badge in Holistic Diversity.</p> <p>To provide active learning opportunities within learning and to launch and develop OPAL.</p> <p>The provision delivered develops pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy</p> <p>Children understand how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities</p>	<ul style="list-style-type: none"> • Assembly themes include SMSC links plus planned faith celebrations. • Robust PSHE and R.E. curriculum • After school clubs are varied and are inclusive to all children • Continue to secure platinum in our healthy and active schools' badge • OPAL to be embedded-planned staff meetings/training to take place • Leadership opportunities for children developed • Work with the local community including Lumb Baptist Church and to create links with other places of worship • Planned trips which enhance PD and the curriculum • CPD organised to upskill teachers • Staff meetings linked to wellbeing/mental health/equality • Governors have a good understanding of SMSC/behaviour/personal development within school • Wellbeing is prioritised and evident in school for all children, staff and families. • Learners are actively involved in learning through planned higher order skill focus, questioning, debate • Learners are exposed to issues and experiences involving the local community and wider world • Online safety is embedded throughout the curriculum • Gather pupil, parent, and staff voice on inclusion and belonging. • Equip staff with strategies to foster inclusive classrooms and challenge stereotypes. • Share best practices and resources regularly. 	<ul style="list-style-type: none"> • Staff have a deeper understanding of behaviour management and the pedagogy around teaching and learning. • Children are able to confidently talk about SMSC, wider issues and the world around them. • Children leadership teams are able to plan and make a difference to the wider school. • There is a strong culture of diversity and wellbeing throughout school. • OPAL is embedded at playtimes and lunchtimes. • The school successfully achieves the Equality Badge in Holistic Diversity. • Pupil voice reflects a strong sense of belonging and respect for diversity. • Curriculum and displays show clear representation of diverse cultures and identities. • Staff demonstrate inclusive practice and confidence in promoting diversity. • Family engagement in diversity-related events and initiatives increases. • Monitoring shows improved outcomes and participation for all pupil groups. 	<p>Whole school</p>	<ul style="list-style-type: none"> • Governors to be informed on standards and progress • Curriculum leads to review monitoring of Subject Leaders • Monitor the impact of actions through analysis of Questionnaires • Keep records and photographs of initiatives carried out by each year group and feedback from the people this as involved, including external visitors etc • Attitude Surveys carried out by PSHE Lead and Wider School Lead as well as records of involvement • SMSC is evident around school • Pupil interviews • Regular meetings with children ambassadors and SLT • Mental Health lead continues training

BEHAVIOUR AND ATTITUDES: Pupils consistently demonstrate respect to themselves, their peers and all adults.

TARGET	ACTIONS	SUCCESS CRITERIA	LEAD	MONITORED
<p>Pupils' attitudes to their education are positive. They're committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.</p> <p>To embed the new school rules of Be Safe, Be Ready and Be Considerate. Pupil's are aware of these, what they mean and how they can positively influence their learning and development.</p> <p>Restorative practice is used to enhance our behaviour policy and all staff use this consistently.</p> <p>Consistent positive behaviour management systems in place</p> <p>Behaviour for learning is excellent across all classrooms, with minimal low-level disruption, ensuring a positive and focused learning environment for all pupils.</p>	<ul style="list-style-type: none"> • SLT to review behaviour policy. • Clear links to SMSC/personal development within the whole curriculum-this is succinct and closely linked to the SIP. • Policies up to date and published • Assemblies planned with links to behaviour/school rules and values • CPD organised to upskill teachers • Staff meetings linked to behaviour management • Governors have a good understanding of behaviour within school • Wellbeing is prioritised and evident in school for all children, staff and families. • Learners are actively involved in learning through planned higher order skill focus, questioning, debate. • Focus on proactive classroom management, de-escalation techniques, and positive reinforcement. • Share best practices through peer observations and coaching. • Monitor patterns of low-level disruption. • Use data to inform targeted interventions and support. 	<ul style="list-style-type: none"> • Evidence of pupils taking their learning seriously, showing pride in their work, being motivated and able to show resilience • Evidence of consistently good presentation, pride in their work and feedback from staff continuing to enable this • Improvement of pupils' work and books • Staff have a deeper understanding of behaviour management and the pedagogy around teaching and learning. • Reduction in recorded incidents of low-level disruption across all classrooms. • Children are adept in knowing our school rules and are able to understand why these are important to help us learn • Staff feedback indicates increased confidence and consistency in managing behaviour. • Reduction in recorded incidents of low-level disruption across all classrooms. • Staff feedback indicates increased confidence and consistency in managing behaviour. • Pupil surveys show improved perceptions of classroom behaviour and learning focus. • Behaviour data shows improved trends over time, particularly for identified groups. • Observations and learning walks show high levels of engagement and minimal disruption. 	<p>Whole school</p>	<p>Monitor the impact of the behaviour plan/school rules. Governors informed of progress and standards. SLT to monitor and analyse behaviour incidents. Lesson observations used to monitor behaviour for learning. Pupil voice/teacher voice</p>

LEADERSHIP AND MANAGEMENT: Strengthen leadership capacity at all levels and embed a culture of shared, collective and extended leadership in order to build sustained capacity for change and improvement.

TARGET	ACTIONS	SUCCESS CRITERIA	LEAD	MONITORED
<p>Further develop the role of subject leaders.</p> <p>Engage governors and ensure they are equipped in knowing their subject.</p> <p>Middle leaders are further developed.</p> <p>Senior leaders are able to offer CPD on quality teaching.</p> <p>Senior leaders are ambitious and determined to continue raising standards.</p> <p>Vision, values and ethos reflects our school community.</p> <p>Develop the role of assistant SENDCO within school.</p> <p>Subject leaders to raise the profile of the teaching of Geography, Design Technology and PE to ensure teachers become experts and children make good progress.</p>	<ul style="list-style-type: none"> • Clear sequence of CPD to upskill teachers. • Subject leaders to have extra leadership time. • Planned subject staff meetings. • Robust monitoring and evaluating schedule. • Clear/robust curriculum planning. • Pupil voice used to enhance curriculum and next steps. • Engage with parents/wider community. • Review curriculum coverage, teaching quality, and pupil progress in each subject. • Gather pupil and teacher voice to identify strengths and areas for development. • Deliver targeted CPD and share best practices through staff meetings and coaching. • Provide planning support and high-quality resources for each subject. • Showcase pupil work and achievements in Geography, DT, and PE through displays, assemblies, and newsletters. • Organise themed days, competitions, and enrichment activities. 	<ul style="list-style-type: none"> • Impact on staff performance • Monitoring is effective and identifies both strengths and areas for development • Pro-active middle leaders ensure clear progression and skills coverage in their subjects • Subject leaders demonstrate strong leadership and impact in Geography, DT, and PE. • Teachers report increased confidence and competence in delivering these subjects. • Curriculum coverage and progression are consistent and clearly mapped across year groups. • Pupil outcomes in Geography, DT, and PE show clear progress over time. • Pupil voice reflects enjoyment, engagement, and understanding in these subjects. • Subjects are visibly celebrated and valued within the school community. 	<p>Headteacher Slt Middle Leaders/Subject leaders</p>	<p>Subject Leaders monitor Learning Zones on website, MTPs, books, planning, analyse assessments Subject Leads present to Governors on standards and progress Curriculum lead to review monitoring of Subject Leaders Subject Leads draw together findings (strengths / areas for development) / set next steps</p>

EYFS: Improve standards in Early Years - ensuring that our pupils get off to the best possible start regardless of their starting points.

TARGET	ACTIONS	SUCCESS CRITERIA	LEAD	MONITORED
<p>To provide an exciting EYFS curriculum that responds to pupils' needs, talents and interests.</p> <p>Ensure that our pupils have access to rich language from the earliest possible stage.</p> <p>To narrow the attainment gap in Early Years, ensuring that our children achieve in line with their counterparts nationally.</p> <p>To develop a suitable mixed R/1 curriculum.</p> <p>To develop the outdoor learning.</p> <p>To develop the classroom provision.</p> <p>Ensure all staff are trained in delivering high quality phonics lessons.</p> <p>To improve attainment in writing within the EYFS cohort by ensuring high-quality, purposeful writing opportunities are embedded within planned provision, laying strong foundations for future learning.</p>	<ul style="list-style-type: none"> • Work alongside EYFS consultant. • Visit other EYFS provisions. • Work with all subjects leads to ensure coverage of the curriculum. • Policies/action plans developed. • Robust assessment throughout the school year. • Audit current provision. • Phonics training for all staff. • Phonics consultant to work with phonics lead to ensure EYFS/KS1 book scheme has fidelity to phonics scheme. • Analyse baseline and ongoing assessment data to identify gaps. • Integrate writing opportunities into all areas of continuous provision (e.g. role play, construction, small world). • Ensure resources are accessible, engaging, and linked to children's interests. • Plan regular story sessions that lead into writing activities. • Share ideas and resources for mark-making and writing at home. • Celebrate children's writing through displays and home-school communication. 	<ul style="list-style-type: none"> • School data compared with local and national: evidence of substantial and sustained progress from pupils' starting points • Statutory assessment results have improved (Phonics) • Children have made good or better progress throughout early learning areas. • Teacher Voice-teachers feel confident in using a range of strategies to adapt their teaching to a range of needs. • Children demonstrate increased confidence and independence in mark-making and early writing. • Writing opportunities are clearly embedded across all areas of provision. • Staff confidently support and extend children's writing through modelling and interaction. • Assessment data shows improved progress in writing across the EYFS cohort. • Pupil voice and engagement reflect enjoyment and motivation to write. • Families report increased involvement in supporting writing at home. 	<p>Headteacher/SLT EYFS Lead English Lead</p>	<p>Lesson observations evidence learners taking about skills and knowledge, showing pride in their learning Pupil progress meetings take place regularly. English Lead carries out in depth analysis and holds teachers to account for progress and attainment Learning walks monitor provision and impact of this for all groups of learners English lead to ensure that data secures improvements for all groups of learners. Clear assessment routines monitored by SLT</p>

OBJECTIVES FOR 2024-2025

Objective 1
Quality of Education

Teachers and leaders use assessment well. This is timely and used effectively. Teachers have a good understanding of formative assessment and can use a variety of methods during their teaching.

Objective 2
Quality of Education

To raise the profile of oracy throughout the curriculum and to further improve the outcomes of writing, including children who require further challenge.

Objective 3
Personal Development

To provide active learning opportunities within learning and to launch and develop OPAL.

Objective 4
Behaviour and Attitudes

Restorative practice is used to enhance our behaviour policy and all staff use this consistently.

Objective 5
Leadership and Management

Further develop the role of subject leaders.

Objective 6
Effective EYFS

To narrow the attainment gap in Early Years, ensuring that our children achieve in line with their counterparts nationally.

QUALITY OF EDUCATION: Further improve teaching and learning across school using pedagogy to underpin teaching strategies.

TARGET	ACTIONS	SUCCESS CRITERIA	LEAD	MONITORING
<p>Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work pupils produce.</p> <p>Teachers check pupils' understanding, identify misconceptions and provide clear, direct feedback.</p> <p>Teachers and leaders use assessment well. This is timely and used effectively. Teachers have a good understanding of formative assessment and can use a variety of methods during their teaching.</p> <p>Children show engagement in lessons, they develop skills in becoming independent learners.</p> <p>To raise the profile of oracy throughout the curriculum and to further improve the outcomes of writing, including children who require further challenge.</p> <p>To ensure the teaching of number/arithmetic is robust in order to raise attainment.</p>	<ul style="list-style-type: none"> • Long/medium term plans developed • Subject Policies up to date and published • Subject Action Plans reviewed and updated • Clear assessment procedures (learning journeys/balance) • CPD organised to upskill teachers • Staff meetings linked to SEND and challenging the more able. • Governor monitoring timetable in place • Subject leaders monitor and evaluation schedule • Teachers develop metacognition within lessons. • Subject leaders fully support staff in a bank of ideas to support class learning. • Staff meetings delivered to all staff which explores teaching and learning principles. • Learning environments are consistent across school. They reflect the learning and are tools to increase children's progression. 	<p>School data compared with local and national: evidence of substantial and sustained progress from pupils' starting points</p> <p>Statutory assessment results have improved</p> <p>Children have made good or better progress throughout the curriculum.</p> <p>Teacher Voice-teachers feel confident in using a range of strategies to adapt their teaching to a range of needs.</p>	<p>HT SLT Subject leaders Teachers</p>	<p>Subject Leaders monitor Learning Zones on website, MTPs, books, planning, analyse assessments</p> <p>Subject Leads present to Governors on standards and progress</p> <p>Curriculum lead to review monitoring of Subject Leaders</p> <p>Subject Leads draw together findings (strengths / areas for development) / set next steps</p> <p>Teachers check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct next steps.</p> <p>Lesson observations evidence learners taking about skills and knowledge, showing pride in their learning and presentation, displaying learning behaviours and language.</p> <p>Pupil progress meetings take place regularly.</p>

PERSONAL DEVELOPMENT: To ensure the curriculum extends beyond the academic to offer children wider opportunities to develop their personal development.

TARGET	ACTIONS	SUCCESS CRITERIA	LEAD	MONITORED
<p>To provide pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society.</p> <p>To ensure that all children, regardless of their individual needs or backgrounds, have equal access to opportunities across the wider curriculum and experience a strong sense of belonging within the school community.</p> <p>Extensive opportunity to learn about other cultures and faiths.</p> <p>Children have the opportunity to learn from a diverse range of role models.</p> <p>All children have equal access to clubs and enhancement opportunities regardless of home circumstance</p> <p>To provide active learning opportunities within learning and to launch and develop OPAL</p> <p>The provision delivered develops pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy</p> <p>Children understand how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities</p>	<ul style="list-style-type: none"> • Assembly themes include SMSC links plus planned faith celebrations. • Robust PSHE and R.E. curriculum • After school clubs are varied and are inclusive to all children • Continue to secure platinum in our healthy and active schools' badge • OPAL to be launched-planned staff meetings/training to take place • Leadership opportunities for children developed • Work with the local community including Lumb Baptist Church and to create links with other places of worship • Planned trips which enhance PD and the curriculum • CPD organised to upskill teachers • Staff meetings linked to wellbeing/mental health/equality • Governors have a good understanding of SMSC/behaviour/personal development within school • Wellbeing is prioritised and evident in school for all children, staff and families. • Young leaders are rolled out across the school • Learners are actively involved in learning through planned higher order skill focus, questioning, debate • Learners are exposed to issues and experiences involving the local community and wider world • Online safety is embedded throughout the curriculum 	<p>Staff have a deeper understanding of behaviour management and the pedagogy around teaching and learning.</p> <p>Children are able to confidently talk about SMSC, wider issues and the world around them.</p> <p>Children leadership teams are able to plan and make a difference to the wider school.</p> <p>The is a strong culture of diversity and wellbeing throughout school.</p> <p>OPAL is embedded at playtimes and lunchtimes.</p>	<p>Whole school</p>	<p>Governors to be informed on standards and progress</p> <p>Curriculum leads to review monitoring of Subject Leaders</p> <p>Monitor the impact of actions through analysis of Questionnaires</p> <p>Keep records and photographs of initiatives carried out by each year group and feedback from the people this as involved, including external visitors etc</p> <p>Attitude Surveys carried out by PSHE Lead and Wider School Lead as well as records of involvement</p> <p>SMSC is evident around school</p> <p>Pupil interviews</p> <p>Regular meetings with children ambassadors and SLT</p> <p>Mental Health lead continues training</p>

BEHAVIOUR AND ATTITUDES: Pupils consistently demonstrate respect to themselves, their peers and all adults.

TARGET	ACTIONS	SUCCESS CRITERIA	LEAD	MONITORED
<p>Pupils' attitudes to their education are positive. They're committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.</p> <p>To embed the new school rules of Be Safe, Be Ready and Be Considerate. Pupil's are aware of these, what they mean and how they can positively influence their learning and development.</p> <p>Restorative practice is used to enhance our behaviour policy and all staff use this consistently.</p> <p>Consistent positive behaviour management systems in place</p> <p>Behaviour for learning is excellent across all classrooms, with minimal low-level disruption, ensuring a positive and focused learning environment for all pupils.</p>	<ul style="list-style-type: none"> • SLT to review behaviour policy. • Clear links to SMSC/personal development within the whole curriculum-this is succinct and closely linked to the SIP. • Policies up to date and published • Assemblies planned with links to behaviour/school rules and values • CPD organised to upskill teachers • Staff meetings linked to behaviour management • Governors have a good understanding of behaviour within school • Wellbeing is prioritised and evident in school for all children, staff and families. • Learners are actively involved in learning through planned higher order skill focus, questioning, debate. • 	<p>Evidence of pupils taking their learning seriously, showing pride in their work, being motivated and able to show resilience</p> <p>Evidence of consistently good presentation, pride in their work and feedback from staff continuing to enable this</p> <p>Improvement of pupils' work and books</p> <p>Staff have a deeper understanding of behaviour management and the pedagogy around teaching and learning.</p> <p>Reduced behavioural incidents across school.</p> <p>Children are adept in knowing our school rules and are able to understand why these are important to help us learn</p>	<p>Whole school</p>	<p>Monitor the impact of the behaviour plan/school rules.</p> <p>Governors informed of progress and standards.</p> <p>SLT to monitor and analyse behaviour incidents.</p> <p>Lesson observations used to monitor behaviour for learning.</p> <p>Pupil voice/teacher voice</p>

LEADERSHIP AND MANAGEMENT: Strengthen leadership capacity at all levels and embed a culture of shared, collective and extended leadership in order to build sustained capacity for change and improvement.

TARGET	ACTIONS	SUCCESS CRITERIA	LEAD	MONITORED
<p>Further develop the role of subject leaders.</p> <p>Engage governors and ensure they are equipped in knowing their subject.</p> <p>Middle leaders are further developed.</p> <p>Senior leaders are able to offer CPD on quality teaching.</p> <p>Senior leaders are ambitious and determined to continue raising standards.</p> <p>Vision, values and ethos reflects our school community.</p> <p>Develop the role of assistant SENDCO within school.</p> <p>Subject leaders to raise the profile of the teaching of Geography, Design Technology and PE to ensure teachers become experts and children make good progress.</p>	<ul style="list-style-type: none"> • Clear sequence of CPD to upskill teachers. • Subject leaders to have extra leadership time. • Planned subject staff meetings. • Robust monitoring and evaluating schedule. • Clear/robust curriculum planning. • Pupil voice used to enhance curriculum and next steps. • Engage with parents/wider community. • 	<p>Impact on staff performance</p> <p>Monitoring is effective and identifies both strengths and areas for development</p> <p>Pro-active middle leaders ensure clear progression and skills coverage in their subjects</p>	<p>Headteacher</p> <p>Slt</p> <p>Middle Leaders/Subject leaders</p>	<p>Subject Leaders monitor Learning Zones on website, MTPs, books, planning, analyse assessments</p> <p>Subject Leads present to Governors on standards and progress</p> <p>Curriculum lead to review monitoring of Subject Leaders</p> <p>Subject Leads draw together findings (strengths / areas for development) / set next steps</p>

EYFS: Improve standards in Early Years - ensuring that our pupils get off to the best possible start regardless of their starting points.

TARGET	ACTIONS	SUCCESS CRITERIA	LEAD	MONITORED
<p>To provide an exciting EYFS curriculum that responds to pupils' needs, talents and interests.</p> <p>Ensure that our pupils have access to rich language from the earliest possible stage.</p> <p>To narrow the attainment gap in Early Years, ensuring that our children achieve in line with their counterparts nationally.</p> <p>To develop a suitable mixed R/1 curriculum.</p> <p>To develop the outdoor learning.</p> <p>To develop the classroom provision.</p> <p>Ensure all staff are trained in delivering high quality phonics lessons.</p>	<ul style="list-style-type: none"> • Work alongside EYFS consultant. • Visit other EYFS provisions. • Work with all subjects leads to ensure coverage of the curriculum. • Policies/action plans developed. • Robust assessment throughout the school year. • Audit current provision. • Phonics training for all staff. • Phonics consultant to work with phonics lead to ensure EYFS/KS1 book scheme has fidelity to phonics scheme. 	<p>School data compared with local and national: evidence of substantial and sustained progress from pupils' starting points</p> <p>Statutory assessment results have improved (Phonics)</p> <p>Children have made good or better progress throughout early learning areas.</p> <p>Teacher Voice-teachers feel confident in using a range of strategies to adapt their teaching to a range of needs.</p>	<p>Headteacher/SLT EYFS Lead English Lead</p>	<p>Lesson observations evidence learners taking about skills and knowledge, showing pride in their learning</p> <p>Pupil progress meetings take place regularly.</p> <p>English Lead carries out in depth analysis and holds teachers to account for progress and attainment</p> <p>Learning walks monitor provision and impact of this for all groups of learners</p> <p>English lead to ensure that data secures improvements for all groups of learners.</p> <p>Clear assessment routines monitored by SLT</p>

OBJECTIVES FOR 2024-2025

Objective 1

Quality of Education

Teachers and leaders use assessment well. This is timely and used effectively. Teachers have a good understanding of formative assessment and can use a variety of methods during their teaching.

- Lancashire assessment tracker is being used to track assessment in reading, writing, maths and science.
- Trial of phonics tracker
- Two teachers are part of LCC Formative Assessment Project 2024-2025, staff have attended training and have shared strategies with school staff
- Learning observations highlighted quality AFL being used
- Children are making good progress across all subjects
- Learning journeys used to assess foundation subjects
- P.E. Passport used to assess P.E.

Next Steps:

- OW/EL to monitor all staff
- Children who are not making expected rates of progress to be receiving intervention
- Phonics tracker to be trialled and used in EYFS, KS1 and for children with SEND or children who did not achieve the pass mark in KS2

Objective 2

Quality of Education

To raise the profile of oracy throughout the curriculum and to further improve the outcomes of writing, including children who require further challenge.

- CA attending training to become English Lead
- LM/JE worked with EYFS consultant to look at provision (increasing communication)
- NELI programme for all of Acorn
- WELLCOMM used to assess children's speech and language
- Whole school phonics training
- Referrals to SALT

Next Steps:

- CA developing English/phonics M&E schedule
- Monitor the impact of NELI
- Monitor and rerefer children to SALT if needed/implementation strategies
- Whole school writing focus

Objective 3

Personal Development

To provide active learning opportunities within learning and to launch and develop OPAL.

- OPAL WORK GROUP ESTABLISHED
- Whole school OPAL training
- Working alongside RSSP
- Active learning opportunities during lesson times

Next steps:

- To complete OPAL policy
- To complete risk assessments
- To create a plan of the grounds

Objective 4 Behaviour and Attitudes	Restorative practice is used to enhance our behaviour policy and all staff use this consistently.	
<ul style="list-style-type: none"> • LM attended behaviour/restorative practice training • LM delivered whole school training on restorative practice 	Next Steps: <ul style="list-style-type: none"> • To begin to roll out restorative practice within school • To amend behaviour policy – change to relationship policy • Monitor the impact of behaviour incidents in school • Children to develop their own understanding of restorative behaviour 	
Objective 5 Leadership and Management	Further develop the role of subject leaders.	
<ul style="list-style-type: none"> • Leader network training attended by all staff • Governor meetings taken place 	Next Steps: <ul style="list-style-type: none"> • Monitoring schedule to be followed • Book Looks and observations • Staff to lead subject specific meetings • Assessment of foundation subjects 	
Objective 6 Effective EYFS	To narrow the attainment gap in Early Years, ensuring that our children achieve in line with their counterparts nationally.	
<ul style="list-style-type: none"> • Leaders working alongside EYFS consultant • Audit of provision • Plan of new provision • Phonics training for all staff • NELI programme introduced • Rigorous assessment put in place 	Next Steps: <ul style="list-style-type: none"> • Classroom provision changed • Outdoor provision changed 	

Spring Review

OBJECTIVES FOR 2024-2025

Objective 1

Quality of Education

Teachers and leaders use assessment well. This is timely and used effectively. Teachers have a good understanding of formative assessment and can use a variety of methods during their teaching.

- Lancashire assessment tracker is being used to track assessment in reading, writing, maths and science. Two terms data now reflects increase in attainment for most subjects.
- Trial of phonics tracker
- Two teachers are part of LCC Formative Assessment Project 2024-2025, staff have attended training and have shared strategies with school staff. A whole school staff training has been delivered and the rest of the school are now implementing strategies in their lessons.
- Book scrutiny in foundation subjects taken place.
- Children are making good progress across all subjects
- Learning journeys used to assess foundation subjects
- P.E. Passport used to assess P.E.
- Maths formal observations have taken place-feedback to follow

Next Steps:

- EL/OW to monitor use of AFL strategies in each classroom
- Book scrutiny next steps to be followed
- Children who are not making expected rates of progress to continue further intervention
- WELCOMM planned and used with whole of Acorn class
- Year 6 children to be closely monitored for SATs
- MTC and KS1 SATs parents' forums planned

Objective 2

Quality of Education

To raise the profile of oracy throughout the curriculum and to further improve the outcomes of writing, including children who require further challenge.

- CA attending training to become English Lead
- ES working with EYFS consultant.
- NELI programme for all of Acorn
- Referrals to SALT
- Whole school writing focus completed

Next Steps:

- CA developing English/phonics M&E schedule
- Monitor the impact of NELI
- Monitor and rerefer children to SALT if needed/implementation strategies
- Whole school writing focus assessment
- Whole class WELCOMM to be taught in Acorn
- Foundation working walls-key vocab to be monitored

Objective 3

Personal Development

To provide active learning opportunities within learning and to launch and develop OPAL.

<ul style="list-style-type: none"> • OPAL working group met and grounds meeting taken place • Whole school OPAL training • Working alongside RSSP • Active learning opportunities during lesson times • OPAL policy completed 	<p>Next steps:</p> <ul style="list-style-type: none"> • To complete risk assessments • Sports premium funding to be updated
<p>Objective 4 Behaviour and Attitudes</p>	<p>Restorative practice is used to enhance our behaviour policy and all staff use this consistently.</p>
<ul style="list-style-type: none"> • Restorative practice strategies now being used in all classes • Reduced behavior incidents with complex needs • Reduced behavior incidents across school. 	<p>Next Steps:</p> <ul style="list-style-type: none"> • To amend behaviour policy – change to relationship policy • Continue to monitor the impact of behaviour incidents in school • Children to continue to develop their own understanding of restorative behaviour
<p>Objective 5 Leadership and Management</p>	<p>Further develop the role of subject leaders.</p>
<ul style="list-style-type: none"> • Leader network training attended by all staff • Governor meetings taken place • Foundation book looks taken place 	<p>Next Steps:</p> <ul style="list-style-type: none"> • Science observations to take place • Staff to lead subject specific meetings • Follow next steps following book scrutiny
<p>Objective 6 Effective EYFS</p>	<p>To narrow the attainment gap in Early Years, ensuring that our children achieve in line with their counterparts nationally.</p>
<ul style="list-style-type: none"> • ES working alongside EYFS consultant • Audit of provision • Plan of new provision • Phonics training for all staff • Rigorous assessment put in place 	<p>Next Steps:</p> <ul style="list-style-type: none"> • Classroom provision changed - ongoing • Outdoor provision changed – ongoing • Oracy and vocabulary to have a higher focus within the classroom

Summer Review

OBJECTIVES FOR 2024-2025

<p>Objective 1 Quality of Education</p>	<p>Teachers and leaders use assessment well. This is timely and used effectively. Teachers have a good understanding of formative assessment and can use a variety of methods during their teaching.</p>
<ul style="list-style-type: none"> • Lancashire assessment tracker is being used to track assessment in reading, writing, maths and science. Three terms data now reflects increase in attainment for most subjects. • Phonics tracker used to track children in EYFS/KS1 • Two teachers have completed LCC Formative Assessment Project 2024-2025, staff have attended training and have shared strategies with school staff. Whole school staff training has been delivered and the rest of the school are now implementing strategies in their lessons. Pupil voice has taken place and the impact of formative assessment. • Book scrutiny in foundation subjects taken place. • Writing scrutiny completed. • Maths learning walk and book scrutiny completed. • Children are making good progress across all subjects • Learning journeys used to assess foundation subjects • P.E. Passport used to assess P.E. • History and Geography lead both worked with consultants. 	<p>Next Steps:</p> <ul style="list-style-type: none"> • Update English policy with a focus on writing. • Compare national data to school data. • History/ Geography long term plan to be completed.
<p>Objective 2 Quality of Education</p>	<p>To raise the profile of oracy throughout the curriculum and to further improve the outcomes of writing, including children who require further challenge.</p>
<ul style="list-style-type: none"> • CA attending English network meetings. • CA working with phonics consultant. • ES working with EYFS consultant. • NELI programme for all of Acorn • Referrals to SALT • Whole school writing focus completed 	<p>Next Steps:</p> <ul style="list-style-type: none"> • Monitor the impact of NELI • Monitor and rerefer children to SALT if needed/implementation strategies • Foundation working walls-key vocab to be monitored • Evidence of high quality vocabulary being used in books.

Objective 3 Personal Development	To provide active learning opportunities within learning and to launch and develop OPAL.	
<ul style="list-style-type: none"> • OPAL working group regularly met. • Whole school OPAL training • Working alongside RSSP • Active learning opportunities during lesson times • OPAL policy completed • Playground mapped out for areas of play • Money raised to provide new provision play times and enriching opportunities (Sports week) 	Next steps: <ul style="list-style-type: none"> • To complete risk assessments • Sports premium funding to be updated 	
Objective 4 Behaviour and Attitudes	Restorative practice is used to enhance our behaviour policy and all staff use this consistently.	
<ul style="list-style-type: none"> • Restorative practice strategies now being used in all classes • Reduced behavior incidents with complex needs • Reduced behavior incidents across school. • Children have a greater understanding of managing emotions • Children have a greater understanding of their emotions • Mood tracker consistently acted upon 	Next Steps: <ul style="list-style-type: none"> • Continue to monitor the impact of behaviour incidents in school • Children to continue to develop their own understanding of restorative behaviour 	
Objective 5 Leadership and Management	Further develop the role of subject leaders.	
<ul style="list-style-type: none"> • Leader network training attended by all staff • Governor meetings taken place • Foundation book looks taken place • Maths scrutiny and book look completed. • Writing moderation 	Next Steps: <ul style="list-style-type: none"> • Science observations to take place • Staff to lead subject specific meetings • Follow next steps following book scrutiny 	
Objective 6 Effective EYFS	To narrow the attainment gap in Early Years, ensuring that our children achieve in line with their counterparts nationally.	

- ES visited Fairfield's nursery and continued to work with EYFS consultant.
- Audit of provision
- Plan of new provision
- Phonics training for all staff
- Rigorous assessment put in place
- Classroom environment updated
- EYFS course attended

Next Steps:

- Outdoor provision changed – ongoing
- Oracy and vocabulary to have a higher focus within the classroom
- Robust mixed curriculum across all subjects
- Compare end of year data-analyse children's progress against EYFS assessment.