



Hornby St Margaret's Church of England Primary School

BELONGING, BELIEVING, SUCCEEDING TOGETHER

'I have come that you may have life, and have it to the full.' **John 10:10**

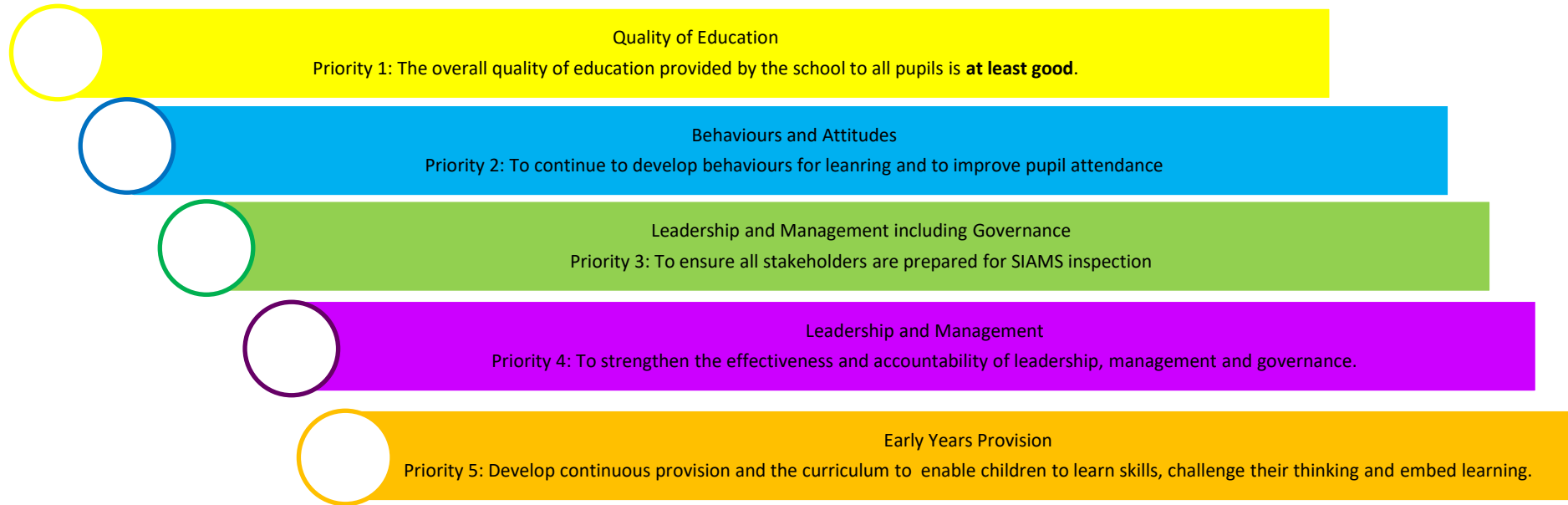
Our vision is for every individual within our school community to achieve their potential, valuing each person as created in the image of God and therefore of infinite worth. We believe that in belonging we are connected and have a shared belief, ownership and responsibility in the success of ourselves and others.

We aim to inspire children to learn with joy, curiosity and enthusiasm and to aspire for excellence in all they do. We aspire to empower life-long learners who are equipped with the moral strength and spiritual depth they need to show love, compassion and advocate to make their world a better place.

We aim to:

- Provide high quality education in a happy Christian environment where everyone is valued and respected.
- Offer an ambitious curriculum which provides rich opportunities for children to develop a variety of knowledge, skills and interests.
- Foster a nurturing and stimulating environment which is inclusive enabling all to flourish socially, academically and spiritually.
- Promote positive relationships with parents, carers, church, governors and the wider community.
- Develop confidence, motivation, independence, resilience and self-esteem.
- Foster an understanding and respect of other cultures, religious beliefs and groups.
- Respect our environment and natural world – God's creation.

School Improvement Plan July 2024 – July 2026



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RAG Rating: Key	
Red: Not on track	Little or no evidence of progress
Amber: Partially on track	Some evidence of progress
Green: On track	Strong evidence of progress

Key Priority 1 Quality of Education	The overall quality of education provided by the school is at least good
Measures of success	<p>INTENT</p> <p>1.1 Leaders review, adapt and design a whole school curriculum to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.</p> <p>1.2 Curriculum plans are developed to ensure that the curriculum is coherently planned and sequenced, has clear progression of knowledge and skills, builds upon prior learning and regularly retrieves knowledge.</p> <p>IMPLEMENTATION</p> <p>1.3 Consistently provide high-quality first teaching across the whole school through a shared vision of what exceptional practice looks like and support staff confidence and skill in implementing agreed strategies.</p> <p>1.4 Teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.</p> <p>1.5 Teaching is inclusive of all children's needs and abilities.</p> <p>1.6 Marking and feedback ensures that all pupils are given accurate information about their progress and levels of attainment and know how to further improve their work and apply this consistently across the school and across all subjects.</p> <p>1.7 Learning environments focus on pupils and support them in their learning to achieve highly.</p> <p>1.8 Ensure that deployment and expectations of teaching assistants is appropriately matched to needs of children.</p> <p>IMPACT</p> <p>1.9 The quality of pupils' work across the curriculum is good.</p> <p>1.10 Pupils read widely and often, with fluency and comprehension appropriate to their age.</p> <p>1.11 Pupils write clearly and accurately and adapt their language and style for a range of contexts, purposes and audiences. They will enjoy writing across a range of genres and subject areas.</p> <p>1.12 Pupils apply mathematical knowledge, concepts and procedures appropriately for their age. They will enjoy exploring and applying Maths through other subject areas.</p> <p>(To be evidenced through monitoring activities including pupil voice, work scrutiny including marking and feedback, lesson visits).</p>
Success evaluated by:	<p>HT half termly review of action plan – reported to SEC committee</p> <p>Outcomes of monitoring activities across school reported to SEC</p> <p>Report from SEC to Full Governing Body Meeting</p> <p>Impact of support and action taken is reported to the School Improvement Challenge Board by the MIT adviser</p>

Objectives	Action / Tasks	Start Date	Lead	Support / Resources	Monitoring/ Quality Assurance Internal / External	Milestones / Success Criteria
INTENT						
1.1 Leaders review, adapt and design a whole school curriculum to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.	<p>Subject leaders critically evaluate the current curriculum for their subject with specific reference to National Curriculum objectives and feedback to HT.</p> <p>Curriculum mapping - devise a new/updated curriculum which focuses on key knowledge and skills.</p> <p>New completed curriculum maps published on school website.</p> <p>Monitor revised curriculum planning and sequencing to ensure teaching and learning is focused on new knowledge/skills, builds on what has been taught before and works towards clearly defined end points.</p> <p>Subject leaders ensure new units of work are planned in detail and sequenced effectively.</p>	July 2024	HT Subject leaders	<p>LPDS curriculum support materials</p> <p>LPDS assessment materials</p> <p>Whole school curriculum map</p> <p>Curriculum medium term plans</p>	<p>MIT adviser – wider curriculum review</p> <p>DBE School adviser – subject leader support meetings</p>	<p>Subject leader’s evaluations provide a clear picture of where their subject is.</p> <p>New curriculum maps outline all statutory coverage of NC programmes of study in the context of mixed-age, theme approach that has been adopted.</p> <p>School website reflects the changes to the curriculum for the rest of the academic year.</p> <p>There are clearly defined end points identified on the curriculum maps. These are identified based on prior and future learning.</p> <p>Productive use of staff meeting time and dedicated subject leader time to work on medium-term planning formats.</p>
1.2 Curriculum plans are developed to ensure that the curriculum is coherently planned and sequenced, has clear progression of knowledge and skills, builds upon prior learning and regularly retrieves knowledge.	<p>Subject leaders support teaching staff to ensure new units of work are planned in detail and sequenced effectively – this is evidenced in pupil outcomes.</p> <p>Subject leaders to monitor outcomes in pupils' books and through pupil voice interviews to evaluate effectiveness of curriculum mapping.</p>	July 2024	HT Subject leaders	<p>LPDS Curriculum materials</p> <p>LPDS Assessment materials</p> <p>Subject leader training</p>	<p>Work scrutiny</p> <p>Learning walks</p> <p>Pupil voice interviews</p> <p>DBE School Adviser</p> <p>SEC</p>	<p>Curriculum maps are refined and adjusted as a result of feedback from monitoring, where necessary.</p> <p>There is clear progression across year groups.</p> <p>Expectations for different year groups across each key stage are clearly identified.</p>

	<p>Qu: Is the planned, sequential approach to knowledge and skills being translated effectively into practice?</p> <p>Subject leaders attend Lancaster and Morecambe cluster meetings.</p> <p>Subject leaders attend subject specific training as appropriate and relevant.</p> <p>Deep-dive reflections with school adviser.</p>					<p>Teacher's medium- term planning evidences that learning is clearly sequenced.</p> <p>Children enjoy learning in all subject areas (pupil questionnaires and discussions).</p> <p>Children demonstrate that they have acquired new knowledge and skills (pupil discussions/work in books)</p> <p>Appropriate CPD and resources have been provided and as a result standards in the focus subjects have improved.</p>
IMPLEMENTATION						
1.3 Consistently provide high-quality first teaching across the whole school through a shared vision of what exceptional practice looks like and support staff confidence and skill in implementing agreed strategies.	<p>Devise and implement a Teaching and Learning Policy clearly outlining non-negotiables for planning, teaching and learning and assessment.</p> <p>Induction of new teacher? Share key policies etc.,</p> <p>Training for staff to develop understanding and use of quality-first teaching strategies in all lessons.</p> <p>Ensure teachers' pedagogical knowledge is strong through a well-planned programme of CPD.</p> <p>Training from Teaching and Learning consultant.</p>	Sept 2024	HT All staff	<p>Great Teaching Resources</p> <p>Rosenshine's 10 Principles of Instruction</p> <p>High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>Inset led by ND using 'Great Teaching' resources</p> <p>Teaching and Learning Consultant</p>	<p>Learning walks</p> <p>Lesson Observations</p> <p>Work scrutiny</p> <p>Pupil voice</p>	<p>Teachers follow the expectations for teaching and professional conduct as set out in the Teachers' Standards and as set out in the teaching and learning policy.</p> <p>By end of July 2025, all teaching in school is good or better in all subjects, as evidenced through monitoring and evaluation.</p> <p>A clear monitoring cycle identifies strengths and areas for development leading to targets set for improvement and guidelines to move staff to good and then outstanding.</p> <p>Teachers have good subject knowledge. Evidence in books and through pupil voice shows that pupils develop detailed knowledge and skills and achieve well.</p>

<p>1.4 Teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.</p>	<p>Ensure teachers' content pedagogical knowledge is strong through a well-planned programme of subject-specific CPD.</p> <p>Training from Teaching & Learning consultant.</p> <p>Teaching and learning policy is reviewed and updated, clearly outlining non-negotiables for planning, teaching and learning and assessment.</p> <p>Training for staff to develop strategies to encourage children to remember what they have learnt and be able apply knowledge into new learning.</p> <p>Lessons to be planned with emphasis on the development of knowledge, 'how to make the tricky sticky', application of skills and knowledge from prior learning and relevant subject vocabulary.</p> <p>CPD opportunities to include working with other schools to ensure a wider understanding of teaching and learning rather than just one school. Qu: What do standards in Y1 look like? Y2? Y3? Etc.,</p>	<p>Autumn 2024</p> <p>Programme of CPD given to staff at the start of each term.</p>	<p>HT All staff</p>	<p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Great Teaching Resources</p> <p>Rosenshine's 10 Principles of Instruction</p> <p>Teaching and Learning Consultant</p> <p>Inset led by ND using 'Great Teaching' resources</p>	<p>Learning walks Lesson Observations Work scrutiny</p>	<p>By end of July 2025, all teaching in school is good or better in all subjects, as evidenced through monitoring and evaluation.</p> <p>A clear monitoring cycle identifies strengths and areas for development leading to targets set for improvement and guidelines to move staff to good and then outstanding.</p> <p>Teachers have good pedagogical knowledge and plan for AfL opportunities.</p> <p>All teachers promote active retrieval practice in everyday teaching and learning. Evidenced through learning walks and pupil voice (children can talk confidently about their learning)</p>
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1.5 Teaching is inclusive of all children's needs and abilities.	<p>Ensure all staff have the skills and knowledge to identify gaps in students' learning and to address this through their teaching.</p> <p>Cultivate a learning ethos and environment where all pupils are treated equally, fairly and feel valued and supported in their learning.</p> <p>Training from Teaching and Learning consultant.</p> <p>Support from SENDCO when planning for interventions, in-class support and devising Individual Education Plans.</p> <p>Training for all staff on adaptation strategies.</p> <p>Children who are on the SEN register have a one-page profile which clearly outlines effective strategies for support.</p>	July 2024 SJ – 02.07.24	HT SENDCO	<p>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p> <p>One-page profiles</p> <p>Teaching and Learning consultant</p>	<p>Learning walks Lesson Observations Work scrutiny Pupil voice</p>	<p>A quality first approach which meets the needs of all students and groups and maximises the use of any additional adults in the room.</p> <p>High quality teaching is the first wave of intervention for meeting the needs of SEND pupils.</p> <p>When planning teachers consider the different pedagogical approaches to engage, motivate and challenge all learners, so that pupils with SEND can access the full curriculum.</p> <p>SEND children are achieving more and the gaps between the performance of different pupil groups are narrowed.</p> <p>All SEN children have a one-page profile that all staff working with identified children have access to and use to inform their practice. Issued to parents at Autumn term parents evening meetings.</p>
1.6 Marking and feedback ensures that all pupils are given accurate information about their progress and levels of attainment and know how to further improve their work and apply this consistently across the school and across all subjects	<p>Review and revise marking/feedback policy so that:</p> <ul style="list-style-type: none"> work is marked to the learning objective with reference to pupil targets children are informed where they have been successful indicators of ways to improve the quality of work are given pupils receive regular in-depth one-one feedback about their progress children are given time to respond to marking 	Sept 24	HT	<p>Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching and Learning consultant</p>	<p>Book scrutiny Pupil interviews Lesson observations</p> <p>A monitoring report will be presented to the SEC each half term.</p>	<p>At a minimum of three-weekly intervals during the Autumn term book scrutiny show that work is marked to the agreed policy with reference to pupil targets and pupils respond to next steps marking.</p> <p>By Spring term book scrutiny and lesson observations show pupils in KS2 respond critically to feedback. Impact of feedback can be identified in the improvement of future work</p> <p>At three-weekly intervals during the spring term pupil interviews show that</p>

	<ul style="list-style-type: none"> • Staff support on the use of marking as feedback • 3 weekly work scrutinies to monitor the implementation of the marking policy 					pupils understand how marking helps them to improve, and pupils know what their targets are.
1.7 Learning environments focus on pupils and support them in their learning to achieve highly.	<p>Review non-negotiables for high quality learning environments:</p> <ul style="list-style-type: none"> • Classrooms are kept tidy and discourage stimulus overload. • Working walls to reflect current learning (agreed structure) in Maths and English. • Introduce working wall approach to topic displays to support and reflect the chronology of learning. • Reading areas – high quality, inviting, well-resourced (range of fiction and non-fiction), books linked to topics. • High profile of vocabulary – word walls. • Practical equipment to support learning well-organised and accessible so that pupils use these resources independently. <p>Display boards outside of the classroom are used to showcase children's final pieces / products.</p>	<p>July 2024</p> <p>SJ 02.07.24</p>	HT	Teaching and Learning Consultant	<p>Learning walks</p> <p>Pupil voice</p> <p>Teacher voice</p>	<p>Monitoring shows high quality learning environments which are supportive of all pupils' learning.</p> <p>Monitoring shows classrooms are well-resourced and language-rich; working walls reflect current learning; pupils access resources and learning support tools independently.</p>
1.8 Ensure that deployment and expectations of teaching assistants is appropriately matched to needs of children.	<p>Review deployment of teaching assistants in line with EEF 'Making the best use of teaching assistants' guide.</p> <p>Clarify TA job descriptions and role expectations.</p>	<p>June 2024</p> <p>SJ – 20.06.24</p>	HT	<p>Training from Teaching and Learning consultant</p> <p>Making Best Use of Teaching Assistants EEF (educationendow</p>	<p>Observations of group work</p> <p>Walk through</p> <p>Lesson observations</p> <p>Appraisal reviews</p> <p>Training reflections</p>	<p>Teaching Assistants follow the expectations for professional conduct as set out in the Teaching Assistants' Standards and as set out in the teaching and learning policy.</p> <p>Teaching Assistants know children well and under the supervision and</p>

	<p>Support professional development of non-teaching staff through engagement in high quality professional development activities and events.</p> <p>Devise a whole school timetable for interventions utilising teaching assistant support.</p> <p>Develop system of appraisal for non-teaching staff.</p> <p>Training from Teaching and Learning consultant.</p>			mentfoundation.org.uk		<p>guidance of the class teacher support effectively to meet the individual learning needs of the pupils they support.</p> <p>Monitoring, evaluations and appraisals show that Teaching Assistants have engaged in training and applied learning to their practice.</p>
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IMPACT

1.9 The quality of pupils' work across the curriculum is good.	<p>Handwriting and Presentation</p> <ul style="list-style-type: none"> Revisit handwriting and presentation policy with the expectation that all pupils from Y2 upwards produce consistently neat and joined up writing. All staff to model high quality handwriting and presentation. Teachers to reinforce high expectations for handwriting and presentation. Where work is identified as not being to a good standard to be addressed by the adult with the pupil. SL to address handwriting/presentation in books. <p>Children's work</p> <ul style="list-style-type: none"> High-quality books are purchased which enable children to present their work to the highest possible standard 	July 2024	HT	<p>Non-negotiables for presentation</p> <p>Handwriting scripts</p> <p>Handwriting scheme (Nelson £66.90 Bk 1A-6)</p> <p>Staff training - INSET</p>		<p>The quality of work in pupils' books shows improvement.</p> <p>Cursive script is used consistently in line with the handwriting policy.</p> <p>Marking is of consistently high standard and is impacting upon the learning outcomes of the pupils, thus impacting on progress across the school.</p> <p>Pupils have daily opportunity to revisit learning and address misconceptions or build upon secured skills thus increasing attainment and progress.</p> <p>Books will show a range of teaching approaches that meet the needs of all pupils.</p> <p>Culture of learning established in which all leaders and teachers</p>
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	<ul style="list-style-type: none"> Worksheets are used infrequently and only where they are of educational value 					<p>collaborate to share expertise and tackle challenges – ambition for all.</p> <p>Evidence in books demonstrates that pupils are confident in editing and redrafting their own work and support others and there are key resources in place to support them in this process</p> <ul style="list-style-type: none"> Working walls Success criteria Marking ladders Spelling prompts <p>Quality feedback from staff with next steps.</p>
1.10 Pupils read widely and often, with fluency and comprehension appropriate to their age.	SEE ENGLISH ACTION PLAN 					
1.11 Pupils write clearly and accurately and adapt their language and style for a range of contexts, purposes and audiences, They will enjoy writing across a range of genres and subject areas.	SEE ENGLISH ACTION PLAN 					
1.12 Pupils apply mathematical knowledge, concepts and procedures appropriately for their age. They will enjoy exploring and applying Maths through other subject areas.	SEE MATHS ACTION PLAN 					

Termly Evaluation (Headteacher)	
Termly Next Steps (Headteacher)	
Termly Evaluation (Governors)	

Key Priority 2 Behaviour and Attitudes	To continue to develop behaviour for learning and continue to improve attendance					
Measures of success	<p>2.1 Pupils have good attendance and come to school, sustaining previous improvements. There is evidence of swift and effective action taken for pupils or groups of pupils, when this is not the case.</p> <p>2.2 Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated, take a pride in their achievements and are resilient to setbacks.</p> <p>2.3 All stakeholders create a positive environment where pupils behave with consistently high levels of respect for others, commonalities and differences are identified, valued celebrated and nurtured. Leaders support staff well in managing pupils' behaviour.</p>					
Success evaluated by:	<p>Governors, SEC committees: Report sent to Full Governing Body Meeting Monitoring Reports are evaluated by HT on a fortnightly basis. Impact of support and action taken is reported to the School Improvement Challenge Board by the MIT adviser.</p>					
Objectives	Action / Tasks	Start Date	Lead	Support / Resources	Monitoring/ Quality Assurance Internal / External External	Milestones / Success Criteria
2.1 Pupils have good attendance and come to school. There is evidence of swift and effective action	Review attendance and target individual families according to the reasons for absence.	June 2024	HT Bursars All staff	WONDE DfE Working together to improve school attendance	Two weekly monitoring data Letters sent to parents	Attendance raised and PA reduced. Children at risk of PA's or whose attendance is a concern will be

taken for pupils or groups of pupils, when this is not the case.	<p>Continue to work with Attendance Officer to raise attendance and reduce persistent absence.</p> <p>Consistently send written notification if attendance is slipping identifying the percentage and offer support through Early Help.</p>			<p>(applies from 19 August 2024) (publishing.service.gov.uk)</p> <p>Meeting with School Attendance Improvement link person</p>	<p>Meetings with specific parents to discuss support / strategies to improve – this leads to an improved attendance rate.</p>	<p>identified and targeted support put into place.</p> <p>Parents are kept informed of their child's attendance percentage and are supported where attendance is identified as a concern. An EHP is written and actioned.</p> <p>A strong focus on attendance and punctuality, including clear and effective attendance policies that staff apply consistently and fairly.</p>
2.2 Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated, take a pride in their achievements and are resilient to setbacks.	<p>Behaviour Policy reviewed and updated.</p> <p>Whole school consistent approach to rewards (intrinsic and extrinsic) and sanctions.</p> <p>Clear communication with children and parents.</p> <p>High expectations of all pupils and staff (code of conduct / class expectations at the beginning of the year).</p>	Autumn 2024	<p>HT</p> <p>All staff</p>		<p>Behaviour records</p> <p>Pupil voice</p> <p>Learning walks</p>	<p>Staff will:</p> <ul style="list-style-type: none"> • Have high expectations for pupils' behaviour and conduct are consistent across school. • Not tolerate low-level disruption. • Be supported in managing pupil behaviour. <p>Pupils:</p> <ul style="list-style-type: none"> • Behaviour and attitudes reflect in their behaviour. • Display positive attitudes towards their education and commitment to learning. • Will take pride in their achievements, and demonstrate resilience in the face of setbacks • Will have high attendance and be punctual • Will be safe and feel safe

2.3 All stakeholders create a positive environment where pupils behave with consistently high levels of respect for others, commonalities and differences are identified, valued celebrated and nurtured. Leaders support staff well in managing pupils' behaviour.	<p>All staff further develop ethos and environment with attention to physical and emotional and elements.</p> <p><u>Physical</u></p> <ul style="list-style-type: none"> • Natural light in classrooms • Organised, clutter free • Welcoming <p><u>Emotional</u></p> <ul style="list-style-type: none"> • Rewards (intrinsic and extrinsic) • Praise • House team – identify and unity • Celebration assembly • Well-being is a priority <p>Build a culture of experimentation “It is okay to make a mistake.”</p> <p>Growth mindset approach: “You can’t do it yet!”</p>	September 2024 (when setting up classrooms for beginning of school year)	HT All staff	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	Behaviour records Pupil voice Learning walks	<p>Clear routines in the school and classroom.</p> <p>An environment where pupils feel safe.</p> <p>Relationships between teachers and pupils reflect a positive and respectful culture.</p> <p>Children and staff live out the Vision of the school.</p> <p>House teams are consolidated through creating a shared identity.</p> <p>House team rewards are celebrated.</p>
Evaluation (Headteacher)						
Next Steps (Headteacher)						
Evaluation (Governors)						

Key Priority 3 Leadership and Management including Governance	To ensure all stakeholders are prepared for SIAMS inspection					
Measures of success	3.1 How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish.					
Success evaluated by:	Governors, SEC committees: Report sent to Full Governing Body Meeting Monitoring Reports are evaluated by SLT on a fortnightly basis. Impact of support and action taken is reported to Blackburn Diocese by the Church School Adviser.					
Objectives	Action / Tasks	Start Date	Lead	Support / Resources	Monitoring/ Quality Assurance Internal / External	Milestones / Success Criteria
3.1 How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish.	Review actions from previous inspection and work alongside the RE leader / class teachers and Church School Adviser to ensure these actions are addressed.	June 2024	HT RE subject lead	Training: Questful RE implementation JW 02.09.24	Church School Adviser School Vicars	Vision is agreed by staff and governors.
	Develop a clear concise Vision that reflects the school ethos and Christian values.	June 2024		Questful RE suggested planning cycles for mixed age classes	Pupil / staff / visitors reflections and evaluations of worship	Vision is shared with children and parents. Vision is published on the school website.
	Promote shared vision with all stakeholders so that they have ownership.	July 2024 Sept 2024		RE Log-books (from local schools – standards)	Children's engagement / pupil voice	Curriculum intent is clear. Curriculum is taught effectively throughout school.
	Review curriculum implementation and ensure coverage of Questful RE from YR to Y6.	JW 10.07.24		RE Pupil books (quality of T&L, adaptive teaching for different abilities/ages)	Learning walks (Class worship)	Working walls reflect the journey through a unit of learning.
	Develop opportunities for children to record their deeper thinking in RE lessons.	On-going				Children share their deeper thinking in a variety of ways.

	Implement a system of Worship evaluation (worship log?)	Autumn 2 2024				
	Implement use of RE working walls.	Autumn 1 2024				
	Monitor class worship to ensure that they are taking place and are in line with the agreed format.	On-going				

Evaluation (Headteacher)	
Next Steps (Headteacher)	
Evaluation (Governors)	

Key Priority 4 <i>Leadership and Management</i>	<p>To strengthen the effectiveness and accountability of leadership, management and governance by:</p> <ul style="list-style-type: none"> • making subject leaders more accountable for teaching and achievement in their areas of responsibility. • enabling senior leaders and the governing body to fully apply and implement the recognised good procedures for checking, analysing and improving the quality of all aspects of the school's work and outcomes.
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Measures of success	4.1 Subject leaders are increasingly competent in leading their subject areas and, in turn, impacting on the quality of education in their subjects. 4.2 The monitoring of standards and evaluation of progress is an integral part of the school's process of improvement. 4.3 Governors are knowledgeable about school improvement and know how to challenge the school					
Success evaluated by:	Governors, SEC committees: Report sent to Full Governing Body Meeting Monitoring Reports are evaluated by SLT on a fortnightly basis. Impact of support and action taken is reported to the School Improvement Challenge Board by the MIT adviser.					
Objectives	Action / Tasks	Start Date	Lead	Support / Resources	Monitoring/ Quality Assurance Internal / External	Milestones / Success Criteria
4.1 Subject leaders are increasingly competent in leading their subject areas and, in turn, impacting on the quality of education in their subjects.	Quality action plans, written and agreed by headteacher for core subjects and foundation subjects. Subject leaders to attend Lancaster and Morecambe cluster meetings. Subject leaders to attend Subject Leader training as appropriate (LPDS) Annual reports to governors to be agreed as part of a regular cycle. Policies to be ratified by governors in an agreed cycle.	Autumn 2024 (History, Maths, RE) Spring 2025 (Art, D&T, English) Summer 2025 (Science, ICT Geography)	HT Subject leaders	School Adviser MIT Adviser HT LPDS subject leader materials	Subject leaders report to governors on a rolling programme. Reporting on standards, quality of provision and quality of teaching. Subject Leader Action plans	Leaders at all levels are driving forward improvements across the curriculum. The impact of actions are regularly evaluated – see subject leader action plans and subject leader situation reports. Subject leaders complete a training record identifying key messages and how this will be filtered through to all staff.

4.2 The monitoring of standards and evaluation of progress is an integral part of the school's process of improvement.	<p>Share monitoring and evaluation calendar clearly stating when monitoring will take place and how evaluations will be conducted.</p> <p>Moderation / Coaching for all class-based staff in monitoring with a focus on standards</p> <p>Develop the role of the subject leader in monitoring progress and assessing standards across the school.</p>	<p>Spring 2025 (History, Maths, RE)</p> <p>Summer 2025 (Art, D&T, English)</p> <p>Autumn 2025 (Science, ICT Geography)</p>	HT Subject leaders	MIT Adviser and School adviser – subject leader review meetings	<p>Reviewed action plans</p> <p>Book look</p> <p>Learning walk</p> <p>Pupil voice</p>	<p>Staff meeting minutes show there is a clear focus on standards of performance and levels of attainment.</p> <p>Subject leader action plans identify priorities and evaluate progress made against those priorities.</p> <p>Subject leaders report to Governors on current position of their subject with reference to standards of teaching and learning.</p> <p>Link Governor reports show an understanding of standards in specific subjects.</p>
4.3 Governors are knowledgeable about school improvement and know how to challenge the school	<p>LA led in-house training on:</p> <ul style="list-style-type: none"> • monitoring and evaluation • how to ask relevant questions • completing successful link governor visits <p>Attend any relevant LA governor training courses</p> <p>Named governors visit school and discuss progress with school staff.</p> <p>Governors are involved in SEC meetings each half term.</p>	September 2024	Leaders at all levels managed by HT	Nominated link governors: working with subject leader: oversight and accountability	<p>School Adviser</p> <p>MIT Adviser</p> <p>Governor reports following visits to school and discussion with subject leader</p> <p>Subject leader reports to governors</p>	<p>At each SEC meeting, Governors are able to ask challenging questions based on their interpretation on the hard and soft data presented.</p> <p>Each term the governing body will receive a report which informs them what needs to be done and what is being done to secure improvement.</p> <p>Each term there will be timetable of visits from governors with frequent and regular communication between the school and governors established.</p> <p>SEC meeting each half term will enable Governors to be involved in</p>

						the evaluation process. The SEC will report to full governors each term.
Evaluation (Headteacher)						
Next steps (Headteacher)						
Evaluation (Governors)						

Key Priority 5 <i>Early Years Provision</i>	Develop continuous provision and the curriculum to enable children to learn skills, challenge their thinking and embed learning
Measures of success	<p>5.1 High levels of ambition amongst staff, consistently strong teaching & learning opportunities and a sharp focus on ensuring the foundations of learning are embedded, resulting in an excellent learning environment (indoors and outdoors).</p> <p>5.2 The curriculum is ambitious; it is coherently planned and sequenced, building on what pupils know and can do, across EYFS and into KS1, demonstrating cumulatively sufficient knowledge and skills required for their future learning.</p> <p>5.3 Pupils are consistently engaged and sustain high levels of concentration, within all areas of learning/all aspects of provision, due to the careful planning and skilled interventions of practitioners within this phase of education.</p>

Success evaluated by:	Governors, SEC committees: Report sent to Full Governing Body Meeting Monitoring Reports are evaluated by SLT on a fortnightly basis. Impact of support and action taken is reported to the School Improvement Challenge Board by the MIT adviser.					
Objectives	Action / Tasks	Start Date	Lead	Support / Resources	Monitoring/ Quality Assurance Internal / External	Milestones / Success Criteria
5.1 High levels of ambition amongst staff, consistently strong teaching & learning opportunities and a sharp focus on ensuring the foundations of learning are embedded, resulting in an excellent learning environment (indoors and outdoors).	To improve standards of teaching and learning in EYFS Develop / refine / extend classroom environment to reflect the mixed aged class	AT 18.06.24 / 25.06.24	DHT HT	Teaching and Learning consultant	Learning environment Planning Working walls Pupil voice Book look MIT adviser School adviser	All staff are aware of their individual roles and responsibilities. Continue to build upon the effective team within the EYFS. Progress is driven through improved classroom initiatives and practice Characteristics of Effective teaching and learning (Playing and exploring; Active learning; Creating and thinking critically) are evident throughout the provision.

5.2 The curriculum is ambitious; it is coherently planned and sequenced, building on what pupils know and can do, across EYFS and into KS1, demonstrating cumulatively sufficient knowledge and skills required for their future learning.	<p>Ensure that curriculum planning and provision meets the needs of all children.</p> <p>Map out the curriculum starting with an effective EYFS curriculum.</p> <p>To use formative assessment to develop provision and meet the needs of all children, including through regular, high-level questioning.</p>	AT 08.07.24	DHT HT	<p>LPDS Teaching materials LPDS Assessment materials</p> <p>Teaching and Learning consultant</p>		<p>All children make good progress from their individual starting points. Children know more and can do more.</p> <p>Children are ready for the next stage of their educational journey (EYFS to KS1).</p> <p>Characteristics of Effective teaching and learning (Playing and exploring; Active learning; Creating and thinking critically) are evident throughout the provision.</p> <p>The designed curriculum is: for all children.</p> <ul style="list-style-type: none"> • values all subjects. • has clearly identified larger concepts. • is well-sequenced.
5.3 Pupils are consistently engaged and sustain high levels of concentration, within all areas of learning/all aspects of provision, due to the careful planning and skilled interventions of practitioners within this phase of education.	Continue to develop the outdoor play area and the indoor provisions to ensure that all children are suitably challenged within provision.	June 2024	DHT HT	<p>LPDS Teaching materials LPDS Assessment materials</p> <p>Teaching and Learning consultant</p>	<p>Learning walks Book looks Child voice</p>	<p>Pupils develop transferrable core skills</p> <p>Characteristics of Effective teaching and learning (Playing and exploring; Active learning; Creating and thinking critically) are evident throughout the provision.</p> <p>All children make good progress from their individual starting points. Children know more and can do more.</p>