**Storth CE**

**Primary School**



**School Development Plan**

**2024 – 2025**

**School Vision**

**‘Everything is possible’**

**Storth Church of England Primary School is a happy and welcoming community, where everyone is included, valued and supported to reach their potential as we learn and laugh together. Through our trust in God, we believe that everything is possible, doing all that we can to care, help and love each other.**

**Introduction**

This school development plan outlines the main priorities for the work of our school during the coming school year. It also indicates possible areas for improvement in the subsequent two years. These future priorities are not outlined in detail as they may change.

**Related documentation**

In addition to this plan, the following documents provide supplementary information:

* Peer-to-peer evaluation statement
* School budget
* July 2022 Ofsted inspection report
* December 2023 SIAMS report

**List of Abbreviations**

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| ASC | After School Club | PAN | Published Admissions Number |
| CPD | Continuing Professional Development | PPA | Planning Preparation and Assessment |
| EAL | English as an Additional Language | PTA | Parent-Teacher Association |
| EBSA | Emotionally Based School Avoidance | RE | Religious Education |
| EHCP | Education and Health Care Plan | SATs | Standard Assessment Tests |
| ELG GLD | Early Learning Goals Good Levels of Development | SEND | Special Educational Needs and Disabilities |
| EYFS | Early Years Foundation Stage | SENDCO | Special Educational Needs and Disabilities Coordinator |
| FS | Forest Schools | SIAMS | Statutory Inspection of Anglican and Methodist Schools |
| FSC | Forest School Coordinator | SPaG | Spelling, Punctuation and Grammar |
| FSP | Foundation Stage Profile | KS2 | Key Stage 2 |
| GDPR | General Data Protection Regulation | LKS2 | Lower Key Stage 2 |
| H + S | Health and Safety | KS1 | Key Stage 1 |
| IEP | Individual Education Plan |  |  |
| INSET | In Service Training Day |  |  |
| IT | Information Technology |  |  |
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**Summary of self-evaluation. Based upon Ofsted, SIAMS, data, parental feedback and parents’ evenings.**

**Evaluation and strengths**

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| **Teaching**  **Learning**  **Curriculum** | The school remains vibrant, growing and successful. We currently have 86 children on role with more Nursery children waiting to join in the new year. There are plans to further develop the school with the advent of two year old provision to enable the school to continue flourishing into the future. Staff, Parents and Community members are enthused by the changes and Governors have backed the ideas. We will increase the PAN (temporarily) to 14 which means we can accommodate the new starters. The EYFS remains the focus of the school and the team are working hard to ensure it “works”. We have many challenges in terms of SEND, and currently have 9 children with EHCP’s, 33% of children on the Send register, five Early Helps outstanding and more children targeted for support. The school currently has 17 staff members, but this may have to increase to accommodate the two year old provision. Financially this is a burden on the budget, but close monitoring will ensure value for money across the board. The education, welfare and progress of all the children remain the absolute priority for all and budgetary constraints must be taken into account, but are not the sole consideration. SIAMS stated: The Christian vision of ‘with God everything is possible’ is known and understood by all. It drives the work of the school and so pupils and staff strive to be successful and to reach their full potential. The quality and flexibility of our provision are a massive plus point with very positive parent feedback on their children’s development and progress. Assessments are closely monitored across the classes and close targeting of those children that may not be making the expected progress or those who have additional educational needs is a priority. Phonics continues to be streamed and interventions in place – the new scheme seems to be a success, but there is always room for improvement. Phonics results continue to improve and are to be celebrated. KS2 results were also very good. Careful monitoring, targeted support and intensive intervention all help to bring those children who join mid-term in line with the main cohorts. Staff have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils understand these expectations and rise to them. As a result, most pupils achieve well. Leaders have designed a broad and ambitious curriculum from the early years to Year 6. They have carefully considered the essential knowledge they want pupils to learn. Teachers check that pupils know more and remember more of the curriculum. This helps them to identify any gaps in pupils’ learning and informs future teaching. All pupils, including those with SEND, are supported to learn the full curriculum. Leaders identify any additional needs that pupils may have quickly and act to ensure that there is appropriate support for these pupils [Ofsted]. We pride ourselves in the way the Junior children will help the Nursery children at meal times and at play. We are one big family. Pupils value the opportunities that leaders provide for learning beyond the academic curriculum. Some pupils have the opportunity to be on the pupil parliament. Pupils experience an annual trip to London and the Houses of Parliament. These experiences help pupils to become curious about the wider world and prepare them well to be citizens of modern Britain. Pupils learn about other faiths and cultures and have a respectful understanding of difference. They told inspectors that everyone should be treated fairly and equally.We also extend the curriculum into local events such as dancing and singing in Kendal and at Booths as well as local care homes. Governors take a keen interest in what the children are doing and regularly help in lessons and on excursions. A wide range of rich curricular and extra-curricular opportunities are designed to meet the needs of pupils and engage them in their learning. Pupils are thus enabled to blossom (SIAMS). |
| **Achievement** | Assessments at KS2 – Reading – 77% achieved standard with 15% working at greater depth.  Spelling, punctuation, grammar – 85% achieved standard with 30% working at greater depth  Maths – 93% achieved standard with 23% working at greater depth  85% of children in year 6 achieved the expected standard for maths, reading and writing with 23% of those working at greater depth  Key Stage 1 assessments - Reading 8/11; Maths 9/11 and SPaG 5/11 got the expected standard.  Phonics screening: 6/11 gained the required mark.  All Year 4 children achieved the expected Multiplication Times Tables Check mark.  In EYFS 5/9 achieved the ELG GLD (1 EHCP; 2 Early Helps)  Governors have been scrutinising tracking and monitoring assessment. Pupils are very happy at this school. Staff warmly welcome them into school each day. Pupils arrive excited and ready to learn. Staff know pupils well and have positive relationships with them. Pupils have adults they can talk to in school. They told inspectors that adults help them to resolve any worries they may have. This helps pupils to feel safe and supported. Leaders and governors have a clear understanding of the priorities for the school. They have taken action to increase the number of classes and to add further staffing to better support pupils and there are plans to improve the classroom and teaching provision by improving the conservatory area. Staff are overwhelmingly positive about the support they receive from leaders for their workload and well-being. Behaviour remains very good. Pupils behave well around school, at play times and in lessons. Staff ensure that routines are established in the early years. Children and pupils across the school follow these sensibly. Pupils are kind and considerate to each other and to adults. Pupils told inspectors that they enjoy learning and that lessons are rarely disrupted by poor behaviour. The chosen values of perseverance, hope, love, respect, trust and forgiveness underpin the way life is lived here. As a result, this is a happy, welcoming community where everyone is included and valued (SIAMS). |
| **Leadership and Management** | School leaders have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils with special educational needs and/or disabilities (SEND) and those who are vulnerable in other ways are exceptionally well cared for and supported. As a result, children flourish here and the school has a deservedly high reputation amongst parents and the wider community (SIAMS). Pupils understand these expectations and rise to them. As a result, most pupils achieve well. Leaders have designed a broad and ambitious curriculum from the early years to Year 6. They have carefully considered the essential knowledge they want pupils to learn. Leaders have prioritised reading from the early years to Year 6. They have introduced a new phonics curriculum. Leaders and governors have a clear understanding of the priorities of the school. They have taken action to increase the number of classes and to add further staffing to better support pupils. Staff are overwhelmingly positive about the support they receive from leaders for their workload and well-being. The arrangements for safeguarding are effective. Leaders have ensured that staff have regular training to help them to identify pupils who may be at risk of harm. All statutory policies have been updated as have all the website requirements. Curriculum policies have been reviewed. Health and Safety remains a priority. All statutory and non-statutory policies have been reviewed. All staff and Governors know about the changes in the most recent safeguarding guidance and have completed at least level 1 safeguarding training. The school may face a Health and Safety audit this year and staff are all up to date with statutory Health and Safety requirements. All staff know about preventing extremist or radical views from their online training on this. All staff are familiar with new GDPR guidelines and are compliant. Teaching staff and support staff have to work extremely hard under the pressures of the budget and the increased demands of a growing number of children. Governance continues to be effective and the Chair continues to support the Head teacher and the staff. Governors ask challenging questions of leaders, review progress information and visit the school to find out about the quality of teaching and learning for themselves. Budgetary issues are also closely monitored and scrutinised. External support in the cluster is supportive and useful. The school has a distinctive Christian character and is raising standards and improving outcomes for all learners. Through teaching inspired by the vision, pupils and adults are empowered to act as courageous advocates. This is for each other in school and for those in the wider community. All stakeholders are involved in making decisions for the school and we welcome all visitors in to watch the school. An appraisal is used to monitor the effectiveness of staff and is a positive undertaking. Strong community links are an integral part of the school and the children benefit from this. |
| **Personal Development and Well-being** | The arrangements for safeguarding are effective. Leaders have ensured that staff have regular training to help them to identify pupils who may be at risk of harm. We have four level 3 safeguarding members in school. The staff know how to report any concerns they may have. Leaders act swiftly to address any concerns raised by staff, pupils or parents and carers. Leaders work with other agencies to access help and support for vulnerable pupils. Pupils are taught how to keep themselves safe, including when online. For example, pupils learn how to be safe when they play outside and on their bicycles. School council share the responsibility to make sure no one feels left out or excluded from games at playtime. If they see a younger pupil struggling with anything, they offer their help. Pupils’ excellent behaviour and very positive attitudes to life and learning reflect their understanding of Christian values of friendship, trust and respect. The reflective area helps support mental well-being and has been a very positive addition to the school. Parents and visitors comment on the feel of the school in a very positive way. The Vicar has established his presence within the community, delivering a weekly act of worship coupled with fortnightly visits from open the book. Forest school activities are now a regular part of school life. School now has a designated forest school area where bi-weekly events are timetabled. Health and safety remain a priority under the umbrella of Kym Allan. The school is part of the South Lakes Pupil Parliament. There are plans to create a new teaching space for two year olds and a revamping of the school conservatory to further improve our provision. |
| **Community** | Highly effective links with the church and local community contribute significantly to the school’s Christian character and to pupils’ personal and spiritual development. Excellent relationships between staff, pupils and parents reflect the Christian values of love and compassion. Staff have a very positive influence on pupils’ progress and achievement. Members of the community are invited to school functions and the school supports village initiatives, as well as events in the wider community. The school also takes part in many community events and in County wide events which help raise its profile and keep the school in the public eye. The school continues to work hard to support different events in the community and hopefully, these will be extended. The PTA has been re-vamped with a new committee and Chair – whilst the old committee remain involved to support the new leadership. New initiatives are being constantly announced and the future of the PTA and the invaluable support it gives to the school looks assured. We take part in as many village and local events as possible and keep the profile of the school high. The weekly Forest School Toddler mornings were an excellent asset to the school and increased its profile enormously. The Parental feedback was excellent and have triggered the two year old facility. These sessions will recommence at Easter. |

**Areas for Development**

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| **Teaching**  **Learning**  **Curriculum** | To establish a new two year old provision within the school to ensure the school continues to thrive into the future.  Improvements to teacher knowledge and subject leadership of Music to ensure the subject is taught effectively across both key stages. |
| **Achievement** | Ensure the two year old provision is fully integrated within the EYFS and is operating effectively.  To ensure those children that have been identified for additional support within the classroom are making expected progress where possible. |
| **Leadership and Management** | All Safeguarding and Prevent duties are kept up to date and all staff have relevant expertise alongside Health and Safety procedures.  To ensure the new two year old facility is open in the new year and is managed effectively. |
| **Personal Development and Well-being** | To replace the roof to the conservatory and convert it into a more usable teaching space.  To re-establish the staff room as a place for staff to use at lunch times and for PPA and interventions. |
| **Community** | To ensure the new two year old facility is promoted and used by the wider Community.  To further develop and strengthen the link with our overseas school. |

**Focused priorities for Teaching, Learning and Curriculum (TLC)**

**These are the important whole-school priorities which will form the focus for school improvement this year. Each of the priorities has an individual action plan.**

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| **Focused**  **priority 1** | **To establish a new two year old provision within the school to ensure the school continues to thrive into the future.** |
| **Focused**  **priority 2** | **To make improvements to the teaching Music across both key stages and to ensure staff receive the training they need to deliver the subject well.** |

**Background priorities for Teaching, Learning and Curriculum**

**These include ongoing work and continuations of work from the previous year.**

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| **Background**  **priority 1** | **The effectiveness of the EYFS does not get negatively affected by a new two year old provision through monitoring and dialogue with staff.** |
| **Background**  **priority 2** | **Staff training and cpd on Music and Charanga to ensure the quality and knowledge that pupils should learn and when they should learn it is in place** |

**Focused priorities for Achievement**

**These are the important whole-school priorities which will form the focus for school improvement this year. Each of the priorities has an individual action plan.**

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| **Focused**  **priority 1** | **Ensure the two year old provision is fully integrated within the EYFS and is operating effectively.** |
| **Focused**  **priority 2** | **Monitor the consistency of progress in Reading across both Key Stages and improve end of Key Stage results.** |

**Background priorities for Achievement**

**These include ongoing work and continuations of work from the previous year.**

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| **Background**  **priority 1** | **Whole staff involvement in creating a rich and stimulating environment in the EYFS to ensure the new provision is effective and fully integrated within the fabric of the school.** |
| **Background**  **priority 2** | **Literacy coordinators to monitor the progress of reading across the school under subject leader criteria and monitor effectiveness against end of KS2 results.** |

**Focused priorities for Leadership and Management**

**These are the important whole-school priorities which will form the focus for school improvement this year. Each of the priorities has an individual action plan.**

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| **Focused**  **priority 1** | **All Safeguarding and Prevent duties are kept up to date and all staff have relevant expertise alongside Health and Safety procedures.** |
| **Focused**  **priority 2** | **To ensure the new two year old facility is open as soon as possible after the new year and is managed effectively.** |

**Background priorities for Leadership and management**

**These include ongoing work and continuations of work from the previous year.**

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| **Background**  **priority 1** | **Renewal of policies/procedures from County with immediate transfer onto school website.**  **Health and Safety procedures up to date and reviewed.** |
| **Background**  **priority 2** | **A business plan is drawn up that will focus on a Governor run two year old facility depending on the consultation period duration set by WAF. All costings and employment details to be researched, etc. if the necessity arises.** |

**Focused priorities for Personal Development and Well-being**

**These are the important whole-school priorities which will form the focus for school improvement this year. Each of the priorities has an individual action plan.**

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| **Focused**  **priority 1** | **To redesign the conservatory area, including a new roof, with the hope of using it as a teaching space and potential new Nursery area.** |
| **Focused**  **priority 2** | **To re-establish the staff room as a place for staff to use at lunch times and for PPA and interventions.** |

**Background priorities for Personal Development and Well-being**

**These include ongoing work and continuations of work from the previous year.**

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| **Background**  **priority 1** | **Alleviation of problems of teaching space for the Nursery by creating a much improved and much needed extra teaching space within the existing conservatory.** |
| **Background**  **priority 2** | **Alleviation of problems of space for staff to work and carry out interventions and meetings. The alteration of the serving facility now that school meal numbers have dropped and possible relocation of this.** |

**Focused priorities for Community**

**These are the important whole-school priorities which will form the focus for school improvement this year. Each of the priorities has an individual action plan.**

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| **Focused**  **priority 1** | **To further develop and strengthen the newly developed links with the school in Poland.** |
| **Focused**  **priority 2** | **To ensure the new two year old facility is promoted and used by the wider Community, and is coupled with the Forest School initiative.** |

**Background priorities for Community**

**These include ongoing work and continuations of work from the previous year.**

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| **Background**  **priority 1** | **To work with other adults, Governors and school to further develop our relationship with the Polish school.** |
| **Background**  **priority 2** | **To support the new Forest school leads in promoting their skills to the two year old Toddler provision, wider village and community by re-creating a weekly group. To ensure the Forest school area is properly resourced and maintained and used by as many children as possible.** |

**Teaching, Learning and Curriculum focused priority 1:**

**To make improvements to the teaching of Music across both key stages and to ensure staff receive the training they need to deliver the subject well.**

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| **Position statement / or key question**   * **The DFE requirements for the reporting of music have changed. There is a much more robust system in place and as such the school needs to fall in line. It is important that any gaps in understanding or subject knowledge are filled and that monitoring and cpd are rigorous.** | **Target/s**   * **To ensure that progression maps are clear.** * **Subject Leaders to implement a more detailed approach to the subject that supports the curriculum in class teaching.** * **To ensure all staff are confident in their specific subject knowledge and terminology through training, CPD, networking and INSET.** * **To closely monitor and review the effectiveness of the teaching with the help of Governors.** * **To improve the recording of assessment.** * **Ensure any relevant training is accessed when it becomes available.** * **Work closely with the Music Service to ensure the subject remains relevant and purposeful.** |
| **What will success look like?**   * **Children working at the expected standard.** * **Clear pedagogical progression within the subject area.** * **Subject Leader familiar with this progression and clear on end of year expectations within the subject.** * **Clear recording of these expectations to aid succession planning.** * **Subject assessments will show most children working at the expected levels.** * **More confident and focused teaching of the subject.** * **Music to raise its profile and be a more relevant subject.** * **Change in timetabling to ensure the subject gets the time it needs to be taught effectively.**   **Planning will show a more developmental approach to the subject with clear established steps to improvement and in line with Charanga.**   * **Class room and school displays to demonstrate good practice.** | **What will be different for children?**   * **More confident teaching of the subject.** * **More resources and visual aids.** * **More challenge within the subject.** * **Greater enjoyment of the subject.** * **Changes to assessment.** * **Use of expertise within teaching and support staff.** * **Use of adult volunteers in monitoring and frequency of work.** * **More opportunities to perform.** |
| **Key people, including governors**   * **Subject leader and all staff** * **Subject Governor** * **Pupils and parents** * **Cumbria music service** | **Funding and resources**   * **Staff meeting and INSET time** * **CPD/training as and when it is available.** * **Subscription to First access.** * **Networking through the cluster.** |

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| **Tasks** | **Who** | **When** | **Monitoring and Evaluating** |
| * **Ensure all staff are aware of changes to the emphases of music as a core curriculum subject.** | **Class teachers** | **By spring 2025** | **All staff**  **Subject Leaders** |
| * **Monitor the effectiveness of the new approach** | **Class teachers** | **Half- termly** | **All staff**  **Head**  **Curriculum Governor** |
| * **Resource subject where necessary and renew subscription.** | **Head**  **Subject Leader** | **As needed** | **All staff** |
| * **Subject audit** | **Subject Leader** | **2024/25** | **Subject leader**  **Head** |
| * **Monitor KS1 and KS2 development** | **Head** | **Termly** | **Head**  **Governors** |

**Headlines of evaluation**

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| **Autumn**  **Subject Leader to screen curriculum coverage.**  **Checking of curriculum/audit.**  **Essential resources highlighted.**  **Check rolling programme to ensure complete coverage and pedagogical progression.** | **Spring**  **Monitoring and assessment of progress.**  **Review of effectiveness of new approach.**  **Implement suggestions/ improvements.** | **Summer**  **Review.**  **Inset.**  **Governor feedback.**  **Next steps.** |

**Teaching, Learning and Curriculum focused priority 2:**

**To establish a new two year old provision within the school to ensure the school continues to thrive into the future.**

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| **Position statement / or key question**   * **The Government has introduced funding for two year olds.** * **Feedback form Forest School Toddler mornings suggest that there is a need for to year old provision in the area.** * **The school has the space and staff to facilitate this change.** * **The school will open a new two year old provision to accommodate those families that require it.** | **Target/s**   * **To canvass the need for two year old provision and the levels of support from within the school community.** * **To source and finance the installation of the provision using a garden office in the existing infant playground.** * **An application to the planning department of WAF for a certificate of lawfulness.** * **Approval from the Governing body and setting up of a steering group. Submission of a business plan to submit to County.** * **Change of age range to County** * **Temporary and then permanent increase of the school’s PAN** * **A successful opening of the new two year old provision in the new year** * **Monitoring of impact on existing school** * **Review of staffing.** |
| **What will success look like?**   * **A thriving and busy two year old nursery provision fully integrated into school.** * **A healthy waiting list of children.** * **Stable Nursery and Reception numbers in the years ahead.** * **Community involvement and a good reputation.** * **Further development of Forest School activities as a result of this success.** * **Enthused Parents and engaged staff.** * **Stable school role** * **A positive effect on school budget.** * **All involved confident in its use.** * **Parental awareness through discussion at parent’s evenings or meetings.** * **A central system that is accessible to all staff members** * **Staff enjoyment when delivering the materials.** | **What will be different for children?**   * **More children in the school.** * **Siblings starting earlier.** * **More provision and resources available throughout thee school.** * **Positive impact on PTA membership and the new initiatives associated with this.** * **A positive and forward thinking school environment.** |
| **Key people, including governors**   * **All staff** * **Pupils and parents** * **Governors** | **Funding and resources**   * **Formula capital money** * **Eco grant from DFE** * **PTA** * **School budget** * **Carr Bank garden centre for installation and supply of building** |

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| **Tasks** | **Who** | **When** | **Monitoring and Evaluating** |
| * **Resource new building** | **Head and committee** | **Autumn 2024** | **Governors** |
| * **Apply for change of age range** | **Head and committee** | **Autumn 2024** | **Governors** |
| * **Apply for certificate of lawfulness** | **Head and committee** | **Autumn 2024** | **Governors** |
| * **Install new building and open** | **Head and committee** | **Spring 2025** | **Governors** |

**Headlines of evaluation**

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| **Autumn**  **Resource building.**  **Apply for change of age range.**  **Apply for certificate of lawfulness.**  **Submit business plan.**  **Enter consultation period if necessary.**  **Pay deposit** | **Spring**  **Install new building**  **Open the provision**  **Monitor effectiveness**  **Promote**  **Recommence forest school toddler mornings** | **Summer**  **Review impact and effectiveness on local families and community.**  **Resource – improve- develop.**  **Next steps.** |

**Achievement focused priority 1:**

**Ensure the two year old provision is fully integrated within the EYFS and is operating effectively.**

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| **Position statement / or key question**   * **Once the two year old provision is opened, careful monitoring of its effectiveness will need to be ensured.** * **Close liaison with existing EYFS staff and Nursery manager** * **Curriculum coverage and aims to be linked** * **Close collaboration between the two groups.** * **Monitoring of the effectiveness and impact of the new facility.** * **Reviews to be held termly.** | **Target/s**   * **To involve children, parents, Governors and other stakeholders in the effectiveness of the new provision.** * **Ensure new provision is still relevant and needed.** * **Promotion of new provision in the wider community.** * **Re-introduction of forest school toddler mornings to keep profile high.** * **Sustainability of the provision in years to come.** |
| **What will success look like?**   * **A fully integrated two year old provision that feeds directly into the current Nursery.** * **Collaborative working between EYFS staff.** * **A supported EYFS curriculum.** * **Early identification of any children with possible additional needs and early interventions/monitoring implemented.** | **What will be different for children?**   * **EYFS curriculum will be enriched.** * **Opportunities for more FS activities** * **More peer associations and play** * **Sibling contact** * **More parental involvement** |
| **Key people, including governors**   * **Staff** * **Children** * **Parents** * **Governors** * **Other groups and individuals – community members** | **Funding and resources**   * **Resources for facility** * **Outdoor and forest school items** * **Use of existing play areas and staffing** |

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| **Tasks** | **Who** | **When** | **Monitoring and Evaluation** |
| * **Opening of the new facility** | **Staff**  **Governors** | **Spring 2025** | **Head**  **Staff**  **Governors** |
| * **Full integration of the teaching and learning within the nursery to what is already happening within EYFS** | **EYFS staff**  **Governors**  **Head** | **2025** | **Staff**  **Governors** |
| * **Collaborative working and monitoring of the new Nursery** | **EYFS staff** | **2025** | **Staff**  **Governors** |

**Headlines of evaluation**

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| **Autumn**  **Discussions over curriculum and staffing**  **Finalising of curriculum and staffing** | **Spring**  **Opening of new nursery facility**  **Collaborative working between all staff involved**  **Parental feedback on effectiveness.** | **Summer**  **Review of effectiveness.**  **Next steps** |

**Achievement focused priority 2:**

**Monitor the consistency of progress in Reading across both Key Stages and improve end of Key Stage results.**

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| **Position statement / or key question**   * **All pupils need to make the necessary progress through the school in reading.** * **All children should be meeting expectations.** * **Currently there are not enough children exceeding expectations in reading at the end of Key Stage 2.** * **There need to be enough opportunities for the more able to exceed their potential as at Key stage 1.** * **There should be a higher profile of reading throughout the school.** * **There should be a higher profile of reading assessment throughout the school.** * **Parental, child and staff feedback will be used to monitor the success.** | **Target/s**   * **All children will make expected progress in reading and some will make better than expected progress by the end of Key Stage 2.** * **Assessment will show pupils are making the necessary progress through the school.** * **Raise the profile of reading across the whole school.** * **Literacy coordinators to monitor progress.** * **INSET on whole school strategies.** * **Use of Governors to monitor progress and strategies.** * **Use of new assessment schemes to monitor effectiveness and progress. Resources to be allocated.** * **More use of volunteers for general reading.** |
| **What will success look like?**   * **The vast majority of children should be at least achieving expectations in reading at the end of KS2.** * **Some children (more than currently) will exceed expectations by the end of key stage 2** * **Teacher assessment will show targeted support for those children not making necessary progress in reading.** * **Consistent levels of success in reading assessment half termly.** * **A higher profile of reading across school as seen in display and books.** | **What will be different for children?**   * **More consistent teaching of reading across the whole school.** * **More opportunities provided for reading.** * **Culture that will ensure all children can enjoy reading.** * **More targeted support for children not making expected progress.** * **More celebration of reading.** * **Self-marking opportunities and peer to peer reviews of reading.** * **More opportunities to explore reading outside of school – competitions, etc.** |
| **Key people, including governors**   * **All staff** * **Literacy coordinator** * **Curriculum Governor** | **Funding and resources**   * **Resources** * **Staff meeting/INSET time** * **CPD.** * **Collaborative conversations.** |

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| **Tasks** | **Who** | **When** | **Monitoring and Evaluating** |
| * **To assess children every half term and monitor progress in reading.** | **Staff Curriculum Gov.** | **Half termly** | **Staff and literacy coordinator. inset** |
| * **Targeting of children who are not making expected progress.** | **All staff** | **Ongoing** | **Regular tracking scrutiny Staff meetings** |
| * **Establishing booster groups to help with end of term Teacher Assessments** | **Staff** | **Autumn 2024** | **Teacher assessment** |
| * **Create a reading celebration board where examples of books can be displayed.** | **staff** | **Spring 2025** | **Pupils and parents** |

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| **Autumn**  **Review areas and levels of need.**  **Discuss strategies going forward.**  **Implement strategies and monitor.**  **Weekly reviews and adaptions.** | **Spring**  **Monitoring and assessment of progress.**  **Review.** | **Summer**  **Monitoring of assessment and progress**  **Next steps.** |

**Leadership and Management focused priority 1:**

**All Safeguarding and Prevent duties are kept up to date and all staff have relevant expertise alongside Health and Safety procedures.**

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| **Position statement / or key question**   * **Health and Safety checks are a priority within and throughout the school.** * **Under Kym Allen all policies are reviewed annually and are all up to date.** * **Staff undergo relevant training when appropriate.** * **Safeguarding and keeping children safe in education is an active document and reviewed at every update.** * **School needs to be ready for Health and Safety audit.** * **Weekly Health and Safety inspections and checking by Health and Safety Governor** | **Target/s**   * **To ensure the policies are the most recent.** * **To ensure all information is relevant** * **Ensure relevant training undertaken by staff and Governors.** * **Ensure training by leadership team in necessary areas (legionella, etc.).** * **Use of Kim Allen’s policies to ease the pressures.** * **Any issues dealt with quickly and efficiently.** * **Accurate logging of all H+S issues.** |
| **What will success look like?**   * **A website that withstands close scrutiny** * **An up to date set of policies and information.** * **School is Health and Safety ready in terms of statutory information.** * **All staff fully trained in safeguarding, Prevent and food hygiene.** | **What will be different for the children?**   * **A website that reflects the children’s successes.** * **Up to date safeguarding procedures and protocols.** * **A renewed vigour for Health and Safety.** |
| **Key people, including governors**   * **Head** * **Health and Safety Governor** * **Staff** * **Children/parents** * **Governors** | **Funding and resources**   * **Inset** * **Use of Kim Allen H and S and her vast information portal.** * **Access to portal for up to date policies, information.** * **Online training / in house training.** * **Additional resources to make the school compliant.** |

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| **Tasks** | **Who** | **When** | **Monitoring and Evaluating** |
| * **Checking of policies online for review dates** | **Governors**  **Head** | **Immediately** | **Governors**  **Head** |
| * **All staff to be re-trained in Prevent, Safeguarding and Hygiene preferably online.** | **Head**  **Staff** | **Ongoing** | **Head**  **Governors** |
| * **School to be ready for Health and Safety checks.** | **Head**  **Governor** | **2025** | **Head** |

**Headlines of evaluation**

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| **Autumn**  **Review of policies.**  **Renewal of out-of-date policies.**  **Uploading of relevant material.**  **Monitoring by Governors.**  **Staff training.** | **Spring**  **Monitoring.**  **Renewal where necessary.** | **Summer**  **Monitoring and renewal.** |

**Leadership and Management focused priority 2:**

**To ensure the new two year old facility is open as soon as possible after the New Year and is managed effectively.**

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| **Position statement / or key question**   * **Parental feedback would indicate there is a need to open the new two year old facility as quickly as possible.** * **If weather constraints affect the installation then there will be a delay.** * **If a lengthy consultation on the change of age range ensues then there will be a delay** * **School can open a Governor run facility in school immediately.** * **A contingency plan needs to be developed to facilitate this.** | **Target/s**   * **Research a PVI model for the new nursery.** * **Have everything in place just in case there is a delay in the change of age or the installation.** * **Prepare the conservatory as a potential new facility in the very short term.** |
| **What will success look like?**   * **A plan B if anything should delay opening.** * **A functioning two year old facility in the New Year.** * **The longevity of the school.** | **What will be different for children?**   * **Potential two year old provision.** * **A change in the conservatory area.** |
| **Key people, including governors**   * **Staff** * **Children/parents** * **Governors** | **Funding and resources**   * **DFE guidelines** * **PVI model** * **Registration** |

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| **Tasks** | **Who** | **When** | **Monitoring and Evaluating** |
| * **Research PVI** | **Head**  **Governors** | **Immediately** | **Governors**  **Head** |
| * **Develop a PVI if viable** | **Head**  **Governors** | **Immediately** | **Head**  **Governors** |
| * **Have a plan ready in case there are protracted delays** | **Head**  **Governors** | **When needed** | **Head**  **Governors** |

**Headlines of evaluation**

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| **Autumn**  **PVI mode to be researched**  **PVI model to be adopted** | **Spring**  **Monitoring of the situation** | **Summer**  **Potential adoption of PVI** |

**Personal Development and Well Being focused priority 1:**

**To re-establish the staff room as a place for staff to use at lunch times and for PPA and interventions.**

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| **Position statement / or key question**   * **The school has been without a staffroom for a number of years.** * **There is nowhere for staff to eat lunch other than in cars or classrooms.** * **Current staffroom is used for school lunches so is inaccessible at lunch times.** * **The serving of lunches needs to be moved elsewhere within school.** * **Staffroom can then be returned.** | **Target/s**   * **To poll staff as to what they would like.** * **Draw up a plan for a new serving area or new staff room.** * **Maintain the mental health of staff in a very busy school** * **Create extra space for PPA, work, meetings and interventions.** |
| **What will success look like?**   * **A new serving area for lunches or a new staff room.** * **A place where staff can be relaxed and look after their own mental health.** * **A secure space to leave staff belongings** * **A meeting area** | **What will be different for children?**   * **Children will not have to share the staffroom with the lunches and / or staff.** * **A more accessible serving area that is risk free.** |
| **Key people, including governors**   * **Staff** * **Children** * **Parents** * **Governors** | **Funding and resources**   * **Conversion/construction of a new room** * **Building and planning** * **Labour** * **decorating** |

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| **Tasks** | **Who** | **When** | **Monitoring and Evaluation** |
| * **Discuss with staff what it is the school needs.** | **Staff** | **Autumn 2024** | **Head**  **Staff**  **Governors** |
| * **Creation of two separate areas for serving lunches and a staff room.** | **Head**  **Builders** | **Summer 2025** | **Head**  **Staff**  **Governors** |
| * **Funding allocation.** | **Head**  **Governors** | **Spring 2025** | **Head and staff**  **Governors** |

**Headlines of evaluation**

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| **Autumn**  **Discuss with staff what is needed in school for their well being** | **Spring**  **Budget allocation of funds** | **Summer**  **Creation of a new staff room or serving/washing up area.** |

**Personal Development and Well Being focused priority 2:**

**To redesign the conservatory area, including a new roof, with the hope of using it as a teaching space and potential new Nursery area.**

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| **Position statement / or key question**   * **The school has a large number of children** * **There is a lack of break out space or room for continuous provision.** * **The conservatory roof is old and needs repair/replacement.** * **We have a lack of teaching space** * **The conservatory is underutilised presently.** * **If the roof is replaced then the conservatory could be a much more utilised and useful space.** * **The DFE have just released funding to convert unused areas of schools to create more Nursery provision.** | **Target/s**   * **To apply for funding to convert the conservatory** * **To build a new conservatory roof** * **Re – organise the EYFS space as a result of this.** * **Utilise this very large space more effectively** * **Create a potential new classroom or teaching space.** * **Safeguard the conservatory’s usefulness and prolong its effectiveness.** * **Be more desirable as a setting to potential new Parents.** |
| **What will success look like?**   * **New roof for the conservatory** * **A dry conservatory** * **A more satisfactory and manageable school environment** * **Happy parents** * **Happy children and happy staff.** * **More use of the area with potentially separate teaching areas.** * **A bigger Nursery** | **What will be different for children?**   * **A fully functioning and exciting new conservatory.** * **More opportunities to learn** * **More space and a calmer environment** * **A much tidier area for the children** * **A warmer and safer environment** * **Potential new teaching area.** |
| **Key people, including governors**   * **All staff** * **Governors** * **Children** * **Parents** | **Funding and resources**   * **DFE grant for converting unused spaces within schools.** |

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| **Tasks** | **Who** | **When** | **Monitoring and Evaluation** |
| * **Quotes for new roof** | **Contractors** | **Autumn 2024** | **Head**  **Building committee** |
| * **Application for funding** | **Head** | **Autumn 2024** | **Head**  **Building committee** |
| * **Construction of new roof and revamp of area** | **Contractors** | **Spring/Summer 2025** | **Head**  **Building Committee** |

**Headlines of evaluation**

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| **Autumn**  **Quotes for building work**  **Application for funding** | **Spring**  **Building work** | **Summer**  **New Nursery Provision** |

**Community focused priority 1:**

**To work with other adults, Governors and school to further develop our relationship with the Polish school.**

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| **Position statement / or key question**   * **The school has been able to establish a link with another school in Poland.** * **Children have exchanged emails in the top junior class.** * **It is important to further develop this link.** * **Other classes to be involved from both settings.** * **Help from community members.** | **Target/s**   * **To collaborate with the school in Poland.** * **To explore and establish setting up stronger links and more correspondence.** * **To discuss with consortium schools about their existing links.** * **To develop these links.** |
| **What will success look like?**   * **Strong links with our Polish school.** * **Children communicating with other children and experiencing their community.** * **Governors and parents being involved with link schools.** | **What will be different for children?**   * **Strong links with a contrasting UK locality** * **Strong links with an overseas school.** * **More opportunities to use IT and other communication methods.** * **More project based learning.** |
| **Key people, including governors**   * **Governors** * **Children** * **Staff** | **Funding and resources**   * **Costs incurred when setting up links.** * **Updating of IT provision where needed.** * **Literature and possible inter school visits to see how things can work.** |

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| **Tasks** | **Who** | **When** | **Monitoring and Evaluating** |
| * **Further develop the link with our Polish school** | **Staff**  **Children** | **Autumn 2024** | **Head**  **Governors** |
| * **Roll out this link to other classes and children in both settings.** | **Staff**  **Children** | **Spring 2025** | **Head** |
| * **Possible exchange of items and video links.** | **Staff**  **Children** | **Summer 2025** | **Head** |

**Headlines of evaluation**

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| **Autumn**  **Further develop the links and establish closer contact** | **Spring**  **Roll out to other classes** | **Summer**  **Development of links** |

**Community focused priority 2:**

**To ensure the new two year old facility is promoted and used by the wider Community, and is coupled with the Forest School initiative.**

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| **Position statement / or key question**   * **To further develop the schools excellent links with the community in general through thee two year old provision.** * **Build upon the successes of the school in the local community** * **Establish a new link with Community by enhancing Forest School Provision.** * **Promotion of Toddler mornings** * **Utilising our two FS practitioners for the benefit of the Community.** | **Target/s**   * **Establish a relationship with Community via Facebook and website** * **Utilise new provision as a base and learning platform.** * **Open school up to new and prospective parents and their Toddlers.** * **Promote Toddler FS through school** * **Support wider programme of activities** * **Utilise links with school’s FS programme** * **Develop relationships through time.** |
| **What will success look like?**   * **A regular programme of activities** * **School representation at community events** * **Enhanced FS provision and opportunities** * **Broader and richer range of opportunities and experiences for the children** * **Renewed focus for school as heart of the village.** | **What will be different for children?**   * **More outdoor learning** * **Enhanced FS programme** * **Possible further links outside of school with other organisations** * **Stronger and higher profile presence for school within the Community.** * **Development of toddler provision.** |
| **Key people, including governors**   * **FS coordinators** * **Governors** * **Children/parents/staff** | **Funding and resources**   * **transport** * **equipment** * **training** |

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| **Tasks** | **Who** | **When** | **Monitoring and Evaluation** |
| * **re - establish Toddler mornings** | **FSC** | **Spring 2024** | **Head** |
| * **Plan and implement events** | **FSC** | **Ongoing** | **Head** |
| * **Promote through school Facebook and website** | **FSC** | **Ongoing** | **Head** |
| * **Implement and devise a programme of activities.** | **FSC** | **Spring and summer**  **2025** | **Head** |

**Headlines of evaluation**

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| **Autumn**  **Start promotion of FS sessions.**  **Develop two year old provision and activities for them** | **Spring**  **Set up Forest School Toddler mornings on one day a week.**  **Devise new activities**  **Promote the group**  **Assess effectiveness** | **Summer**  **Promotion**  **Evolve**  **Links with school**  **Review effectiveness** |

**The year at a glance**

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|  | **Focused priorities** | **Background priorities** | **Other important things** |
| **Autumn 1** | **Improvements to the teaching of Music across the key stages.**  **Assessments carried out and scrutinised.**  **Staff training in Prevent, Safeguarding and Hygiene purchased.**  **Review of policies and updating.**  **Review of Prevent and Safeguarding needs.**  **Website to be updated when necessary**  **Quotes for new conservatory roof.**  **Forest school Toddler group to be established.**  **Links to be developed with Polish school.**  **Two year old provision to be purchased, planning sought and change of age range.** | **Training or CPD for staff in music.**  **Children to be monitored and reviewed as and when needed.**  **Updated policies to be uploaded to website.**  **Online Safeguarding and Prevent duty training.**  **Parent polls on two year old provision.** | **INSET**  **Community events.**  **School production at harvest.** |
| **Autumn 2** | **Assessment review in all subjects to check all is working.**  **Review of reading assessments.**  **Assessments carried out and scrutinised.**  **Staff training completed.**  **Parent and community events.**  **Preparation for two year old provision.** | **Looking at assessment and whether this is working.**  **IEP reviews and SEND discussions.** | **Parents evenings**  **Village Christmas events.** |
| **Spring 1** | **Reading to be monitored and assessed.**  **Assessments carried out and scrutinised.**  **Introduction of new assessments to be carried out half termly.**  **New link developed.**  **Tow year old provision installed.**  **Quotes finalised for conservatory.** | **Review of maths, literacy, science and RE assessment schemes.**  **Policy review for the year.** | **Reviews.**  **Parent feedback on website and Governor review.** |
| **Spring 2** | **Review of reading if necessary.**  **Assessments carried out and scrutinised.**  **IEP reviews.**  **Two year old provision opened.** | **Review and refine.** | **Parents’ evenings.** |
| **Summer 1** | **Phonics screening to take place.**  **Assessments carried out and scrutinised.**  **Reading approach to be focused in preparation for SATs.**  **IEP reviews.**  **Overseas link further developed.**  **Conservatory conversion.**  **New Nursery provision monitoring.** | **Assessment and review.** | **Next steps for children.** |
| **Summer 2** | **Review and refinement of assessments, including reading.**  **Review of staffing structure to ensure the best for the school. Advertising of new school support staff if necessary.**  **Assessments carried out and scrutinised.**  **Links with overseas schools fully utilised.**  **PTA schedule completed.**  **Nursery flourishing.**  **Conservatory completed.** | **Review of effectiveness of assessments.**  **Full establishment of new FS group and Nursery.** | **Reports and SATs feedback to parents.**  **Analysis of SATs results.** |

**Governing body planner**

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| **Targets for this academic year** | |
| **Target:** | **Success criteria :** |
| **Succession planning for new Chair of Governors** | **New Chair fully familiarised with school.** |
| **Creation of building committee to oversee two year old provision.** | **New provision open** |
| **Appoint one new co-opted Governor** | **New appointment made** |
| **To establish and maintain the Governing body and integrate the new members of the Governing body.** | **New Governors to have roles and know their responsibilities and duties.** |
| **To further develop individual roles within the Governing Body, including monitoring and evaluation** | **All Governors understand the areas they are responsible for and are able to act as ‘critical friends’.** |
| **All governors to undertake training whenever possible to update knowledge and skills** | **Extended knowledge will ensure the smooth and effective running of the school** |
| **To ensure all financial systems are fully compliant with requirements** | **Achievement of the Schools Financial Values Standard (SFVS)** |
| **Governors to take an active role in the fabric of the school.** | **Governors to visit lessons and have relative high profile within school.** |
| **Undertake Good Governance meetings when appropriate to tackle separate issues.** | **Governors to attend according to skills base.** |

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| **Governing body year planner** | | |
|  | **Full GB** | **Good Governance Committee** |
| **Autumn** | **October 2024** | **When required** |
| **Spring** | **February 2025** | **When required** |
| **Summer** | **May 2025** | **When required** |

**Thinking ahead**

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|  | **2025 - 2026** | **2026 – 2027** |
| **School improvement priorities** | **Develop Nursery and Conservatory**  **Establish Two Year old provision.**  **Keep website and policies current**  **Develop staff room area** | **Develop maths and science**  **SEND provision**  **Re-evaluation of sats, phonics, Year 4 tables, FSP.** |
| **Site and premises improvements** | **Shutters for EYFS open area**  **Decorate classrooms**  **Re-carpet** | **New entrance area**  **New toilets** |
| **Externals issues and influences** | **SEND cutbacks**  **Budget**  **Increasing role**  **Neighbours** | **Ofsted readiness** |

**Simon Brabant**

**Head teacher**

**22nd October 2024**