

# Lowerhouse Junior School



## School Improvement Plan 2025-2026

*ASPIRATION INTEGRITY RESILIENCE RESPECT*

Relevant columns are **RAG** rated at the end of the term to indicate:  
**what has been achieved**  
**what has been started but not yet embedded**  
**what has not yet been achieved**

*Inspiring a lifelong love for learning*

# 1. English Reading and Writing outcomes are in line with national across all key stages, with at least good progress made across the year for all groups

## Measures of Success

- 1.1 **Attainment/Progress** - To ensure all pupils make at least expected progress from their starting points at Yr3 in **writing**.
- 1.2 **Attainment/Progress** - To ensure all pupils make at least expected progress from their starting points at Yr3 in **Maths**.
- 1.3 **Attainment/Progress** - To ensure all pupils and all groups make at least expected progress from their starting points at Yr3 in **reading**
- 1.4 **Teaching and Learning** - All teaching good (effective) sitting within at least the expected standard against the new framework.
- 1.5 **Assessment** - All teachers make accurate termly assessments in Foundation Subjects
- 1.6 **Progress** - All pupils progress well from their starting points and most achieve or exceed expected progress and focus groups achieve more than expected.

**Governance and subject leadership to be the focus of the Leadership and Management key priority 4 table.**

### End KS2 SATs Results

#### Unvalidated Summary for End Key Stage 2 (Y6) SATs - July 2025

	2023 (58 pupils)				2024 (54 pupils)				2025			
	Expected+	National Average	Higher Standard	National Average	Expected+	National Average	Higher Standard	National Average	Expected+	National Average	Higher Standard	National Average
Reading	48%	73%	6.9%	29%	56%	74%	17%		51%	75%	17%	
Writing (Teacher Assessment)	45%	71%	3.4%	13%	48%	72%	2%		57%	72%	0%	
Maths	47%	73%	1.7%	24%	52%	73%	11%		58%	74%	11%	
Grammar Punctuation Spelling	60%	72%	12%		59%	72%	17%		64%	73%	6%	
Combined Reading/Writing/Maths	22.4%	60%	0%	8%	37%	61%	0%		38%	62%		

### Background/History:

2019 – 2020: As Y2 at Rosegrove Infant School pandemic began in March 2020.

2020 – 2021: As Y3 started at Lowerhouse Junior School and still experienced significant disruption due to the pandemic including further lockdown in the Spring term 2021.


























2021 – 2022: As Y4 ongoing pandemic disruption although staffing stable.

















2022 – 2023: As Y5 significant staffing disruption due to several long-term sickness absences
















2023 – 2024: As Y6 staffing stable and progress made.












## Success evaluated by:










- Monitoring outcomes reported to Governors at each termly SEC committee for evaluation.
- 6 monthly review by the LA's School Improvement Group.





















Objectives	Action / tasks	Lead person & other personnel	Monitoring (who what and when) External support	Success Criteria (Outcomes will we expect to see)	Milestones and Timescale (The milestone or success criteria relates directly to the objective not to each action.)
<p>1.1 <b>Attainment/ Progress</b> To ensure all pupils make at least expected progress from their starting points at Yr3 in <b>writing.</b></p>	<ul style="list-style-type: none"> <li> SLT to update and distribute prior attainment trackers to track progress.</li> <li> H.Marsden to hold thorough pupil progress meetings at the end of summer term 2025 after data analysis.</li> <li> Teachers to complete PPM and intervention plan for Autumn term and each term thereafter (reviewed half-termly).</li> <li> Half termly moderation between year groups - teachers across school.</li> </ul>	<p>G.Lloyd SLT &amp; WLT All Staff</p>	<ul style="list-style-type: none"> <li>- Pupil data and PPM</li> <li>- Termly report to governors</li> <li>- Whole School moderation.</li> <li>- SLT moderation/book looks</li> <li>- External end of year data.</li> </ul>		<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li> Baseline of writing in Autumn 1 completed.</li> <li> PPM used to identify gaps and interventions/teacher support in place. (WC6.10.25 &amp; WC 1.12.25)</li> <li> Teacher Assessment for writing to be submitted on Tracker in October (Targets) and December. (WC6.10.25 &amp; WC 1.12.25)</li> <li> Majority of pupils are making expected progress by December.</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li> Interventions in place for pupils not making required progress in writing.</li> <li> Pupil progress meetings at Feb half term (where necessary) and Easter to identify pupils falling behind. (WC9.2.26)</li> <li> Pupils identified in Autumn term to have caught up.</li> <li> Writing moderation to show accurate assessments in both key stages with a focus on ARE and GDS writers</li> <li> Majority of pupils are making expected progress by Spring.</li> </ul> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li> The majority of 'non SEND' pupils to have made expected progress in writing across the year.</li> <li> SEND pupils to continue to make expected progress from their starting point in September 2025.</li> <li> School moderation to verify data particularly for year 6 (24.6.26)</li> <li> A higher percentage of expected and greater depth writers at the end of Key Stage 2.</li> </ul>
<p>1.2 <b>Attainment/ Progress</b> To ensure all pupils make at least expected progress from their starting points at Yr3 in <b>Maths.</b></p>	<ul style="list-style-type: none"> <li> SLT to distribute end of year attainment and progress overview to teachers identifying weaker groups.</li> <li> SLT to distribute prior attainment trackers to identify children falling behind.</li> <li> H.Marsden to hold thorough pupil progress</li> </ul>	<p>G.Lloyd SLT &amp; WLT All Staff</p>	<ul style="list-style-type: none"> <li>- Use of observations and learning walks to monitor the teaching of Red Rose Maths.</li> <li>- Pupil data</li> <li>Termly report to governors</li> <li>- SLT moderation.</li> </ul>		<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li> Prior attainment tracker given to teachers to track progress from starting points.</li> <li> All teachers to have the GAP analysis from previous class teacher and plan the gaps into arithmetic.</li> <li> Pupil progress meetings at October and December to track pupils from previous year's data. (WC6.10.25 &amp; WC 1.12.25)</li> <li> Teachers to identify pupils who are not making expected progress and plan interventions.</li> <li> GDS pupils to have been identified and provision in place.</li> </ul>

	<p>and hand over meetings in July 2025.</p> <ul style="list-style-type: none"> <li> Pupils highlighted in pupil progress meetings and impact of support reviewed and adapted where necessary.</li> <li> All teachers to use Red Rose mastery approach when teaching maths.</li> <li> Same Day Intervention daily teaching to take place across KS2</li> <li> SLT to monitor progress of pupils each term and support teachers to identify greater depth pupils.</li> <li> <b>Ensure</b> all pupils access daily arithmetic practice to consolidate prior learning, strengthen number fluency, and improve accuracy and recall of key facts.</li> <li> <b>Implement</b> a dedicated thirty-minute arithmetic session outside of main maths lessons each week to develop procedural fluency and confidence in calculation skills.</li> <li> <b>Follow</b> a spiral curriculum to ensure pupils systematically revisit and build upon previously taught knowledge, securing long-term retention and progression</li> </ul>		<p>- Maths Book Looks/ moderating</p>		<ul style="list-style-type: none"> <li> Maths moderation to have taken place and actions disseminated to teachers.</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li> Interventions in place for pupils not making required progress in maths.</li> <li> Pupil progress meetings at Feb half term (where necessary) and Easter. (WC9.2.26)</li> <li> Pupils identified in Autumn term to have caught up.</li> <li> Maths moderation feedback monitoring.</li> </ul> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li> The majority of 'non SEND' pupils to have made expected progress in maths across the year.</li> <li> SEND pupils to continue to make expected progress from their starting point in September 2025.</li> <li> SLT moderation to verify data.</li> <li> Increase in number of pupils achieving GDS at the end of KS2</li> </ul>
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	<p>in mathematical understanding.</p> <ul style="list-style-type: none"> <li> <b>Embed</b> high-quality, live marking and feedback within every lesson to address misconceptions promptly and support immediate pupil progress.</li> <li> <b>Ensure</b> both the class teacher and teaching assistant are present and actively engaged during maths lessons to maximise support, challenge, and pupil outcomes.</li> <li> <b>Provide</b> consistent access to visual representations and mathematical manipulatives in all lessons to deepen conceptual understanding and enable pupils to apply strategies independently.</li> </ul>				
<p>1.3 <b><u>Attainment/ Progress</u></b> To ensure all pupils and all groups make at least expected progress from their starting points at Yr3 in <b>reading</b></p>	<ul style="list-style-type: none"> <li> SLT to distribute end of year attainment and progress overview to teachers identifying weaker groups.</li> <li> H.Marsden to hold thorough pupil progress and hand over meetings in July 2025.</li> <li> SLT and teachers to hold thorough pupil progress and hand over meetings in July 2025.</li> <li> Pupils highlighted in pupil progress meetings and</li> </ul>	<p>G.Lloyd SLT &amp; WLT All Staff</p>	<ul style="list-style-type: none"> <li>- Pupil data</li> <li>- SLT monitor use of workshops and use of data.</li> <li>- Observe Guided Reading sessions/carry out deep dive.</li> <li>- Targeted interventions based on pupil's mock SAT scores.</li> <li>- Learning walks in reading sessions – SLT/UH</li> </ul>	<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li> Teachers to have actions in place for any pupils who didn't make sufficient progress last year or pupils who are targeted for ARE.</li> <li> Pupil progress meetings at October and December to identify children who are not making progress and interventions put in place. (WC6.10.25 &amp; WC 1.12.25)</li> <li> Reading learning walk and pupil voice to have taken place and any issues actioned. (WC6.10.25)</li> <li> SLT to ensure GDS pupils are identified and challenged.</li> <li> Majority of pupils are making expected progress by December.</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li> Guided Reading Workshops data to show pupils learning have been maintained or improved.</li> <li> Improvement in % of pupils making progress in reading on tracker.</li> <li> ARE and GDS pupils have been identified and challenged.</li> </ul>	

	<p>impact of support reviewed and adapted where necessary- class teachers.</p> <ul style="list-style-type: none"> <li> Teachers to continue to use reading workshops to explicitly teach reading skills.</li> <li> Year 6 reading comprehension group for targeted pupils</li> <li> Ensure teachers plan from the Lancashire LAPs to secure systematic coverage and progression of key reading skills across all domains.</li> <li> Provide all pupils with access to texts that are closely matched to their reading ability to promote fluency, confidence, and sustained progress.</li> <li> Ensure phonetically decodable books are available and consistently used by pupils working within specific phonic phases to strengthen decoding and early reading skills.</li> <li> Implement daily 1:1 reading interventions for the lowest 20% of readers to accelerate progress and narrow attainment gaps.</li> <li> Monitor and track the progress of the lowest 20% of readers on a half-termly basis by class</li> </ul>				<p><b>Summer</b></p> <ul style="list-style-type: none"> <li> Pupils in Y6 who achieved expected in reading at ks1 to achieve expected at the end of ks2.</li> <li> The percentage of pupils who are working at age related expectations in reading in previous year to be in line with the national average.</li> <li> Increased % of pupils working at ARE and GDS across the school from previous year.</li> <li> The majority of 'non Sen' pupils to have made expected progress in reading across the year.</li> </ul>
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	<p>teachers and the Senior Leadership Team to evaluate impact and inform next steps.</p> <ul style="list-style-type: none"> <li> Provide regular opportunities (at least once per week) for pupils to develop comprehension and inference through written responses to a range of texts.</li> <li> Embed a weekly reading workshop to ensure class teachers work directly with every pupil to explicitly teach and reinforce key reading strategies.</li> <li> Incorporate a focused reading phase within English units to promote high-quality discussion, targeted questioning, and 'book talk' to deepen understanding of texts.</li> <li> Expose pupils to a broad and diverse range of high-quality texts in English and Guided Reading lessons to enrich vocabulary and develop a love of reading.</li> </ul>				
<p>1.4 <b>Teaching and Learning</b> All teaching good (effective) sitting within at least the expected standard</p>	<ul style="list-style-type: none"> <li> SLT to create time for staff at all levels of teaching to observe other teachers.</li> <li> Monitoring will increase across the whole school, raising expectations.</li> </ul>	G.Lloyd All Staff	<ul style="list-style-type: none"> <li>- Learning Walks</li> <li>- Formal and informal lesson observations</li> <li>- Appraisals</li> <li>- Book Looks</li> <li>- Pupil Interviews</li> </ul>	Using the T&L and Learning Walk/Observation Matrix as a guide, all teaching good (effective) sitting within at least the	<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li> Appraisal targets are set based on SDP. (WC15.9.25)</li> <li> All teachers received data targets, subject leadership and one on pedagogy. (WC6.10.25)</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li> Calendar has set out clear focus for learning tours and when formal observations will occur each term. Informal monitoring continues.</li> </ul>





















<p>against the new framework.</p>	<ul style="list-style-type: none"> <li> Continue to support/invest in ECTs to ensure effective professional development. ECTs – cover weekly and continued mentoring</li> <li> All staff to attend Walkthroughs updates at INSETs</li> <li> New SLT to support monitoring of curriculum, Teaching and Learning</li> <li> In-house CPD around teaching strategies, expectations and processes across the curriculum.</li> </ul>		<ul style="list-style-type: none"> <li>- Ongoing formative and summative assessment by teachers</li> <li>- Termly analysis of data Pupil Progress meetings</li> <li>- Subject leaders to monitor subject (additional subject release time half termly).</li> </ul>	<p>expected standard against the new framework.</p>	<ul style="list-style-type: none"> <li>- WC8.9.2025 (Learning Walk Week)</li> <li>- 25.9.2025 (Maths/Eng Book Look)</li> <li>- WC7.10.2025 (Learning Walk/Lesson Observation Week)</li> <li>- WC20.10.2025 (Pupil Conferencing)</li> <li>- 13.11.2025 (Maths/Eng Book Look)</li> <li>- WC8.12.2025 (Learning Walk Week) – Working alongside Kev Kendal</li> <li>- WC12.1.2026 (Learning Walk Week)</li> <li>- WC19.1.2026 (Learning Walk/Lesson Observation Week)</li> <li>- 5.3.2026 (Maths/Eng Book Look)</li> <li>- WC9.3.2026 (Pupil Conferencing)</li> <li>- 16.4.2026 (Maths/Eng Book Look)</li> <li>- WC20.4.2025 (Learning Walk Week)</li> </ul> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li> Evidence is gathered by SLT and individual staff to back up judgements given on Q of T. Training in-house is reviewed.</li> </ul>
<p>1.5 <b>Assessment</b> All teachers make consistent termly assessments in Foundation Subjects</p>	<ul style="list-style-type: none"> <li> Support staff on effective use of Trackers, assessment and progress.</li> <li> Formative assessments in other subjects to be tracked: spelling, arithmetic, Science, etc.</li> <li> SLT challenge underperformance and celebrate and highlight success.</li> </ul>	<p>G.Lloyd SLT &amp; WLT All Staff</p>	<ul style="list-style-type: none"> <li>- Appraisals</li> <li>- Book Looks</li> <li>- Termly analysis of data</li> <li>- Termly Pupil Progress Meetings</li> <li>- Ongoing CPD training/support</li> <li>- Subject leaders to monitor subject, esp Ma, Re, GPAS and Wr.</li> </ul>	<p>Attainment of all children from their starting points is rapidly improved because of robust measures put in place to track data. Focus Areas: Await data capture.</p>	<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li> Data tracking shared with teaching staff. (1.9.2025)</li> <li> Headteacher and Deputy Headteacher to lead on supporting staff with trackers and assessment.</li> <li> SLT to lead on overall picture and expectations. (WC1.12.2025)</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li> Spring data analysed against Autumn capture. (WC1.12.2025)</li> <li> Have raw scores gone up? Which children have stayed the same? Which children have progressed? Not progressed?</li> <li> Track data of PP chn SLT give data report feedback to governors (WC23.3.2025)</li> </ul> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li> Summer data analysed against Spring capture. (WC23.3.2025)</li> <li> Track data of PP chn (WC30.6.2025)</li> <li> SLT give data report feedback to governors (Sept 2026)</li> </ul>
<p>1.6 <b>Progress</b> All pupils progress well from their starting points and most achieve or exceed</p>	<ul style="list-style-type: none"> <li> Pupil Progress Meetings to be held termly following assessment weeks so that SLT are able to support and challenge.</li> </ul>		<ul style="list-style-type: none"> <li>- Teachers to keep a record of improvements in interventions.</li> <li>- Teachers to keep a record of other data eg</li> </ul>	<p>- Tracking of progress of all children using whole school tracker ensures strong progress measures for all,</p>	<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li> Promote Reading Fluency approaches in Years 3 and 6 and analyse results. If rapid improvement with LA readers, roll out across other year groups. If not, review effectiveness of delivery.</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li> Calendar has set out clear focus for learning tours and when formal observations will occur each term. Informal monitoring continues.</li> </ul>



<p>expected progress and focus groups achieve more than expected.</p>		<p>spelling tests, times tables, arithmetic, etc.          - SLT to ensure teachers clear about which children they are targeting at any one time.          - Teachers share good practice about what works and what doesn't work.</p>	<p>including PP chn etc.</p>	<p><b>Summer</b>          Evidence is gathered by SLT and individual staff to back up judgements given on Q of T. Training in-house is reviewed.</p>
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## 2. To continue to ensure attendance is at least in line with the national %. High expectations of behaviour are expected and promoted

<b>Measures of Success</b>	<p><b>2.1 Attendance</b></p> <p>- To continue to ensure attendance is at least in line with the national %. - To continue to reduce the number of children considered as persistent absentees - Ensure new guidance is being followed.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">All Schools</th> <th colspan="2">All Primary Schools</th> <th colspan="2">Lowerhouse Junior School</th> </tr> <tr> <th>2023 – 2024</th> <th>2024 – 2025</th> <th>2023 - 2024</th> <th>2024 - 2025</th> <th>2023 - 2024</th> <th>2024 – 2025</th> </tr> </thead> <tbody> <tr> <td><b>Overall attendance rate</b></td> <td>92.9%</td> <td>%</td> <td>94.5%</td> <td>%</td> <td>93.6%</td> <td>92.9%</td> </tr> <tr> <td><b>Overall absence rate</b></td> <td>7.1%</td> <td>%</td> <td>5.5%</td> <td>%</td> <td>6.4%</td> <td>7.1%</td> </tr> <tr> <td><b>Authorised</b></td> <td>4.7%</td> <td>%</td> <td>3.9%</td> <td>%</td> <td></td> <td>4.8%</td> </tr> <tr> <td><b>Unauthorised</b></td> <td>2.4%</td> <td>%</td> <td>1.6%</td> <td>%</td> <td></td> <td>2.3%</td> </tr> <tr> <td><b>Persistent absence rate</b></td> <td>20.2%</td> <td>%</td> <td>15.1%</td> <td>%</td> <td>17%</td> <td>20.8%</td> </tr> </tbody> </table> <p><b>2.2 Learning Behaviours</b> - Strong focus on Learning Behaviours and Independence results in children being inspired to become lifelong learners.</p> <p><b>2.3 Stakeholder Input around Behaviour</b> - Stakeholder Questionnaire 90-95% agree behaviour is good or better.</p>		All Schools		All Primary Schools		Lowerhouse Junior School		2023 – 2024	2024 – 2025	2023 - 2024	2024 - 2025	2023 - 2024	2024 – 2025	<b>Overall attendance rate</b>	92.9%	%	94.5%	%	93.6%	92.9%	<b>Overall absence rate</b>	7.1%	%	5.5%	%	6.4%	7.1%	<b>Authorised</b>	4.7%	%	3.9%	%		4.8%	<b>Unauthorised</b>	2.4%	%	1.6%	%		2.3%	<b>Persistent absence rate</b>	20.2%	%	15.1%	%	17%	20.8%
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Objectives	Action / tasks	Lead person & other personnel	Monitoring (who what and when) External support	Success Criteria (Outcomes will we expect to see)	Milestones and Timescale (The milestone or success criteria relates directly to the objective not to each action.)
<p><b>2.1 Attendance</b></p> <p>- To continue to ensure attendance is at least in line with the national %.</p> <p>- To reduce the number of children considered as persistent absentees</p> <p>- Ensure new guidance is being followed.</p>	<ul style="list-style-type: none"> <li> Continue all attendance non negotiables as outlined in our policy e.g first day calls, weekly monitoring, SLT involvement.</li> <li> Referrals made to S.Ali SAST for persistent lateness/absence.</li> <li> Fines for cases of P.A/failure to adhere to school policies (90% or below)</li> <li> Senior Family Support Worker position to be</li> </ul>	<p>H.Marsden J.Fairhurst All Staff</p>	<ul style="list-style-type: none"> <li>- Termly reports to governors</li> <li>- H.Marsden, K.Waslin and J.Fairhurst to monitor whole school attendance</li> <li>- Tracking folder</li> <li>- Attendance documents showing referrals/fines</li> </ul>		<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li> Pupils who were classed as PA last year are written to at the start of term to remind of our procedures.</li> <li> PA tracked weekly by pastoral manager.</li> <li> Fortnightly meetings between SLT and Inclusion team to discuss punctuality and PA children and termly meetings with S.Ali SAST.</li> <li> Pupils identified as PA in autumn term to have interventions in place to support.</li> <li> Inclusion manager updates report for ALL groups at the end of each half term.</li> <li> Office to keep a log of children arriving late and send out letters to parents.</li> <li> Appointment of Senior Family Support Worker (Dec 2025) to work around attendance and support families if concerns</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li> School attendance on track to be in line with national average.</li> </ul>














	<p>embedded to support families and raise support</p> <ul style="list-style-type: none"> <li> Rewards: class and individual</li> <li> Further raise focus on attendance, through regular communication with parents and carers via newsletter, general letters on concerned areas. (lates, holidays during term time etc)</li> <li> Teachers to log concerns on CPOMS and address poor attendance /punctuality during parents' evening</li> </ul>				<ul style="list-style-type: none"> <li> Inclusion manager update reports for ALL groups at the end of each half term and identifies actions/interventions.</li> <li> PA tracked weekly by Inclusion manager and admin.</li> <li> Fortnightly updates between H.Marsden, K.Waslin and J.Fairhurst to discuss punctuality and PA children.</li> </ul> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li> Overall attendance is in line/above the national average</li> <li> % of PA is lower than last year</li> <li> Improved attendance for target pupils</li> </ul>
<p>2.2 <b>Learning Behaviours</b> Strong focus on Learning Behaviours and Independence results in children being inspired to become lifelong learners.</p>	<ul style="list-style-type: none"> <li> Training on different learning behaviours that affect chn's attainment positively (L.Parker Passive to Active Learners) will be shared with staff</li> <li> Behaviour Curriculum continues to be embedded with expectations high and consistent</li> </ul>	<p>G.Lloyd H.Marsden L.Parker All Staff</p>	<p>- Demonstrated in planning and lesson observations following the Growth Mindset model.</p>	<p>Resilient learners who show perseverance and can articulate how to use resilient techniques.</p>	<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li> Learning environments and lesson observations show evidence of independence.</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li> Teacher meeting training on practical strategies for children to develop independence.</li> </ul> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li> Children hildren interviewed on what they do if they are 'stuck'.</li> </ul>
<p>2.3 <b>Stakeholder Input around Behaviour</b> Stakeholder Questionnaire 90-95% agree behaviour is good or better.</p>	<ul style="list-style-type: none"> <li> Conduct a Children's Survey - Survey children on behaviour at playtimes – run by the School Council. What do my teachers do to help me?</li> <li> Teacher and Parent Surveys contain questions about behaviour. What is parent's perception of behaviour at school?</li> </ul>	<p>G.Lloyd A.Roberts All Staff</p>	<p>- Ongoing behaviour monitoring formally and informally. - Behaviour incidents on CPOMS enabling better tracking by SLT and reporting to Governors.</p>	<p>All Stakeholder Questionnaires will reveal 90 95% agree behaviour is good or better.</p>	<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li> Assemblies specifically about behaviour and expectations using Behaviour Curriculum</li> <li> Staff: If you permit it, you promote it. SLT more visible</li> <li> Teachers and Support Staff taking year groups out for football and key activities during lunchtimes on set days (Speed Stacking, Table Tennis etc.).</li> <li> SLT supporting duties each lunchtime.</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li> Staff and Parent survey due from SLT and we will then follow up specifically on behaviour.</li> </ul> <p><b>Summer</b></p>

					<ul style="list-style-type: none"> <li> Children surveyed on behaviour, by School Council using iPads and QR codes.</li> <li> Low demand work in last 3 weeks of term – focus on transition, wellbeing, PSHE, practical activities.</li> </ul>
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### 3. Leadership for all Pupil Premium children in Leadership Roles Continue to ensure that Children’s Leadership has a clear and positive impact on the school as a whole.

<b>Measures of Success</b>	<p><b>3.1 Leadership for all Pupil Premium children in Leadership Roles</b> Continue to ensure that Children’s Leadership has a clear and positive impact on the school as a whole.</p> <p><b>3.2 Forest School Development</b> Forest School builds confidence and character through use of tools and resources in a controlled risk environment.</p> <p><b>3.3 EDJ and British Values</b> EDJ is celebrated through PSHE and assemblies /curriculum/ Special days. Pupil Voice captures the children’s views on British Values.</p>
<b>Success evaluated by:</b>	<ul style="list-style-type: none"> <li>- Monitoring outcomes reported to Governors at each termly SEC committee for evaluation.</li> <li>- 6 monthly review by the LA's School Improvement Group.</li> </ul>

Objectives	Action / tasks	Lead person & other personnel	Monitoring (who what and when) External support	Success Criteria (Outcomes will we expect to see)	Milestones and Timescale (The milestone or success criteria relates directly to the objective not to each action.)
3.1 <b>Leadership for all Pupil Premium children in Leadership Roles</b> Continue to ensure that Children’s Leadership has a clear and positive impact on the school as a whole.	<ul style="list-style-type: none"> <li> Key Stage 2 PP children chosen to be Wellbeing Ambassadors.</li> <li> Other PP chosen for responsibilities to improve life chances.</li> <li> House System/Sports/School Captains</li> </ul> <p><b>School Council</b> – Amy Roberts  <b>Eco Council</b> – Emma Lawton &amp; Kirsten Walker  <b>Sports Council</b> – Josh Cosgrove &amp; Sam Pope  <b>Wellbeing Group</b> – Hannah Marsden</p>	G.Lloyd All Staff	<ul style="list-style-type: none"> <li>- Regular Pupil meetings</li> <li>- Minutes of Pupil meetings kept.</li> <li>- Action Plans written with focus on one internal and one external objective.</li> </ul>	Leadership opportunities will enhance their time in school and life chances through strong feeling of contribution.	<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li> Yr6 PP children selected to be Wellbeing Ambassadors and Action Plan written with them.</li> <li> Children to complete Wellbeing Training by Burnley SSP</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li> Action Plan reviewed with children.</li> <li> SEND/PP/chn with challenging behaviour take on extra responsibilities and have regular support/opportunities with the school dog</li> </ul> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li> PP children surveyed on how leadership responsibility has made them feel.</li> </ul>

































<p>3.2 <b>Forest School Development</b> Forest School builds confidence and character through use of tools and resources in a controlled risk environment.</p>	<ul style="list-style-type: none"> <li> Forest School Leaders create timetable, progression and coverage linked to Curriculum Map</li> <li> Go through Safeguarding with helpers/volunteers.</li> <li> Classes split in half – review success of previous mixes of children</li> <li> SLT and E.Lawton to monitor sessions and give feedback</li> </ul>	<p>G.Lloyd SLT &amp; WLT All Staff</p>	<ul style="list-style-type: none"> <li>- Forest School Leader will monitor sessions and planning, with advice from G.Davies, E.Lawton and SLT.</li> </ul>	<ul style="list-style-type: none"> <li>- Children will have the opportunity to learn outside the normal classroom environment, learning skills not on the national curriculum.</li> <li>- Links made to curriculum to promote Outdoor Learning opportunities</li> </ul>	<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li> Appoint PE lead to work alongside headteacher oversee and support Forest School.</li> <li> Support, review and observe positive learning walks around provision, progress and curriculum links</li> <li> Forest School page on website reviewed and updated</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li> SLT to spend time in the Forest School sessions to monitor content of programme and impact on children.</li> </ul> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li> Forest School page is on website and continued to be updated.</li> <li> Review of provision carried out with G.Davies and E.Lawton along with SLT</li> </ul>
<p>3.3 <b>EDJ and British Values</b> EDJ is celebrated through PSHE and assemblies /curriculum/ Special days. Pupil Voice captures the children's views on British Values.</p>	<ul style="list-style-type: none"> <li> Assemblies feature British Values and EDJ.</li> <li> This thread runs through PSHE Curriculum</li> <li> This will also be promoted through Picture News discussions and assemblies.</li> </ul>		<ul style="list-style-type: none"> <li>- Weekly themes celebrate diversity of all kinds.</li> <li>- Diversity days/month scheduled in.</li> <li>- Weekly themes decided in advance.</li> </ul>	<p>Greater tolerance of any differences seen in school and without, creating a stronger and more compassionate school community</p>	

## 4. Consistency of Leadership & Management to develop teaching, ECT Support and Governance - Ensure standards are maintained with changes in staffing/year groups and Governors

<b>Measures of Success</b>	<p><b>4.1 Consistency of teaching and ECT Support</b> - Ensure standards are maintained with changes in staffing/year groups and ECT support</p> <p><b>4.2 Governors</b> To continue to ensure Governors are equipped with the skills, CPD and knowledge of the school to provide rigorous challenge to the leadership team</p> <p><b>4.3 CPD for staff linked to SDP</b> - Continue to upskill and grow teachers and support through CPD and opportunities</p> <p><b>4.4 Appraisals</b> - Robust target setting enables teachers and Tas to contribute towards whole school improvement and pupil outcomes. - Robust measures put in place to improve writing across the school.</p>
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<b>Success evaluated by:</b>	<p>- <i>Monitoring outcomes reported to Governors at each termly SEC committee for evaluation.</i></p> <p>- <i>6 monthly review by the LA's School Improvement Group.</i></p>
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Objectives	Action / tasks	Lead person & other personnel	Monitoring (who what and when) External support	Success Criteria (Outcomes will we expect to see)	Milestones and Timescale (The milestone or success criteria relates directly to the objective not to each action.)
<p>4.1 <b>Consistency of teaching and ECT Support</b></p> <p>Ensure standards are maintained with changes in staffing/year groups and ECT support</p>	<ul style="list-style-type: none"> <li> Non-negotiables /expectations documents shared in September staff mtg.</li> <li> ECT monitoring &amp; support schedule in place</li> <li> ECTs paired with experience staff</li> <li> External LA support and monitoring of RWM to ensure standards are maintained</li> <li> Subjects with new leaders to receive support/monitoring over academic year</li> </ul>	G.Lloyd All Staff	<ul style="list-style-type: none"> <li>- Subject monitoring shows consistency across school.</li> <li>- Data shows pupils are making expected or better progress.</li> <li>- ECT targets are being met.</li> <li>- Monitoring shows standards are maintained.</li> </ul>	<ul style="list-style-type: none"> <li>- Moderation records show alignment in teaching standards</li> <li>- Consistency in curriculum delivery observed across classes</li> <li>- Regular mentoring sessions scheduled and documented</li> <li>- ECTs report increased confidence and clarity in teaching expectations</li> </ul>	<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li> Expectations shared Sept 2025</li> <li> ECTs to have regular mentor meetings and weekly drop ins</li> <li> x2 observations and learning walks taken place from SLT</li> <li> ECTs progress and support discussed at leadership meetings.</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li> Schedule of support created based on autumn term.</li> <li> ECTs on track and making expected progress. Support in place based on feedback from Autumn term.</li> <li> x2 observations and learning walks taken place from SLT</li> <li> Appraisals and observations/learning walk reviewed for support and actions to ensure consistency</li> </ul> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li> ECTs on track and making expected progress. Support in place based on feedback from spring term.</li> <li> Monitoring continues to be reviewed with clear expectations and CPD to support.</li> </ul>
<p>4.2 <b>Governors</b></p> <p>To continue to ensure Governors</p>	<ul style="list-style-type: none"> <li> Proactive approach to fill governor vacancies (parent and foundation vacancies)</li> </ul>	Governors	<ul style="list-style-type: none"> <li>Link Governor</li> <li>Governor Minutes</li> </ul>	<ul style="list-style-type: none"> <li>- Training needs identified and prioritised</li> </ul>	<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li> Safeguarding Training carried out Sept 2025</li> <li> Induction of new governors</li> <li> Governor Training <b>made available and accessible</b></li> </ul>

<p>are equipped with the skills, CPD and knowledge of the school to provide rigorous challenge to the leadership team</p>	<ul style="list-style-type: none"> <li> Governor Hub KCSiE confirmation (<b>All Governors</b>)</li> <li> Governor subject and SIP links agreed (<b>All Governors</b>)</li> <li> Governor biography and photos finalised on website (<b>All Governors</b>)</li> <li> Well-being and Mental Health on the agenda</li> </ul>			<ul style="list-style-type: none"> <li>- Governors demonstrate improved understanding in meetings</li> <li>- Evidence of more focused and challenging questioning in governance meetings</li> <li>- Governors use reports to monitor progress and challenge effectively</li> </ul>	<ul style="list-style-type: none"> <li> Governors KCSiE confirmation</li> <li> Governor training calendar completed</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li> Safeguarding lead audit with <b>GL</b></li> <li> Governors are able to articulate the school’s strengths and areas for development.</li> <li> Governors’ visits and reports shared</li> </ul> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li> Governors use the knowledge of the school and the training received to ask specific and challenging questions to leaders.</li> </ul>
<p>4.3 <b>CPD</b> Continue to upskill and grow teachers and support through CPD and opportunities</p>	<ul style="list-style-type: none"> <li> Planned CPD for the academic year and beyond (<b>All Staff</b>)</li> <li> Tiered approach to SLT and monitoring impact</li> <li> Supervision and Coaching to review impact</li> <li> Providing focus and times for leadership to develop areas across whole school</li> </ul>	<p>SLT and Appraisers All Staff</p>	<p>Culture of trust and leadership development across school at all levels</p>	<ul style="list-style-type: none"> <li>- All teaching staff complete targeted CPD sessions</li> <li>- Improved teacher confidence and competence in identified areas</li> <li>- Increased number of staff in leadership/coaching roles</li> <li>- Evidence of sharing best practice within school</li> </ul>	<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li> SLT to set up CPD calendar for all staff to be reviewed in appraisals.</li> <li> Leadership meetings and “SSP” team meetings scheduled.</li> <li> Continue to monitor the use of additional Subject Leadership time for all staff</li> <li> DHT to continue IDeAHS CPD.</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li> Supervision continued and monitored with impact and next steps</li> <li> SLT to set up team teaching for spring term.</li> <li> Wider Leadership Meetings providing clear next steps in leadership release time are reviewed</li> </ul> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li> SLT to analyse the impact of learning walks/monitoring across the academic year – send out survey.</li> <li> Leadership meetings and MIT team meetings scheduled.</li> <li> Identify future potential leaders and make a plan for the next academic year with clear CPD. <b>SLT</b></li> </ul>
<p>4.4 <b>Appraisal</b> - Robust target setting enables teachers and Tas to contribute towards whole</p>	<ul style="list-style-type: none"> <li> Previous year targets wrapped up by October and Pay Panel convened.</li> <li> New targets and actions set by SLT</li> <li> Termly meetings track progress against targets.</li> </ul>	<p>G.Lloyd H.Marsden</p>	<ul style="list-style-type: none"> <li>- Deadlines set for appraisal meetings and paperwork sent to HT.</li> <li>- HT and DHT set new targets</li> </ul>	<ul style="list-style-type: none"> <li>- Pupil outcomes will show accelerated progress in all core subjects, but especially writing.</li> </ul>	<p>Autumn</p> <ul style="list-style-type: none"> <li> Previous targets completed during Appraisal meetings.</li> <li> New targets set – Data, esp writing and PP</li> <li> Subject Leadership Learning Walks etc.</li> </ul> <p>Spring</p> <ul style="list-style-type: none"> <li> Targets reviewed and data analysed, esp writing.</li> <li> Targets adjusted if necessary.</li> </ul>

school improvement and pupil outcomes. - Robust measures put in place to improve writing across the school.			- HT creates time for appraiser and appraisee to meet to go over progress. HT given access to all paperwork.		Summer Targets reviewed and final judgement made on performance and put forward to pay panel.
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