



## School Improvement & Development Plan 2024-25

Priority:	Key Objective:	Success Criteria:	Ofsted Area:	School Vision:
1	<u>Early Writing</u> <ul style="list-style-type: none"> <li>To increase the % of children achieving Greater Depth in Writing at the end of Key Stage 1 to &gt;25%</li> <li>To increase the % of children achieving Expected Standard in Writing at the end of Key Stage 1 to &gt;80% (Three year average- 2025-27)</li> </ul>	<ul style="list-style-type: none"> <li>Mighty Writer resource is used effectively in R,1 and 2 classes- evidenced by lesson observations, pupil work, pupil voice (pupil panel) and assessment data. Staff voice is also positive.</li> <li>Outcomes at the end of each year indicate that children have made good progress from starting points, evidenced by entrance and exit data.</li> <li>End of Key Stage 1 data indicates a positive trend, working towards three year target identified.</li> </ul>	QoE	LofL MB P S4L
2	<u>Curriculum Development &amp; Collaboration</u> <ul style="list-style-type: none"> <li>To achieve nationally recognised curriculum awards in History and Computing</li> <li>To further develop collaboration with other schools to enhance curriculum provision and quality of education</li> </ul>	<ul style="list-style-type: none"> <li>LMPS has achieved the History Quality Mark by March 2025</li> <li>LMPS has achieved the Computing Quality Mark by March 2025</li> <li>LMPS has taken part as a lead host school in Local Authority Hub project, and used as catalyst to develop links with other schools</li> <li>Pupil voice, parent voice and photo evidence indicates that new enrichment opportunities have been provided for the children in Music and Languages</li> </ul>	QoE L&M	LofL MB P S4L
3	<u>Emotional Wellbeing and Mental Health Support</u> <ul style="list-style-type: none"> <li>To drive further school improvement in supporting &amp; promoting good SEMH by: <ul style="list-style-type: none"> <li>(i) Developing student independence/resilience</li> <li>(ii) Supporting parents to access external help</li> <li>(iii) Clarifying and (iv) developing the range of school support available</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Data trends show improvement on baseline survey of pupil and staff wellbeing (Dec'23) and/or maintenance of high levels</li> <li>Pupil voice, parent voice and analysis of records indicate that provision in school is effective and valued</li> <li>Website information includes detailed signposting for parents re: external support available and records suggest that this information is used effectively where appropriate</li> <li>There is evidence of external support being accessed by families when appropriate</li> <li>Pupil voice and classroom observation indicates that Zones of Regulation approach is widely understood and utilised</li> </ul>	L&M PD B&S	S4L
4	<u>Sustainability and Climate Change</u> <ul style="list-style-type: none"> <li>To develop a sustainability and climate change action plan in line with DfE guidance to include: curriculum development, promotion of voluntary engagement/clubs and improvements to premises and school grounds</li> </ul>	<ul style="list-style-type: none"> <li>The curriculum has been reviewed and additional opportunities to teach about sustainability have been identified</li> <li>There are good opportunities for pupils to be involved with extracurricular opportunities and/or visits (visitors) re: sustainability</li> <li>New toilet block is in line with good practice in re: sustainability</li> <li>School pond has been restored and is well used</li> </ul>	QoE L&M PD	S4L
5	<u>Maths</u> <ul style="list-style-type: none"> <li>To provide a broad and varied curriculum for all learners.</li> <li>To embed the use of manipulatives in all maths lessons.</li> <li>To promote maths across the school.</li> </ul>	<ul style="list-style-type: none"> <li>Consider introduction of Doodle APP for SEND/lowest 20%</li> <li>Opportunities for greater depth learners - eg regional quizzes</li> <li>Audit current use of manipulatives, and the availability and range of manipulatives in each class leads to improved and more effective use.</li> <li>Pupil voice about the use of manipulatives is positive and highlights their successful use.</li> <li>Children are able to take part in a range of maths events.</li> </ul>	QoE	S4L
6	<u>Wraparound Care</u> <ul style="list-style-type: none"> <li>To use DfE statutory guidance re: Wraparound Care provision (October 2023) to fulfill statutory responsibilities by September 2024</li> </ul>	<ul style="list-style-type: none"> <li>LMPS has met statutory responsibilities re: National Wraparound Care Programme by September 2024</li> </ul>	L&M	

Priority: 1	Early Writing					
Rationale	Outcomes at the end of Key Stage 1 in writing in 2023 were below reading, and particularly in terms of Greater Depth. Analysis of results indicated that handwriting was a major factor in the lack of GD outcomes, and that more generally a renewed approach could be beneficial. Mighty Writer scheme has a proven track record of impact, and teachers across EYFS and KS1 are enthusiastic to trial the approach for 2 years and track the impact.					
Success Criteria	<ul style="list-style-type: none"> <li>Mighty Writer resource is used effectively in R,1 and 2 classes- evidenced by lesson observations, pupil work, pupil voice (pupil panel) and assessment data. Staff voice is also positive.</li> <li>Outcomes at the end of each year indicate that children have made good progress from starting points, evidenced by entrance and exit data.</li> <li>End of Key Stage 1 data indicates a positive trend, working towards the three year target identified.</li> </ul>					
Every Child Matters	Be Healthy <b>Enjoy &amp; Achieve</b> Stay Safe <b>Make a Positive contribution</b> <b>Achieve economic wellbeing</b>					
Ofsted	<b>Quality of Education</b> Behaviour and Attitudes Personal Development Leadership & Management <b>Early Years</b>					
Vision	<b>Love of Learning</b> <b>Make it Your Best</b> Perseverance Skills for Life					
Key Objective:	To ensure that early writing outcomes are of a high quality across school.					
Intent:	Implementation:	Who	Resource/ Time	Key Milestones	Termly Action Plan	Impact:
<ul style="list-style-type: none"> <li>To increase the % of children achieving Greater Depth in Writing at the end of Key Stage 1 to &gt;25%</li> <li>To increase the % of children achieving Expected Standard in Writing at the end of Key Stage 1 to &gt;80% (Three year average- 2025-27)</li> </ul>	Mighty Writer Introduction & Implementation <ul style="list-style-type: none"> <li>Introduce Mighty Writer from September '24- using second half of summer term for training of staff.</li> <li>Create a simple timeline of actions for above- based on Cotter model.</li> <li>Baseline assessment at start of September in writing for all children Yr1-2.</li> </ul>	KS1/EYFS teachers	£500 p.a	July'24- training completed & timeline set up  Sept'24- scheme introduced  Termly- review of impact	Summer TAP '24  Autumn TAP'24 (& ongoing)	
	Handwriting <ul style="list-style-type: none"> <li>letter formation/handwriting- handwriting audit identify common issues and</li> <li>plan to address including parental involvement</li> <li>review 2024 KS1 writing outcomes and impact of handwriting teaching x3 a week</li> </ul>	KS1/EYFS teachers	-	July'24- Audit completed & analysis of end of KS outcomes  Termly- review of impact	Summer TAP '24	
Suggested Governor Monitoring Activities: Standards sub-committee will monitor at each half-termly meeting, and have follow up school visits where required.						

Priority: 2	Curriculum Development and Collaboration					
Rationale	Recent Ofsted inspection recognised strengths in curriculum design across different subjects. We would like to continue the process of securing national awards for subjects and providing enrichment opportunities for the children in others.					
Success Criteria	<ul style="list-style-type: none"> <li>• LMPS has achieved the History Quality Mark by March 2025</li> <li>• LMPS has achieved the Computing Quality Mark by March 2025</li> <li>• LMPS has taken part as a lead host school in Local Authority Hub project, and used as catalyst to develop links with other schools</li> <li>• Pupil voice, parent voice and photo evidence indicates that new enrichment opportunities have been provided for the children in Music and Languages</li> </ul>					
Every Child Matters	Be Healthy <b>Enjoy &amp; Achieve</b> Stay Safe <b>Make a Positive contribution</b> <b>Achieve economic wellbeing</b>					
Ofsted	<b>Quality of Education</b> Behaviour and Attitudes <b>Personal Development</b> <b>Leadership &amp; Management</b> Early Years					
Vision	<b>Love of Learning</b> <b>Make it Your Best</b> <b>Perseverance</b> <b>Skills for Life</b>					
Key Objective:	To ensure that curriculum is excellent across a wide range of subjects.					
Intent:	Implementation:	Who	Resource/Time	Key Milestones	Termly Action Plan	Impact:
<ul style="list-style-type: none"> <li>• To achieve nationally recognised curriculum awards in History and Computing</li> <li>• To further develop collaboration with other schools to enhance curriculum provision and quality of education</li> <li>• To develop enrichment opportunities in Music and Languages</li> </ul>	<ul style="list-style-type: none"> <li>• Subject Lead has submitted application in Spring 2025 based on evidence of effective subject development over period.</li> </ul>	BC	Release time in timetable	March'25-application	All	
	<ul style="list-style-type: none"> <li>• Subject Lead has submitted application in Spring 2025 based on evidence of effective subject development over period.</li> </ul>	AP	Non-contact time	March'25-application	All	
	<ul style="list-style-type: none"> <li>• Opportunities have been sought after and utilised for new (incl G&amp;T) enrichment/competitions especially in Art/writing, music and languages - enrichment and external</li> <li>• School has utilised additional sources of external expertise to support children's enrichment of Music and Languages curriculum provision</li> </ul>	All teachers	Staff meeting time	Ongoing & termly review of progress	All	
Suggested Governor Monitoring Activities: Standards sub-committee will monitor at each half-termly meeting, and have follow up school visits where required.						

Priority: 3	Emotional Wellbeing and Mental Health Support					
Rationale	School has seen a consistent increase in the number of children presenting with emotional wellbeing needs. We have made this a main school priority over the last two years, and will look to consolidate and further develop this provision with the leadership of our trained Senior Mental Health Lead					
Success Criteria	<ul style="list-style-type: none"> <li>Data trends show improvement on baseline survey of pupil and staff wellbeing (Dec'23) and/or maintenance of high levels</li> <li>Pupil voice, parent voice and analysis of records indicate that provision in school is effective and valued</li> <li>Website information includes detailed signposting for parents re: external support available and records suggest that this information is used effectively where appropriate</li> <li>There is evidence of external support being accessed by families when appropriate</li> <li>Pupil voice and classroom observation indicates that Zones of Regulation approach is widely understood and utilised</li> </ul>					
Every Child Matters	Be Healthy Enjoy & Achieve Stay Safe Make a Positive contribution Achieve economic wellbeing					
Ofsted	Quality of Education Behaviour and Attitudes Personal Development Leadership & Management Early Years					
Vision	Love of Learning Make it Your Best Perseverance Skills for Life					
Key Objective:	For all children to be well supported to achieve a high quality of SEMH.					
Intent:	Implementation:	Who	Resource/Time	Key Milestones	Termly Action Plan	Impact
<ul style="list-style-type: none"> <li>To drive further school improvement in supporting &amp; promoting good SEMH by: <ul style="list-style-type: none"> <li>(i) Developing student independence/r esilience</li> <li>(ii) Supporting parents to access external help</li> <li>(iii) Clarifying and (iv) developing the range of school support available</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Follow actions set out on separate 2 year development plan for SEMH</li> <li>HT and SMHL lead to meet regularly to review and refine implementation and evaluate impact.</li> </ul>	AP/KP	Meeting time  Small budget for additional ZOR resources as required	Ongoing & termly review of progress	All	
Suggested Governor Monitoring Activities: Standards sub-committee will monitor at each half-termly meeting, and have follow up school visits where required. One Governor to oversee-						

Priority: 4	Sustainability and Environmental Education					
Rationale	DfE have produced targets for school re: sustainability and environmental education. This fits in well with our ongoing policy of curriculum review and also a side project of development of school grounds.					
Success Criteria	<ul style="list-style-type: none"> <li>The curriculum has been reviewed and additional opportunities to teach about sustainability have been identified</li> <li>There are good opportunities for pupils to be involved with extracurricular opportunities and/or visits (visitors) re: sustainability</li> <li>New toilet block is in line with good practice in re: sustainability</li> <li>School pond has been restored and is well used</li> </ul>					
Every Child Matters	Be Healthy Enjoy & Achieve Stay Safe Make a Positive contribution Achieve economic wellbeing					
Ofsted	Quality of Education Behaviour and Attitudes Personal Development Leadership & Management Early Years					
Vision	Love of Learning Make it Your Best Perseverance Skills for Life					
Key Objective:	Curriculum implementation is consistently excellent across all subjects.					
Intent:	Implementation:	Who	Resource/Time	Key Milestones	Termly Action Plan	Impact
<ul style="list-style-type: none"> <li>To develop a sustainability and climate change action plan in line with DfE guidance to include: curriculum development, promotion of voluntary engagement/clubs and improvements to premises and school grounds</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum review with more environmental education built in.</li> </ul>	All staff	September inset day	September '24- review completed	Summer TAP '24	
	<ul style="list-style-type: none"> <li>School council projects around grounds.</li> <li>Extra-curricular clubs set up including environmental themes</li> </ul>	All staff	Staff time	Ongoing & termly review of progress	All	
	<ul style="list-style-type: none"> <li>New toilets include sustainability considerations</li> </ul>	CoG leading	£25k capital budget	Summer holiday '24 target for works	Summer TAP '24	
	<ul style="list-style-type: none"> <li>School pond project completed and used by children.</li> </ul>	AP	HT time- sourcing volunteers & resource donation for free	By September '24 target for completion	Summer TAP '24	
Suggested Governor Monitoring Activities: Standards sub-committee will monitor at each half-termly meeting, and have follow up school visits where required. One Governor to oversee-						

Priority: 5	Mathematics					
Rationale	Maths outcomes were good at both key stages at the end of 2023. As part of ongoing review and development we have highlighted the areas below for activity.					
Success Criteria	<ul style="list-style-type: none"> <li>• Consider introduction of Doodle APP for SEND/lowest 20%</li> <li>• Opportunities for greater depth learners - eg regional quizzes</li> <li>• Audit current use of manipulatives, and the availability and range of manipulatives in each class leads to improved and more effective use.</li> <li>• Pupil voice about the use of manipulatives is positive and highlights their successful use.</li> <li>• Children are able to take part in a range of maths events.</li> </ul>					
Every Child Matters	Be Healthy <b>Enjoy &amp; Achieve</b> Stay Safe <b>Make a Positive contribution</b> <b>Achieve economic wellbeing</b>					
Ofsted	<b>Quality of Education</b> Behaviour and Attitudes Personal Development <b>Leadership &amp; Management</b> Early Years					
Vision	Love of Learning <b>Make it Your Best</b> Perseverance Skills for Life					
Key Objective:	To ensure excellent outcomes in maths across the school.					
Intent:	Implementation:	Who	Resource/Time	Key Milestones	Termly Action Plan	Impact
<ul style="list-style-type: none"> <li>• To provide a broad and varied curriculum for all learners.</li> <li>• To embed the use of manipulatives in all maths lessons.</li> <li>• To promote maths across the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities for greater depth learners - eg regional quizzes</li> <li>• Audit current use of manipulatives, and the availability and range of manipulatives in each class leads to improved and more effective use.</li> <li>• Pupil voice about the use of manipulatives is positive and highlights their successful use.</li> <li>• Children are able to take part in a range of maths events.</li> <li>• Doodle App trial for SEND/key borderlines</li> </ul>	SC lead All teachers	Subject Lead release time	Ongoing & termly review of progress	All	
Suggested Governor Monitoring Activities: Standards sub-committee will monitor at each half-termly meeting, and have follow up school visits where required. One Governor to oversee-						

Priority: 6	Wraparound Care					
Rationale	DfE have produced a statutory requirement for schools to explore and develop wraparound care provision.					
	<ul style="list-style-type: none"> <li>LMPS has met statutory responsibilities re: National Wraparound Care Programme by September 2024</li> </ul>					
Every Child Matters	Be Healthy Enjoy & Achieve <b>Stay Safe</b> Make a Positive contribution Achieve economic wellbeing					
Ofsted	Quality of Education Behaviour and Attitudes Personal Development <b>Leadership &amp; Management</b> Early Years					
Vision	Love of Learning Make it Your Best Perseverance Skills for Life					
Key Objective:	To ensure excellent outcomes in maths across the school.					
Intent:	Implementation:	Who	Resource/Time	Key Milestones	Termly Action Plan	Impact
<ul style="list-style-type: none"> <li>To use DfE statutory guidance re: Wraparound Care provision (October 2023) to fulfill statutory responsibilities by September 2024</li> </ul>	<ul style="list-style-type: none"> <li>Work with LA Wraparound care team to establish viability</li> <li>If viable, set up 2 year project supported by underwritten funding to establish wraparound care provision in school</li> </ul>	AP	HT time	July'24- survey completed, staff and costs identified for underwriting	Summer TAP '24	
				Sept'24 launch (if shown to be viable)	Autumn TAP'24	
				Mar'25 - review of sustainability	Spring TAP'25	
Suggested Governor Monitoring Activities: Standards sub-committee will monitor at each half-termly meeting, and have follow up school visits where required. One Governor to oversee-						









