

Termly Action Plan- Dec'24 Update

Priority:	Key Objective:	Success Criteria:	Ofsted Area:	School Vision:
1	<u>Early Writing</u> <ul style="list-style-type: none"> To increase the % of children achieving Greater Depth in Writing at the end of Key Stage 1 to >25% To increase the % of children achieving Expected Standard in Writing at the end of Key Stage 1 to >80% (Three year average- 2025-27) 	<ul style="list-style-type: none"> 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. Outcomes at the end of each year indicate that children have made good progress from starting points, evidenced by entrance and exit data. End of Key Stage 1 data indicates a positive trend, working towards three year target identified. 	QoE	LofL MB P S4L
2	<u>Curriculum Development & Collaboration</u> <ul style="list-style-type: none"> To achieve nationally recognised curriculum awards in History and Computing To further develop collaboration with other schools to enhance curriculum provision and quality of education 	<ul style="list-style-type: none"> LMPS has achieved the History Quality Mark by March 2025 LMPS has achieved the Computing Quality Mark by March 2025 LMPS has taken part as a lead host school in Local Authority Hub project, and used as catalyst to develop links with other schools Pupil voice, parent voice and photo evidence indicates that new enrichment opportunities have been provided for the children in Music and Languages 	QoE L&M	LofL MB P S4L
3	<u>Emotional Wellbeing and Mental Health Support</u> <ul style="list-style-type: none"> To drive further school improvement in supporting & promoting good SEMH by: <ul style="list-style-type: none"> (i) Developing student independence/resilience (ii) Supporting parents to access external help (iii) Clarifying and (iv) developing the range of school support available 	<ul style="list-style-type: none"> Data trends show improvement on baseline survey of pupil and staff wellbeing (Dec'23) and/or maintenance of high levels Pupil voice, parent voice and analysis of records indicate that provision in school is effective and valued Website information includes detailed signposting for parents re: external support available and records suggest that this information is used effectively where appropriate There is evidence of external support being accessed by families when appropriate Pupil voice and classroom observation indicates that Zones of Regulation approach is widely understood and utilised 	L&M PD B&S	S4L
4	<u>Sustainability and Climate Change</u> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> The curriculum has been reviewed and additional opportunities to teach about sustainability have been identified There are good opportunities for pupils to be involved with extracurricular opportunities and/or visits (visitors) re: sustainability New toilet block is in line with good practice in re: sustainability School pond has been restored and is well used 	QoE L&M PD	S4L
5	<u>Maths</u> <ul style="list-style-type: none"> To provide a broad and varied curriculum for all learners. To embed the use of manipulatives in all maths lessons. To promote maths across the school. 	<ul style="list-style-type: none"> Consider introduction of Doodle APP for SEND/lowest 20% Opportunities for greater depth learners - eg regional quizzes Audit current use of manipulatives, and the availability and range of manipulatives in each class leads to improved and more effective use. Pupil voice about the use of manipulatives is positive and highlights their successful use. Children are able to take part in a range of maths events. 	QoE	S4L
6	<u>Wraparound Care</u> <ul style="list-style-type: none"> To use DfE statutory guidance re: Wraparound Care provision (October 2023) to fulfill statutory responsibilities by September 2024 	<ul style="list-style-type: none"> LMPS has met statutory responsibilities re: National Wraparound Care Programme by September 2024 	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"> 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. Outcomes at the end of each year indicate that children have made good progress from starting points, evidenced by entrance and exit data. End of Key Stage 1 data indicates a positive trend, working towards the three year target identified. 			
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:	To ensure that early writing outcomes are of a high quality across school.			
Intent:	Implementation:	Who	Resource/ Time	Review
<ul style="list-style-type: none"> To increase the % of children achieving Greater Depth in Writing at the end of Key Stage 1 to >25% To increase the % of children achieving Expected Standard in Writing at the end of Key Stage 1 to >80% (Three year average- 2025-27) 	Mighty Writer Introduction & Implementation <ul style="list-style-type: none"> Introduce Mighty Writer from September '24- using second half of summer term for training of staff. Create a simple timeline of actions for above- based on Cotter model. Baseline assessment at start of September in writing for all children Yr1-2. 	KS1/EYFS teachers	£500 p.a	Dissuaded from investment & subject lead/KS1 teacher off on maternity leave meant not ideal timing. Am aware of another school who have recently introduced it, and am updating with HT about how it is going there.
	Handwriting <ul style="list-style-type: none"> letter formation/handwriting- handwriting audit identify common issues and plan to address including parental involvement review 2024 KS1 writing outcomes and impact of handwriting teaching x3 a week 	KS1/EYFS teachers	-	Handwriting legibility scale/assessment - prepared and ready to go next term ahead of subject lead return Subject lead on maternity leave.
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"> • LMPS has achieved the History Quality Mark by March 2025 • LMPS has achieved the Computing Quality Mark by March 2025 • LMPS has taken part as a lead host school in Local Authority Hub project, and used as catalyst to develop links with other schools • Pupil voice, parent voice and photo evidence indicates that new enrichment opportunities have been provided for the children in Music and Languages 			
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:	To ensure that curriculum is excellent across a wide range of subjects.			
Intent:	Implementation:	Who	Resource/Time	Review:
<ul style="list-style-type: none"> • To achieve nationally recognised curriculum awards in History and Computing • To further develop collaboration with other schools to enhance curriculum provision and quality of education • To develop enrichment opportunities in Music and Languages 	<ul style="list-style-type: none"> • Subject Lead has submitted application in Spring 2025 based on evidence of effective subject development over period. 	BC	Release time in timetable	On track. SL has developed a portfolio of evidence & attended relevant training. Application in spring term
	<ul style="list-style-type: none"> • Opportunities have been sought after and utilised for new (incl G&T) enrichment/competitions especially in Art/writing, music and languages - enrichment and external • School has utilised additional sources of external expertise to support children's enrichment of Music and Languages curriculum provision 	All teachers	Staff meeting time	Keyboard club Drums- peripatetic LKS2 G&T child in assembly playing assembly songs and own learnt New TA - Spanish enrichment- Summer term New HLTA- French speaker- discussed a French club when settled in Languages cafe - summer term aim Art- planned for gallery of work across the school in summer term- parents to be invited in to view- will be mounted and set up in hall (HB leading)
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"> Data trends show improvement on baseline survey of pupil and staff wellbeing (Dec'23) and/or maintenance of high levels Pupil voice, parent voice and analysis of records indicate that provision in school is effective and valued Website information includes detailed signposting for parents re: external support available and records suggest that this information is used effectively where appropriate There is evidence of external support being accessed by families when appropriate Pupil voice and classroom observation indicates that Zones of Regulation approach is widely understood and utilised 			
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	Review
<ul style="list-style-type: none"> To drive further school improvement in supporting & promoting good SEMH by: <ul style="list-style-type: none"> (i) Developing student independence/r esilience (ii) Supporting parents to access external help (iii) Clarifying and (iv) developing the range of school support available 	<ul style="list-style-type: none"> Follow actions set out on separate 2 year development plan for SEMH HT and SMHL lead to meet regularly to review and refine implementation and evaluate impact. 	AP/KP	Meeting time Small budget for additional ZOR resources as required	See plan- update with KP

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"> The curriculum has been reviewed and additional opportunities to teach about sustainability have been identified There are good opportunities for pupils to be involved with extracurricular opportunities and/or visits (visitors) re: sustainability New toilet block is in line with good practice in re: sustainability School pond has been restored and is well used 			
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	Review:
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Curriculum review with more environmental education built in. 	All staff	September inset day	Inset day - Apr25
	<ul style="list-style-type: none"> School council projects around grounds. Extra-curricular clubs set up including environmental themes 	All staff	Staff time	Outdoor learning club School Council relaunch in spring- have purchased seeds to plant in a better location
	<ul style="list-style-type: none"> New toilets include sustainability considerations 	CoG leading	£25k capital budget	Completed!
	<ul style="list-style-type: none"> School pond project completed and used by children. 	AP	HT time- sourcing volunteers & resource donation for free	Half-completed- funding/expertise required for installing new liner
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"> Consider introduction of Doodle APP for SEND/lowest 20% Opportunities for greater depth learners - eg regional quizzes Audit current use of manipulatives, and the availability and range of manipulatives in each class leads to improved and more effective use. Pupil voice about the use of manipulatives is positive and highlights their successful use. Children are able to take part in a range of maths events. 			
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:	To ensure excellent outcomes in maths across the school.			
Intent:	Implementation:	Who	Resource/Time	Review
<ul style="list-style-type: none"> To provide a broad and varied curriculum for all learners. To embed the use of manipulatives in all maths lessons. To promote maths across the school. 	<ul style="list-style-type: none"> Opportunities for greater depth learners - eg regional quizzes Audit current use of manipulatives, and the availability and range of manipulatives in each class leads to improved and more effective use. Pupil voice about the use of manipulatives is positive and highlights their successful use. Children are able to take part in a range of maths events. Doodle App trial for SEND/key borderlines 	SC lead All teachers	Subject Lead release time	SC progress made full update for next term meeting
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"> LMPS has met statutory responsibilities re: National Wraparound Care Programme by September 2024 			
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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:	To ensure excellent outcomes in maths across the school.			
Intent:	Implementation:	Who	Resource/Time	Review:
<ul style="list-style-type: none"> To use DfE statutory guidance re: Wraparound Care provision (October 2023) to fulfill statutory responsibilities by September 2024 	<ul style="list-style-type: none"> Work with LA Wraparound care team to establish viability If viable, set up 2 year project supported by underwritten funding to establish wraparound care provision in school 	AP	HT time	Discussed at FGM in Dec'24. Viability issues re: staffing and numbers- although latter may have been suppressed due to questions asked in LA survey
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-				

