



## 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<br>MB<br>P<br>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<br>L&M       | LofL<br>MB<br>P<br>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<br>PD<br>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<br>L&M<br>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              |                        |

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| 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/<br>Time | Key Milestones   | Termly<br>Action<br>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> | <p>Mighty Writer Introduction &amp; Implementation</p> <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> <p>Handwriting</p> <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 | £1000 p.a         | <p>July'24- training completed &amp; timeline set up</p> <p>Sept'24- scheme introduced</p> <p>Termly- review of impact<br/>July'24- Audit completed &amp; analysis of end of KS outcomes</p> <p>Termly- review of impact</p> | <p>Summer TAP '24</p> <p>Autumn TAP'24 (&amp; ongoing)<br/>Summer TAP '24</p> | <p>Writing increased from 65% to 71%, although GD levels remained similar. The Mighty Writer Intervention wasn't purchased due to staff change and the cost. Handwriting is a key area for development and has been carried into 25/26 as an objective on it's own. A full audit of handwriting has been carried out, and release time made for returning subject lead to develop a thorough action plan for this element in summer term.</p> |
| Suggested Governor Monitoring Activities: Standards sub-committee will monitor at each half-termly meeting, and have follow up school visits where required.   |  |                   |                   |  |   |   |

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| 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> <li>• Subject Lead has submitted application in Spring 2025 based on evidence of effective subject development over period.</li> <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> | BC           | Release time in timetable | March'25-application                | All                | <p>Computing award was successfully achieved. History lead has created a portfolio of work for submission but award requires an investment of over £500 to facilitate external moderation and current budget does not allow this. Aim is to maintain and invest at a strategic point in the future. School has invested in enrichment activities in Music- clubs in keyboards and recorders from Norfolk Music Hub, a classical music visit from outside expertise upcoming and there is now a keyboard and live music played in assembly by a talented pupil. Eagle Owls also learn the recorder and all classes make use of the glockenspiels in lessons. In the summer term there will be a gallery created from children's work across the classes and parents will be invited to visit. A local artist visits Eagle Owls to teach water colour paintings. Two newly appointed members of staff have language skills, or are native speakers, and this will be utilised with language cafes in the summer term- at</p> |
|   |  | AP           | Non-contact time          | March'25-application                | All                |  |
|   |  | All teachers | Staff meeting time        | Ongoing & termly review of progress | All                |  |

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|  |  |  |  |  |  | some time as the gallery idea. |
| Suggested Governor Monitoring Activities: Standards sub-committee will monitor at each half-termly meeting, and have follow up school visits where required. |  |  |  |  |  |                                |

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| 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)</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<br><br>Small budget for additional ZOR resources as required | Ongoing & termly review of progress | All                | Zones of Regulation is embedded in school- just requires ongoing maintenance of profile by staff including periodic incorporation into teaching plans.Two surveys of pupil attitudes have been undertaken and the outcomes of these discussed with staff and governors. The school website has a dedicated and well signposted section for parents including many different resources. It is a standing item in newsletter. School has also built up a lot of experience in recent years in supporting children going through challenging circumstances. |

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| developing the range of school support available  |  |  |  |  |  |  |
| 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- |  |  |  |  |  |  |

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| 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 <b>Stay Safe</b> <b>Make a Positive contribution</b> Achieve economic wellbeing  |                                   |   |  |   |   |
| Ofsted   | <b>Quality of Education</b> Behaviour and Attitudes Personal Development Leadership & Management Early Years  |                                   |   |  |   |   |
| Vision   | Love of Learning Make it Your Best Perseverance <b>Skills for Life</b>  |                                   |   |  |   |   |
| 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                          | <p>New trees planted in front garden. Application made for free cherry trees from Japanese society. More efficient toilets and sinks in recent remodelling. Have contacted climate ambassadors team for East of England for support. They have signposted some possible links. Pond project is half-finished but lack expertise and possibly funding to take next step. Engaged with NENP and mapped your school site. School</p> |
|  | <ul style="list-style-type: none"> <li>School council projects around grounds.</li> <li>Extra-curricular clubs set up including environmental themes</li> <li>New toilets include sustainability considerations</li> <li>School pond project completed and used by children.</li> </ul>   | All staff<br>CoG<br>leading<br>AP | Staff time<br>£25k capital budget<br>HT time-sourcing<br>volunteers & resource<br>donation for free | Ongoing & termly review of progress<br>Summer holiday '24 target for works<br>By September '24 target for completion | All<br>Summer TAP '24<br>Summer TAP '24 |   |

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|  |  |  |  |  |  | registered. Friends fundraising for completion of pond renovation project. New food waste system (statutory) from April. |
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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-

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| 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> </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</li> </ul>   | SC lead<br>All teachers | Subject<br>Lead release time | Ongoing & termly review of progress | All                | All children are receiving age appropriate curriculum which is adapted to meet needs of individuals. Teachers are meeting the curriculum requirements using a range of resources including White Rose, Abacus, Twinkl, NRich... A range of manipulatives are available within all classes although not always embedded |

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| <ul style="list-style-type: none"> <li>To promote maths across the school.</li> </ul> | <p>highlights their successful use.</p> <ul style="list-style-type: none"> <li>Children are able to take part in a range of maths events.</li> <li>Doodle App trial for SEND/key borderlines</li> </ul> |  |  |  |  | <p>in all lessons. Possibly not enough resources within each class to meet this - next step will include an order of current resources to enable a 'wish list' to be compiled.</p> <p>'Duck Day' was a fun maths day and enjoyed across the school. More days to be planned to promote maths engagement with the inclusion of parents.</p> |
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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-

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| 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     | Survey conducted into feasibility in summer '24. Low numbers and staffing challenges made it not worth pursuing. Recent conversation with a local provider of clubs across a number of schools confirmed this issue. |
|  |   |     |               | 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-











